



School Improvement Strategy

Responsible for policy:

Date of policy:

Date approved by CC:

Date of review:

Policy Status:

Chair of Directors

CC3 Quality, Provision and Performance

March 2021

June 2021

July 2023

Good practice



Contents

1. Definitions	3
2. Scope	4
3. Introduction	4
4. Vision.....	4
5. Principles.....	5
6. Delegation	6
7. Categorisation process.....	7
8. Four Phases of Categorisation	7
9. Roles and Responsibilities.....	8
Role of Principal Committee.....	8
Role of the Catholic Senior Executive Leader	8
Role of CC3 – Quality Provision and Standards.....	9
10. Monitoring and Review.....	9
11. Link to other policies.....	9
Appendix 1 Subject/ Department Evaluation	10
Appendix 3 Categorisation for School Improvement.....	13
Appendix 4 School Improvement calendar (in draft early stages).....	14
Appendix 5 Questions to reflect on as Senior Leaders and Governors	15
Appendix 6 System Leadership	16
Appendix 7 Pedagogy.....	17
Appendix 8 Vocabulary tiers	18
Appendix 9 Schemata	19
Appendix 10 Networks across the MAC.....	20



1. Definitions

In this **TRCA School Improvement Strategy**, unless the context otherwise requires, the following expressions shall have the following meanings:

- i **'The Romero Catholic Academy'** means the Company named at the beginning of this **School Improvement Strategy** and includes all sites upon which the Company is undertaking, from time to time, being carried out. The Romero Catholic Academy includes; **Corpus Christi, Good Shepherd, Sacred Heart, Blue Sky, SS Peter and Paul, St Gregory, St John Fisher, St Patrick, Cardinal Wiseman, Shared Services Term.**
- ii **'Romero Catholic Academy'** means the Company responsible for the management of the Academy and, for all purposes, means the employer of staff at the Company.
- iii **'Board'** means the board of Directors of the Romero Catholic Academy.
- iv **'Clerk'** means the Clerk to the Board or the Clerk to the Local Governing Body of the Academy appointed from time to time, as appropriate.
- v **'Chair'** means the Chair of the Board of the Directors or the Local Governing Body appointed from time to time.
- vi **'Catholic Senior Executive Leader'** means the person responsible for performance of all Academies and Staff within the Multi Academy Company and is accountable to the Board of Directors.
- vii **'Local Governing Body'** means the governing body of the School.
- viii **'Principal'** means the substantive Principal, who is the person with overall responsibility for the day to day management of the school.
- ix **'School'** means the school or college within The Romero Catholic Academy and includes all sites upon which the school undertaking is, from time to time, being carried out.
- x **'Strategic Lead'** – the Primary roles that are funded by the MAC to oversee curriculum/assessment for the seven schools
- xi **'Arbor'**- the MIS that is used by all schools for curriculum, assessment and other areas of school performance
- xii **'Continuous Improvement review'** – the biannual meeting that is held with the CSEL, Principal, SLT, Chair and key SST members to look at the performance of the school. The Principal and Chair of the LGB provide constructive feedback on the services provided centrally.
- xiii **'Formative assessment'** is assessment *for* learning, as opposed to assessment *of* learning (BLGBk and Wiliam 1998). In assessment for learning, the first priority of assessment is not to increase accountability, establish rankings or certify competence, it is to promote learning.
- xiv **'Summative assessments'** are often high stakes, which means that they have a high point value. Examples of summative assessments include; a midterm exam, a final project, a paper, a senior recital, knowledge quizzes
- xv **'Pedagogy'** is defined (via TES article) simply as the method, and practice, of teaching. It encompasses:
 - [Teaching styles](#)
 - [Teaching theory](#)
 - Feedback and assessment

When people talk about the pedagogy of teaching, they refer to the way teachers deliver the content of the curriculum to a class.

- xvi **'Substantive knowledge'** is the required to connect prior learning with new for pupils in a high quality curriculum
- xvii **'Disciplinary knowledge'** is the body of information which leads to pupils connecting learning between subject domains.

Substantive knowledge	Disciplinary knowledge
<ul style="list-style-type: none"> • Domain specific • Factual content • Sequential flow of information required • Required subject vocabulary • Rules and methods • Procedural fluency • Structure of learning content within domain 	<ul style="list-style-type: none"> • Contextual and related information • Big ideas • Connecting arguments • Opinions and interpretations • Associated influences • Critical arguments for and against • Indirect evidence • Inter-disciplinary

<http://www.robcarpenter.org.uk/44/climbing-the-hill/post/105/exemplifying-substantive-and-disciplinary-knowledge>



2. Scope

This School Improvement strategy is an evolving policy developed in partnership between schools and the wider system leadership in the city, Diocese and beyond. The Romero Catholic Academy has the aim of providing a framework to support and challenge every school in Romero to continue to improve the life chances of our children and young people so they have aspirations, ability to reach their God-given potential and the opportunity to reach their chosen destination.

The strategy outlines a commitment to securing and investing as much funding into the schools system in as possible to enable the development of a strong sustainable infrastructure to deliver our targets for the future. Our schools are vital to the futures of children and young people within Romero. We all acknowledge that there is **always** work to do to be consistent, innovative and forward thinking. We want the Romero Catholic Academy schools to be recognised across the country as some of the best – to work, teach and learn in. With the commitment of every school in Romero and an evolving strategy which outlines what to do and how we get there, we can achieve this together

3. Introduction

There has been unprecedented change in the way education has evolved. Nationally, the academy programme has been accelerated and the establishment of MACs has enabled schools to work in a new way within a formal structure.

The national curriculum has been reviewed and changed. Examinations at Key Stages 2, 4 and 5 and performance expectations have altered significantly, participation age is now 18 years; and additional funding is available through the Pupil Premium to support “closing the gap” between vulnerable and disadvantaged pupils and their peers. The emphasis for school improvement is now on a sector-led approach, bringing together teachers, governors, local school partnerships, the Diocese multi-academy trusts, teaching school alliances, school-improvement specialists, the Regional Schools Commissioner (RSC) and the Department for Education (DfE).

We want to work in partnership to develop innovative and collaborative approaches to improve the quality of schools and teaching. We have a moral imperative to ensure the highest educational outcomes and health and well-being of all of our children and young people.

4. Vision

The North East of Coventry, is a great place to grow up and we have the highest expectations for the achievement of children and young people in the Romero Catholic Academy. We believe all children and young people have the right to achieve their full potential whatever their culture or background.

We recognise that it is the responsibility of MAC/ school leaders to secure improvement in their school. As part of our work we act as champions of educational excellence for children and young people, working across our schools to forge strong professional relationships through school networks and teaching school alliances.

We will strengthen our quality assurance role to ensure that all schools strive to improve. We will broker school-to-school support using high quality performing leaders to work alongside those schools requiring support to be good or better.

Our vision is to be a group of strong Catholic schools high performing both academically and pastorally.



Through partnership working we will:

1. Ensure every child and young person in The Romero Catholic Academy has an excellent education enabling them to aspire and reach their destination
2. Raise educational standards and outcomes in schools improving life chances
3. Improve the quality of provision so that all schools are judged at least good by Ofsted and in their CSI Inspection

5. Principles

The Romero Catholic Academy is committed to:

- facilitating the effective partnership working with all schools primarily through Principal [Committee and Core Committee 3, Performance and Standards](#)
- ensuring all actions will be taken in the best interests of the children and young people served by the school
- working in partnership with Diocese, DfE, LA, identifying early those schools requiring early support
- working together with all stakeholders including parents, teaching staff, leaders, Principals, Governing Bodies to improve outcomes
- supporting and challenging the provision and outcomes across the eight schools; challenge schools where provision falls below expectations and use its intervention powers as necessary for the best interests of the pupils through a **Continuous Improvement Review**
- acting openly and with transparency in all matters; giving honest and fair feedback
- indicate how schools can share good practice, improve provision in a variety of suitable, appropriate and manageable ways
- striving to be outward facing by building effective, constructive and productive relationships with partners to secure school improvement. These include other MATs/MACs, maintained and VA schools, Diocese, FE Colleges and other providers, National College for Teaching and Leadership, Teaching Schools and local trusts



6. Delegation

The Board of Directors, through the terms of reference, delegate authority regarding the quality provision and standards across the eight schools to CC3. The Principal Committee provides tactical advice to the Board of directions

Key roles:

- **Chair of CC3** – will ensure CC3 meet frequently to review and evaluate the quality provision and standards across the MAC. The Chair will liaise with the CSEL if a school requires intervention where appropriate. The Chair of CC3 will ensure the information is communicated appropriately between the school and CC3 on behalf of the Board.
- **Catholic Senior Executive Leader** will oversee the strategy.
 - The CSEL will broker and commission support identifying that each school is a capacity giver and taker.
 - The CSEL ensure consolidation and analysis of data and outcomes across the MAC and be accountable for standards informing the Board of Directors.
 - The CSEL will liaise with the Diocese, Ofsted and DfE as required.
- **Executive Principal for School Improvement**
 - Oversee the School Improvement strategy for the MAC and link with appropriate stakeholders
 - Facilitate curriculum innovation across Primary and Secondary
 - Lead on Ofsted and CSI preparation and support
 - Deputise for the CSEL
- **Network Lead** – will plan, implement and review the Network strand funded by the LA.
 - The Network lead will broker and commission support linking with CSEL
 - The Network lead will ensure the efficient use of the funding to impact on pupils life chances
 - The Network lead will report to the LA, evaluate impact and liaise where appropriate
- **Director of Blue Sky**
 - Liaise with partnership on ECT and NPQ programmes
 - Oversee curriculum innovation and networking; lead on assessment and Arbor
 - Secure funding streams
 - Broker system leadership; create capacity through SLEs
 - Lead on outward facing engagement with schools in Coventry and beyond
 - To lead on research and innovation; disseminate across stakeholders
- **Strategic Lead** – will lead on the strategy across the schools liaising with teachers and leaders alike
 - The Strategic Lead (s) will drive curriculum innovation and networking
 - The Strategic Lead (s) will deliver training for universal and tailored support in schools and across (as appropriate); to lead on mentoring new leaders in a phase or subject
 - The Strategic Lead (s) will support the use of Arbor and lead on PiXL strategy
 - To lead on research and innovation; disseminate across stakeholders



7. Categorisation process

There is a Termly Analysis of end of Key Stage projections/outcomes undertaken by the school and then reviewed by the CSEL and Strategic Leaders (Primary. This will identify those schools whose data has improved or declined and be the basis for the allocation of funding. Details are included in the half termly Board report.

Data - further information is provided by internal data within the MAC via either Sistra or Abor. In addition, the LA Data Team will send out Data Watch and the pre-populated LA data sheet electronically to each school in September. In the absence of national data, particularly in progress which is released mid-September in Primary, November in Secondary, this information stream aids the early identification of strong performance or concerns where there is negative progress.

Categorisation - the CSEL will collate information regarding categorisation and in conjunction with Core Committee 3 and the Chair, consideration will be made on support challenge and intervention. There is further discussion of categorisation and current evaluation of judgements in the Continuous Improvement Review.

8. Four Phases of Categorisation

The MAC has adopted the Sir David Carter's Four phases of school improvement to support the categorisation of schools. As an outline (further details in the Appendices):

Stabilise – school is in a state of flux in terms of leadership; recruitment and significantly with outcomes which are well below national. Finance, behaviour and attendance likely to be issues.

Repair – school is beginning to secure leadership and staffing is becoming more stable, outcomes improving but still gap with national and likely to hit indicator for coasting. Pockets of improvement in year groups and governance is improving.

Improve – teaching and learning, outcomes and leadership are strong, above floor and coasting indicators; strong CPD, stable leadership and low incidents of behaviour

Sustain - Effective strategic leadership looking longer term and beginning to provide the wider school system with capacity to support other schools, contributes to wider system CPD and support; embedded and effective CPD provided in-house

Capacity givers and takers- it is recognised there is good in every school, and every school has areas to improve. Within this strategy it is recognised that at anyone time schools will draw upon expertise and every school should have system leadership to offer the MAC and beyond.



9. Roles and Responsibilities

Role of Principal Committee

The Catholic Senior Executive Leader will Chair the Principal Committees. These will focus on School Improvement activities alongside the Business and Strategy meeting which focus on centralised services.

The Principal committee:

- is a **tactical adviser** to the Board of Directors
- **agree** and **evaluate** the implementation of **Romero** plan
- ensure **partnership** working across the MAC (e.g. peer review)
- **identifies** and disseminates **good practice**
- provide healthy **challenge** to one another
- co-ordinate key **initiatives** across the MAC
- consider the **funding** streams and agree spend

Role of the Catholic Senior Executive Leader

The CSEL/ Accounting Officer will provide professional challenge to the school to demonstrate the impact of support being provided against the key priorities identified. Specific allocations of time for each school are determined by need of support and challenge. The amount of time allocated to each school will not be uniform.

The guiding principles of the Catholic Senior Executive Leader's work are:

- **Focus on pupil progress and attainment across the ability range**, and the many factors which influence it, including pupil well-being, extended services and parental involvement
- **Respect for the school's autonomy** to plan its development, starting from the school's self-evaluation and the needs of the pupils and of other members of the school community
- **Professional challenge**, so that the school's practice and performance are improved; and
- **Evidence-based assessment** of the school's performance and its strategies for improving teaching and learning. Signposting across the MAC will be a key activity
- **Documentation** – validation for SSE, CSI, School improvement
- **Brokering support** -to draw upon whatever external support it needs to achieve its aims. Or to signpost the school to another on the identification of good practice that should be shared widely across MAC
- **System leadership** - the quality assured leaders should be deployed into schools to support middle leaders in developing capacity for sustained school improvement
- **Ofsted inspections** - during the Inspection the Lead Inspector will want to either meet with or speak to the school's AO and the governance. If there are concerns about the inspection outcome AO will update the Chair of CC3 and Chair of Board and agree on the level and organisation of intervention
- **Continuous Improvement Review** – hold the Principal, Chair, and SLT to account through the bi-annual meeting. The Principal, Chair, and SLT provide feedback on the services provided by the Shared Services Team meeting as well in terms of value for money



Role of CC3 – Quality Provision and Standards

The Chair of CC3 will provide professional challenge regarding the strategic function across the MAC. As Chair, the guiding principles are:

- **KPIs** – to be aware of the performance towards KPIs of individual academies and collectively as a MAC.
- **Accountability** – to invite and hold to account, individuals (e.g. Attendance offices/ LPs/ RE or SENCOs), LGBs and Academies regarding aspects of school performance
- **Governance** – to engage with Chairs of Governing Bodies regarding provision of high quality Catholic education across the MAC

10. Monitoring and Review

- This policy will be reviewed by CC3 Quality, Provision, Performance and Standards

11. Link to other policies

- TRCA EYFS Policy
- TRCA Assessment (Primary) Policy
- TRCA Assessment (Secondary) Policy
- TRCA Educational Visit Policy
- TRCA Strategic Plan
- TRCA Operational Plan



Appendix 1 Subject/ Department Evaluation

	Developing Characteristics in this band include:	Embedding Characteristics in this band include:	Leading Characteristics in this band include:
Curriculum Scope	<ul style="list-style-type: none"> • Leaders are working to ensure the subject curriculum matches the National Curriculum • Timetable constraints results in coverage that is variable across years but becoming more consistent • Plans for challenge are in the early stages • Components (Individual pieces of knowledge) are adequately planned to equip pupils with knowledge 	<ul style="list-style-type: none"> • The ambition for subject curriculum adopted/ constructed matches or exceeds the National Curriculum • The subject curriculum is ambitious and designed to give children, particularly PP. the knowledge, self-belief and culture capital they need to succeed in life (Section 5) • Careful allocation on the timetable results in coverage of subject that is meaningful across years • Appropriate challenge is in place to meet the demand of the curriculum end points • Components (individual pieces of knowledge) are well planned to equip pupils with knowledge to succeed in life 	<ul style="list-style-type: none"> • The subject curriculum is ambitious and sequenced content adopted/ constructed exceeds the National Curriculum • The subject curriculum is embedded securely and consistently. It is designed to give children, particularly PP. the knowledge, self-belief, cultural capital they need to succeed in life, SEND achieve exceptionally well (Section 5) • Creative allocation on the timetable results in quality coverage that is meaningful across years • Innovative strategies are in place to challenge pupil to meet and exceed the demand of the curriculum endpoints • Components (individual pieces of knowledge) are planned to a high standard to equip pupils with knowledge to succeed in life
Sequencing <i>Why this? Why now?</i>	<ul style="list-style-type: none"> • Lesson visits, books and pupil/ teacher voice show that the curriculum is planned and sequenced adequately with some gaps to eradicate so some of the new knowledge and skills build on what has been taught before and towards clearly defined endpoints • Leaders can identify some typical gaps and the curriculum is well-sequenced to address typical gaps in pupils' knowledge and skills 	<ul style="list-style-type: none"> • Lesson visits, books and pupil/ teacher voice show that the curriculum is planned and sequenced well so most new knowledge and skills build on what has been taught before and towards clearly defined endpoints. • Sequence of subject content at different scales is considered within the lesson sequence; topic; year or phase • Leaders/teachers can identify typical gaps; the curriculum is well sequenced to address typical gaps in pupils' knowledge and skills. 	<ul style="list-style-type: none"> • Lesson visits, books, and pupil/ teacher voice show that the curriculum is extremely well planned and sequenced well so all new knowledge and skills build on what has been taught before and towards clearly defined endpoints • Leaders/ teachers can identify typical gaps and the curriculum is carefully and meticulously sequenced to address typical gaps in pupils' knowledge and skills
Knowing more, remembering more, being able to do more	<ul style="list-style-type: none"> • Through discussions, some pupils can remember, long-term, crucial content needed for subsequent learning • Some teachers check which knowledge components are secure, missing/ not automatic • Through lesson visits and pupil discussions, pupils can demonstrate components are remembered when looking backward and forward 	<ul style="list-style-type: none"> • Through discussions, the majority of pupils can remember long-term, crucial content needed for subsequent learning • Most teachers check which knowledge components are secure, missing/ not automatic; strategies are evident • Through lesson visits and pupil discussions, pupils can confidently demonstrate components are remembered when looking backward and forward 	<ul style="list-style-type: none"> • Through discussions, vast majority of pupils can remember long-term, crucial content needed for subsequent learning • Most teachers check which knowledge components are secure, missing/ not automatic; strategies are evident and exemplary -best practices shared beyond the subject • Through lesson visits and pupil discussions, pupils can confidently demonstrate components are remembered when looking backward and forward and articulate learning
Catholicity and Enrichment	<ul style="list-style-type: none"> • Sound links with the faith dimension of the school are evident; values, vision, mission and aims alongside British values (<i>tolerance, rule of law, individual liberty, democracy, and mutual respect are reflected</i>) • The opportunities to enhance SMSC through the subject are of good quality (Section 5 Personal development). • Cultural capital is planned through opportunities to equip pupils with the relative knowledge/cultural capital to succeed in life. • Purposeful links are made with Vocations (CSI) and careers (Gatsby Benchmark at Secondary) 	<ul style="list-style-type: none"> • Purposeful links with the faith dimension of the school are evident; values, vision, mission, and aims alongside British values (<i>tolerance, rule of law, individual liberty, democracy, and mutual respect are reflected</i>) • The opportunities to enhance SMSC through the subject are of a high quality (Section 5 Personal development) • Cultural capital is accumulated through opportunities to equip pupils with the relative knowledge/cultural capital to succeed in life. • Purposeful links are made with Vocations (CSI) and careers (Gatsby Benchmark at Secondary) 	<ul style="list-style-type: none"> • Purposeful and effective links with the faith dimension of the school are evident; values, vision, mission and aims alongside British values (<i>tolerance, rule of law, individual liberty, democracy, and mutual respect are reflected</i>) • The opportunities to enhance SMSC through the subject is of an excellent quality (Section 5 Personal development) • Cultural capital is accumulated through opportunities to equip pupils with the relative knowledge/cultural capital to succeed. • Purposeful links are made with Vocations (CSI) and careers (Gatsby Benchmark at Secondary)



	Developing Characteristics in this band include:	Embedding Characteristics in this band include:	Leading Characteristics in this band include:
Pedagogy	<ul style="list-style-type: none"> The Subject Leader/ Head of Department has a basic set of teaching styles and is able to determine the balance of child centred/ teacher centred approach. The Subject Leader/ Head of Department has a working knowledge of Teaching theory e.g. Rosenshine's principles and how this improves outcomes for pupils 	<ul style="list-style-type: none"> The Subject Leader/Head of Department includes appropriate teaching styles for the subject curriculum and can determine the balance of child centred/ teacher-centred approach. Activities are carefully planned to avoid overloading working memory The Subject Leader/ Head of Department has a secure knowledge of Teaching theory e.g. Rosenshine's principles and how this improves outcomes for pupils 	<ul style="list-style-type: none"> The Subject Leader/ Head of Department includes appropriate teaching styles for the subject curriculum and is able to determine the balance of child centred/teacher-centred approach. The well-planned activities contribute to pupils effectively using their long-term memory The Subject Leader/ Head of Department has an excellent knowledge of Teaching theory e.g. Rosenshine's principles and how this improves outcomes for pupils by adapting to the subject
Assessment	<ul style="list-style-type: none"> Formative assessment is in early stages of development; teachers beginning to check that curriculum components have been remembered Summative assessment is in early stages of evaluating pupil learning 	<ul style="list-style-type: none"> Formative assessment is evident; teachers beginning to check that curriculum components have been remembered Summative assessment is in embedded in evaluating pupil learning (knowledge that is retained and recalled); this is benchmarked in some way Good use is made of external validation where appropriate. 	<ul style="list-style-type: none"> Formative assessment is well developed; teachers beginning to check that curriculum components have been remembered Summative assessment is well embedded and effectively evaluates pupil learning; this is benchmarked within and beyond the school Good use is made of external validation where appropriate and leaders themselves may provide external validation
Climate	<ul style="list-style-type: none"> There is a developing culture where pupils are showing enjoyment/ reasonable engagement in the subject 	<ul style="list-style-type: none"> Majority of teachers demonstrate confidence and secure subject knowledge getting the best from their pupils most of the time; independence is encouraged Positive strategies are evident when pupils display low effort/ outcomes in a lesson or home learning which are shared beyond the year group/ subject. Opportunities for reading are evident and access to Tier 2/ 3 vocabulary is established (Section 5) 	<ul style="list-style-type: none"> Vast majority of teachers demonstrate confidence and secure subject knowledge getting the best from their pupil; independence is actively encouraged Positive strategies are evident when pupils display low effort/ outcomes in lesson or home learning which are shared beyond the year group/ subject and externally. Pupils' work across the curriculum is consistently of a high quality (Section 5). Opportunities for reading are evident and access to Tier 2/ 3 vocabulary is established (Section 5)
Internal and external support	<ul style="list-style-type: none"> The Subject Leader, if appropriate, is receiving external support to shape the Intent, Implementation and Impact (see appendix of System Leadership) This maybe from within the MAC or Teaching School Hub Teachers are receiving external support or high levels of internal support in training packages and subject knowledge enhancement 	<ul style="list-style-type: none"> The subject leader checks Intent, Implementation, and Impact against other examples to ensure best practice The subject leader is effective in horizon scanning and keeping abreast of best practices and the latest research Teachers are accessing ongoing high-quality support internally to push the subject forward and secure consistency. 	<ul style="list-style-type: none"> The subject leader is confident to review/ refine the Intent, Implementation, and Impact. The subject leader is effective in horizon scanning and keeping abreast of best practices latest research; subject leader is outward facing (Specialist Leader of Education forging networking links. Teachers are accessing ongoing high-quality support internally to push the subject forward through innovation; consistency is evident.
Observable features	<ul style="list-style-type: none"> The Leader, with support has an action plan and clear audit of resources. The Leader receives/ sources/ acts upon external support where appropriate to develop the subject. 	<ul style="list-style-type: none"> The Leader has an effective action plan and a clear audit of resources. Leader is beginning to look outward for the latest developments. Is an active member of subject networks locally and/or seeks information/ support from online sources. Leader has engaged with Governance to demonstrate impact of curriculum 	<ul style="list-style-type: none"> Subject Leader/ Head of Department is outward-facing and actively networks both online and through system leadership/ attendance of CPD. An effective action plan is in place to capture evaluation. Research underpins Intent and Implementation. Leader is a member of national associations to ensure horizon scanning. Leader is confident in delivering Subject Knowledge Enhancement and training.



Appendix 3 Categorisation for School Improvement

Categorisation for School Improvement (based on Sir David Carter model)				
	Stabilise	Repair	Improve	Sustain
Core offer	<ul style="list-style-type: none"> Support from School Improvement team External consultant visits x 2 annually CMO visits (high priority) Executive leadership if appropriate Governance review (and SIB if needed) Safeguarding support 	<ul style="list-style-type: none"> Support from School Improvement team External consultant visits x 2 annually CMO visits (high priority) 	<ul style="list-style-type: none"> Higher level of support from School Improvement team; secondment of SI team if appropriate for short term leadership capacity or driving an areas of Sch Imp CSEL visits when appropriate External consultant visits x 2 annually CMO visits (medium touch) 	<ul style="list-style-type: none"> Support from School Improvement team CSEL visits when appropriate External consultant visits x 2 annually CMO visits (low priority)
Tailored for RI schools	<ul style="list-style-type: none"> Additional time of KS1 and 2 Strategic Lead if needed where provision needs addressing CSEL visits half termly CSEL presence at Governor meetings Additional School imp money for system l'ship 	<ul style="list-style-type: none"> Additional time of KS1 and 2 Strategic Lead if needed where provision needs addressing CSEL visits half termly Additional School improvement money for system leadership 	<ul style="list-style-type: none"> CSEL visits termly to talent spot/ develop system leadership Additional School improvement money for system leadership if appropriate 	<ul style="list-style-type: none"> CSEL visits termly to talent spot/ develop system leadership
Observable features				
School improvement strategy	<p>Stabilise:</p> <ul style="list-style-type: none"> Catholicity/ RE or Collective Worship is weak and needs immediate intervention Unstable leadership & Ineffective governance has recently failed to hold anyone to account Limited evidence of any external support having had an impact High staff turnover and high staff absence with recruitment of better staff challenging Pupil attendance and PA below national floor Significant financial risk or mismanagement Poor student outcomes at KS2/KS4 – below floor and/or coasting T&L is poor, with limited or no CPD for staff Student behaviour has been chaotic or unsafe Safeguarding gives rise to high level concerns which lead to immediate action and intervention by CSEL 	<p>Repair</p> <ul style="list-style-type: none"> Catholicity/ RE or Collective Worship requires improvement, support and investment Stable leadership across the school and trust is securing standards The support from a strong TSA and/or MAT is starting to repair and improve the school Governance is improving & holding the school leadership to account Improvement in outcomes is clear in internal assessments even though outcomes from national tests are taking longer to improve Pockets of improved performance in key year groups and subjects CPD quality is mixed and focus not bespoke to the needs of the school Student behaviour is improving but low-level disruption is common and remains a barrier Safeguarding gives rise to some concerns which lead to monitoring and intervention by CSEL 	<p>Improve</p> <ul style="list-style-type: none"> Catholicity. RE and Collective Worship are strong Stable leadership across the school and trust is securing sustainable improvement The TSA/MAT support and the work of the leaders in the school is shifting as much to assuring quality as on operational delivery Governance is strong and consistently holds leadership to account Student outcomes are above floor and there is confidence that this can be sustained by younger children in the school T&L is strong in most year groups and subject areas with just a few pockets of ineffective practice that are being addressed appropriately CPD is addressing the bespoke needs of more teams and individuals Behaviour in the school is more positive with limited low-level disruption Safeguarding compliance and culture is effective 	<p>Sustain</p> <ul style="list-style-type: none"> Catholicity. RE and Collective Worship are strong and worthy of disseminating or offering of S2SS. Effective strategic leadership looking longer term and beginning to provide the wider school system with capacity to support other schools Leadership team are developing new areas of expertise that it contributes to wider system CPD and support Governance is strong and sustainable for the future Outcomes for all learners are good, the school is consistently above floor and no groups of learners significantly underperform Embedded and effective CPD is bespoke to need and encourages effective succession planning Behaviour of students is positive and low level disruption is rare Safeguarding compliance and culture is effective
Observable Features from the System				



Appendix 4 School Improvement calendar (in draft early stages)

		Autumn 2022	Spring 2023	Summer 2023
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]	[Redacted]



Appendix 5 Questions to reflect on as Senior Leaders and Governors

1. Do we ensure clear subject coverage, progression and sequencing in our curriculum?
2. Does actual taught and learned coverage match intended coverage?
3. Are transitions smooth between year groups?
4. Does the provision meet the same standards across different subjects?
5. Do children retain prior learning?
6. Are subject misconceptions addressed?
7. How do teachers and children record learning? Can this be easily accessed?
8. Do teachers teach, and children learn, key subject vocabulary?
9. Do teachers have sound subject knowledge?
10. Do senior leaders, subject leads and teachers have good pedagogical content knowledge?

*Please note that, this is not an official Ofsted checklist.

Questions to think about in your subject

1. How have you designed your curriculum?
2. What are you trying to achieve in your curriculum?
3. What are your aims for this subject in the school?
4. **Primary only** How do you implement the [Romero Curriculum](#)? What additional schemes do you follow?
5. Why is this subject taught in this way?
6. How do pupils progress in this subject over their time at the school? (Remembering that progress is knowing more, remembering more and being able to do more.)
7. How do you ensure that subject knowledge is retained and retrieved?
8. How do you ensure that pupils with SEND benefit from the curriculum in this subject? Are expectations high enough?
9. What do curriculum leaders expect that inspectors will see when they visit lessons and speak to pupils?
10. How are misconceptions addressed in the subject?
11. How does this subject link to other curriculum areas?
12. How do you support staff?
13. How do you avoid unnecessary workload?
14. What subject resources do you offer children and how are they matched to the curriculum?



Appendix 6 System Leadership

Romero System leaders

• Lauren Davies	English	Sacred Heart
• Rachel Ellis	English	Sacred Heart
• Will Allen	English, Data & Pupil Premium	Good Shepherd
• Megan Scullion	English, Lead Practitioner and Research Leader of Education	Saint Gregory
• Laura McGinty	English and SEND	Romero
• Michael Kirby	Maths & PE	Good Shepherd
• Elaine Cakebread	Early Years	Sacred Heart
• Danielle Kingham	RE & SEND	Saint Patrick
• Laura Stevenson	ITT & NQT	Sacred Heart
• Sophie Edge	PE	Sacred Heart
• Elise Liggins	PE	Saint Patrick
• Richard Kingshott	Leadership (Sixth form specialism) (TQ TSA)	Cardinal Wiseman
• Heidi Elliott	Languages	Cardinal Wiseman
• Kathryn Alton	History (TQ TSA)	Cardinal Wiseman
• Angie Masterson	MAST Origin Maths Hub	SS Peter and Paul
• Helen Quinn	NLE Ofsted	Romero
• Lorraine Stanton	Advocate Headteacher	SS Peter and Paul
• Paul Madia	CSI Inspector	Sacred Heart

Blue Sky TSA

• Matthew Thomas	English	Hearsall
• Hazel Howat	Maths	Earlsdon
• Kieran Johnston	Maths	Eastern Green Junior
• Carolyn Prior	Maths	Alderman's Green
• Clare Staines	Maths	Saint Thomas More
• Hannah Clissold	Curriculum & Early Years	Moseley
• Debbie Enstone	SEND, RE & ITT	Masters
• Charlotte Tull	Science	Edgewick
• Jaclyn Graham	Computing	Alderman's Green
• Vicky Noone	Assessment	Stoke



Appendix 7 Pedagogy

What is Pedagogy? Pedagogy is defined simply as the method, and practice, of teaching. It encompasses:

- Teaching styles
- Teaching theory
- Feedback and assessment

When people talk about the pedagogy of teaching, they will be referring to the way teachers deliver the content of the curriculum to a class.

What are the different teaching styles?

Your teaching style is as individual as your own accent: it is a culmination of your background, context, and personal preference. However, when teaching styles are discussed, you can broadly break them down into a few different approaches.

A teacher may use any combination of these different methods, and may change their approach depending on context, teaching phase, and content that they are delivering.

Popular teaching styles:

- [Phonics](#)
- [The Montessori method](#)
- [Socratic questioning](#)
- [Retrieval practice](#)
- [Project-based learning](#)
- [Teach Like A Champion](#)
- [The Mantle of the Expert](#)
- [Dialogic teaching](#)

The teacher-centred style puts the teacher as the expert in the classroom, and the students as the novices. The idea of being 'teacher centred' would be supported by the theory behind behaviourism, a concept that came from the work of pedagogical research by Thorndike (1911), Pavlov (1927) and Skinner (1957).

Whereas, child-centred teaching places the child as the focus of the learning. In a child centred approach, the child may even decide upon what is learnt, how it is learnt, and where the learning takes place. It can be thought of as a more constructivist approach, and is based on the pedagogical research of Piaget (1896-1890) and others.



What is a teaching theory?

A teaching theory is a proposed explanation of how we absorb, process and retain knowledge.

There are many theories about how we learn, and teachers can use these to assist with their planning and modify their approaches to teaching.

Here are some of the most popular teaching theories:

- [Bloom's taxonomy](#)
- Growth Mindset
- Flipped learning
- SOLO taxonomy
- Philosophy for children
- [Rosenshine Principles](#)

And here are some of the most influential teaching theorists:

- Lev Vygotsky
- Jean Piaget
- Abraham Maslow
- John Dewey
- Sir Ken Robinson

Appendix 8 Vocabulary tiers

David Didau shares that “vocabulary can be usefully divided into 3 tiers:

- Tier 1 – high frequency in spoken language (table, slowly, write, horrible)
- Tier 2 – high frequency in written texts (gregarious, beneficial, required, maintain)
- Tier 3 – subject specific, academic language (osmosis, trigonometry, onomatopoeia)

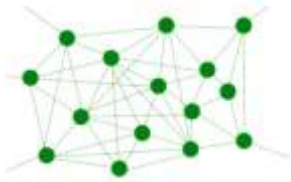
We don't need to worry about tier 1 – pupils usually arrive knowing the basics and if not they will quickly pick them up in conversation with their peers. And we're pretty good at recognising pupils won't know Tier 3 words – these are our subject-specific key words. But Tier 2 vocabulary presents a problem – because we read these will be words that are so familiar to us that we don't notice pupils won't know them. But these are usually words that pupils will already have a conceptual understand of, even though they're unfamiliar with the vocabulary.

<https://learningspy.co.uk/literacy/closing-language-gap-building-vocabulary/>



Appendix 9 Schemata

The idea of schemas arose as part of the cognitive-developmental theories of Jean Piaget in the early 1920s, while a decade or so later the social psychologist Frederic Bartlett further developed the idea. It would later become incorporated into what became cognitive psychology.



Relevant schema of a child who achieves a **high** outcome



Relevant schema of a child who achieves a **low** outcome

Schema is the idea that we organise ideas, knowledge, the things we learn, in patterns of connected information called. They can act as cognitive shortcuts, in that information stored in long-term memory can help us to understand events and assist in learning new information.

Tom Sherrington outlines the importance of schema in the following article:

<https://teacherhead.com/2020/01/05/schema-building-a-blend-of-experiences-and-retrieval-modes-make-for-deep-learning/>

Paul Fulbrook (TeacherOfSci) is a Science teacher, writer and education blogger based in Brighton, England. He started teacherofsci.com to help support teachers everywhere with the everyday struggles that they are all faced with, both in the classroom and at home. He has written a comprehensive blog on Schema here:

<https://teacherofsci.com/schema-theory/>



Appendix 10 Networks across the MAC

Aspect		Lead	Frequency	Principal link	Support/ CPD professional development/ Consultancy	Reviews/ Quality assurance	Governance link
Catholic Life reference group Romero Child Charter	RE Aspires Serves Reflects	Helen Quinn Romero	Network – meets twice a year	Helen Quinn	One Life Ten Ten		Directors are assigned to each Romero strand
CSI/ RE		Pauline Finn SJF Siobhan Armstrong CW	Network – meets termly	Paul Madia	Collective worship focus		Eleanor Barry Chair of CC3 – Quality Provision and Performance
EYFS		Sarah Mills SJF	Network	Kevin Shakespeare	Effective interaction Learning environment especially outdoors	Baseline arrangements new Moderation Provision reviews	Eleanor Barry Chair of CC3 – Quality Provision and Performance
Maths		Michael Kirby Richard Wheat CW		Lorraine Stanton Advocate Headteacher	Year 5 – 8 project due to start		Eleanor Barry Chair of CC3 – Quality Provision and Performance
English	Spelling Shared writing	Laura McGinty Clare Montgomery/ Danielle Egan (KS3) CW		Megan Scullion and Matt Everett	Making leaps in learning post lockdown Writing	Moderation in writing	Eleanor Barry Chair of CC3 – Quality Provision and Performance
SEND		Danielle Kingham SP		Dee Williams	Assessment of B2	SEN Review follow up	Eleanor Barry Chair of CC3 – Quality Provision and Performance
Curriculum working party Science focus	Assessment Embedding new curriculum	Melissa Allport SH Stephen Hermitage CW		All			Eleanor Barry Chair of CC3 – Quality Provision and Performance
Pupil Premium				Kevin Shakespeare			Eleanor Barry Chair of CC3 – Quality Provision and Performance
PE	Romero Thrives	Sophie Edge SH Harry Clark CC Chris Page CW		Mark McLoughlin			Dean Kavanagh
Safeguarding Represent Romero at LA				Andy McConville		Jayne Lowe	Eleanor Barry Chair of CC3 – Quality Provision and Performance
Safeguarding reference group		Sharon Feeney	Meet following on a Thursday following DSL briefing	Andy McConville GS			Eleanor Barry
Senior Leadership across (Working across AHT DHT in city – not currently in place)		Helen Quinn	Twice a year	Helen Quinn			
Other Job Families							
School Business/ Office Managers		Dawn Hutt					
Health and Safety reference group		Patrick/ Nigel					



Aspect		Lead	Frequency	Principal link	Support/ CPD professional development/ Consultancy	Reviews/ Quality assurance	Governance link
Site Service Officers (Every) – <small>this is not currently in place</small>							
IT Curriculum and working party		TBC	All computing leads and IT	Andy McConville GS			
Staff Forum		Helen Quinn	Twice a year				

Networks in blue are across Primary and Secondary

