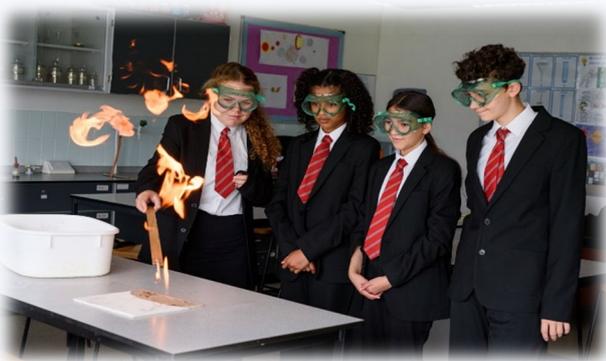


Strategic Plan 2023-2026



The
Pope Francis Catholic
Multi Academy Company

Providing outstanding education for our children
with *'The Joy of the Gospel'* at its heart

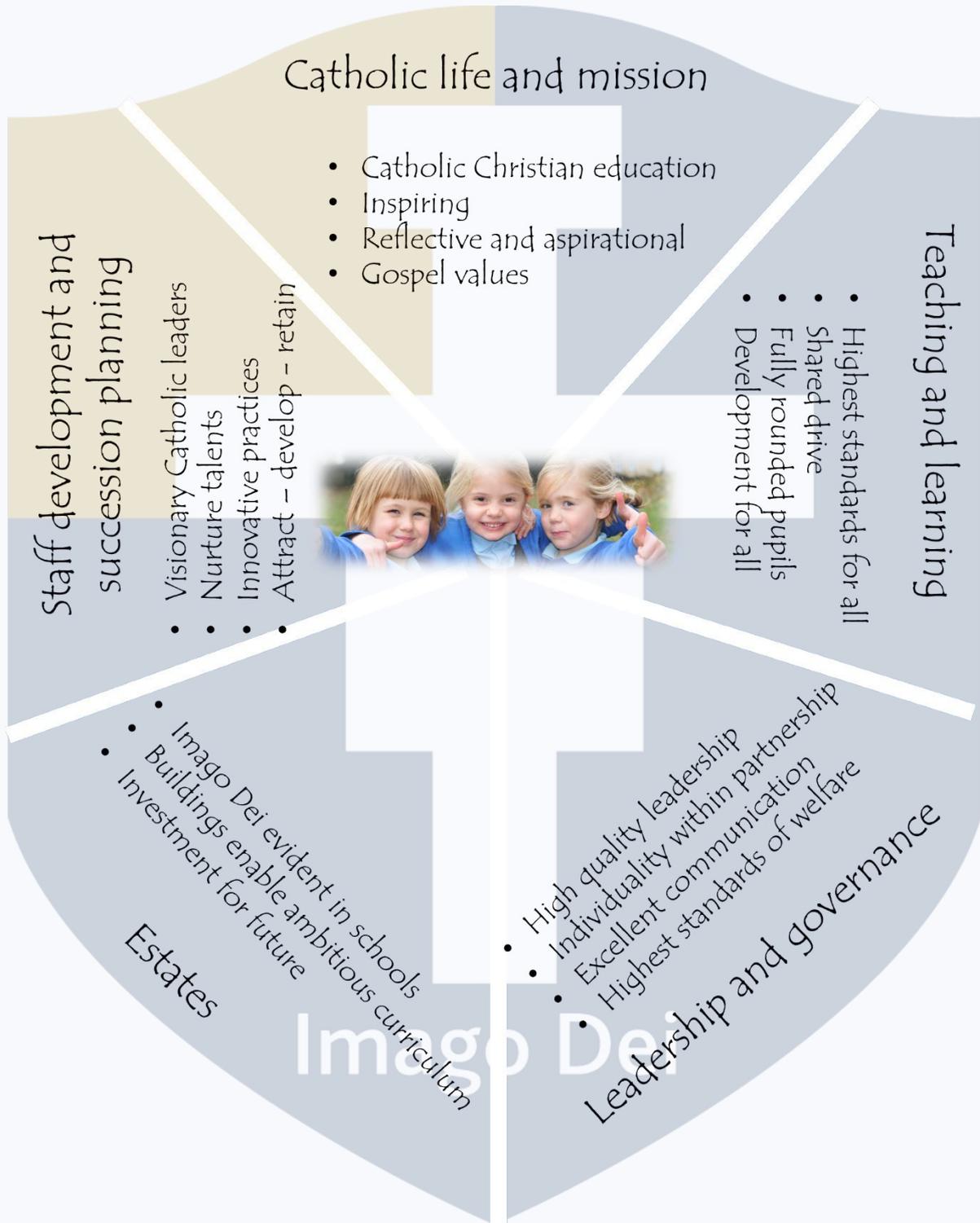
Background and context

'We believe each person is a unique creation made in the image and likeness of God, called by name, with a special vocation and gifts to bring to the world. We seek to develop these talents in each individual by being a beacon for Catholic education in Oxfordshire.'

This document outlines where an organisation as a whole is, and is heading, and the principles and measures by which it describes its priorities. It is a guiding document to ensure all parts of an organisation plan to achieve their common goals.

- The Pope Francis Multi Academy Company was founded in 2014, consisting of three schools: Blessed George Napier Banbury, St Joseph's Banbury and Holy Trinity Chipping Norton. In January 2021 the schools from the Dominic Barberi Multi Academy Company joined the PFMAC.
- The PFMAC is an expanding organisation and, as such, requires a strategic plan that aligns the schools within it. It consists of nine primary schools: St John's Banbury, St Joseph's Banbury, Holy Trinity Chipping Norton, Our Lady's Witney, St Joseph's Carterton, Our Lady's Cowley, St John Fisher Littlemore, St Thomas More Kidlington, St Joseph's Thame and two secondary schools, Blessed George Napier Banbury and Greyfriars Oxford. Eventually, all Catholic schools in Oxfordshire will join the PFMAC.
- The strategic plan does not replace the schools' individual development plans, but is rather a set of principles and indicators that demonstrate the shared values that underpin all that we do.
- The strategic plan sets out a vision of a continuously improving family of schools.
- The strategic plan will be subject to revision.

PFMAC values



Catholic life and mission



- Provide Catholic Christian education for all pupils in our schools, creating better citizens of the future by nurturing reflective, caring individuals who have a clear moral compass, derived from Gospel values and virtues.
- Demonstrate the highest possible standards and aspirations for our children to prepare them for the future.
- Offer service and support to all Catholic schools in the area.
- Develop charitable networks and include an international dimension in our reach.

Teaching and learning

- Pursue proactively and rigorously the highest standards in education for all pupils in our schools.
- Support each other in a shared drive to becoming outstanding [both in Ofsted and Diocesan inspections].
- Nurture fully rounded pupils, capable of demonstrating the correct balance of personal development and academic attainment.
- Develop all members of our community and provide high quality continued professional development.



Staff development and succession planning



- Develop a pool of talented, effective and visionary Catholic leaders at all levels across the PFMAC.
- Nurture the talents of our staff and provide development opportunities across all PFMAC schools to build and share innovative practice.
- Attract, recruit and retain the best practitioners, providing opportunities for creative sharing, when appropriate.

Estates

- Provide learning environments which reflect the dignity of the individual, and our obligation to care for one another is reflected within the environment in our schools.
- Have facilities which facilitate the delivery of a modern curriculum.
- Ensure there are appropriate maintenance plans and funding in place, and that they are acted on in a timely manner.



Leadership and governance



- Have high quality leadership at all levels.
- Retain the individual character of each school within the partnership of schools.
- Ensure high quality communication at all levels and with all stakeholders.
- Manage the PFMAC's finances to ensure excellent opportunities and facilities for all.
- Provide the highest standards of welfare and safeguarding for all.
- Ensure everyone involved in the governance of the PFMAC knows their personal responsibilities.

Strategic objectives

SO1: Catholic life and mission

- 1.1 PFMAC ethos is embedded across all schools.
- 1.2 Children, staff and parents value being a member of the PFMAC.
- 1.3 Strong relationships between schools and parishes.
- 1.4 All Catholic schools in Oxfordshire are part of the PFMAC.

SO2: Teaching and learning

- 2.1 Raise attainment and improve progress.
- 2.2 All schools to be good or better for Ofsted and CSI.
- 2.3 All schools share best practice and improve teaching.

SO3: Staff development and success planning

- 3.1 High quality professional development.
- 3.2 Staff at all levels are nurtured and developed.
- 3.3 Culture of evaluation and improvement.
- 3.4 Best practice identified and shared.
- 3.5 Consistency in how we treat all staff.

SO4: Estates

- 4.1 Ensure compliance across all sites.
- 4.2 Facilitate delivery of ambitious curriculum.
- 4.3 Strive to make sure impact on environment is minimal.
- 4.4 Resources are used effectively.

SO5: Leadership and governance

- 5.1 PFMAC financial resources are used effectively.
- 5.2 School improvement and effectiveness strategies are in place and followed.
- 5.3 Enhancing governance by embedding SoD.
- 5.4 MAC-level KPIs to track impact and school targets.
- 5.5 Enabling transition from PFMAC 1^o-2^o.

Strategic objectives



SO1: Catholic life and mission

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
1.1 PFMAC ethos is embedded across all schools.	Annual Catholic life and mission at start of year for all schools.	Regular input for children regarding the PFMAC and its vision. Communication of PFMAC vision through school newsletter.	Confident in all members knowing this and part of the PFMAC family of schools.
1.2 Children, staff and parents value being a member of the PFMAC.	It is clear when visiting schools that positive attitudes are excellent.	All schools exhibit the values of the PFMAC.	All schools have equally high quality relationships between all members of the community.
1.3 Strong relationships between schools and parishes.	Quality of RE curriculum is good across all schools. RE given the required time to be level with other core subjects.	All schools have good RE curriculum achievement, equal to or better than core subjects.	All schools have good or better RE curriculum and attainment is often better than with other core subjects.
1.4 All Catholic schools in Oxfordshire are part of the PFMAC.	Regular dialogue between schools and those wishing to join the MAC.	PFMAC increases to 15 schools.	All schools in Oxfordshire are part of the PFMAC [17].

Strategic objectives



SO2: Teaching and learning

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
2.1 Raise attainment and improve progress.	<p>Review how we use Primary School Improvement.</p> <p>Review Secondary SIP and add capacity for bespoke School Improvement.</p>	Increase Primary team to enable progress across all schools.	All schools are good or better.
2.2 All schools to be good or better for Ofsted and CSI.	<p>Systems for data analysis across the PFMAC.</p> <p>Evidence-based half-termly School Improvement meetings.</p>	Embedded half-termly review meetings for all schools to ensure consistency.	All schools are good or better.
2.3 All schools share best practice and improve teaching.	<p>Strengths identified and triads set-up.</p> <p>Identification of leads for CSI/Ofsted/EYFS.</p>	Planned structural support processes for the PFMAC.	Secondment across the PFMAC develops practice.

Strategic objectives



SO3: Staff development and success planning

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
3.1 High quality professional development.	Launch NPOSL led by the PFMAC. Deputies to start NPQH.	Second cohort of NPOSL.	Develop suite of leadership NPQs.
3.2 Staff at all levels are nurtured and developed.	Development of database to identify and develop staff.	Database complete and updated regularly – identify staff for CPD relevant to the plan.	Culture of openness and development across the PFMAC schools.
3.3 Culture of evaluation and improvement.	Peer evaluation programme instigated with triads.	Evaluate effectiveness of peer review. Have plan for whole year.	Staff open and willing to be part of review process.
3.4 Best practice identified and shared.	Identification of best practice and shared.	Planned cycle of assessment across PFMAC.	Regular sharing of coaching/development opportunities across MAC.
3.5 Consistency in how we treat all staff.	HR processes used consistently across PFMAC.	All HR processes used in all schools.	Culture of good practice across PFMAC.

Strategic objectives

SO4: Improving facilities			
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
4.1 Ensure compliance across all sites.	Ensure all sites have member of staff with responsibility for facilities.	Calendared monitoring programmes across all sites.	All sites have review standard evidenced in quality of environment.
4.2 Facilitate delivery of ambitious curriculum.	Review all sites to ensure curriculum can be achieved with facilities.	Invest in areas which need to be improved for curriculum delivery.	All schools are fit for purpose to deliver curriculum.
4.3 Strive to make sure impact on environment is minimal.	Use of condition grant.	Review possible future projects and environmental grants used effectively.	Sites are as energy efficient as possible and improvements all have minimal impact.
4.4 Resources are used efficiently.	Review estate and ensure we are using site effectively.	Develop model of site staff to be as adaptive as possible.	Use of resources is planned and effective.



Strategic objectives



SO5: Leadership and governance

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
5.1 PFMAC financial resources are used effectively.	Financial controls are understood and implemented in all schools.	Schools set realistic budgets within funding and in a timely manner.	Financial planning is part of effective use of budgets.
5.2 School improvement and effectiveness strategies are in place and followed.	Use resources in the most appropriate manner – strategies are evidence-based and reviewed half-termly.	Effectiveness of SIP is evidence through the ability to maintain effectiveness of outcomes.	Processes for planning and improvement are consistent across the PFMAC and are effective.
5.3 Enhancing governance by embedding SoD.	Implement new SoD which is clean and simple to use.	All LGBs understand and Heads can articulate SoD.	All stakeholders can explain SoD.
5.4 MAC-level KPIs to track impact and school targets.	Identify KPIs across the PFMAC which are important.	Annual review of KPIs and their effectiveness.	Stakeholders can identify KPIs and understand them.
5.5 Enabling transition from PFMAC 1 ^o -2 ^o .	Gain a clear picture of Catholic process to both secondary schools.	Work with primary parents to evaluate transition.	Effective transport network increasing the number of children from Catholic primary schools to Catholic secondary schools.