

**The Dominic Barberi Multi
Academy Company (DBMAC)**

(A Company Limited by Guarantee)

Annual Report and Financial Statements

Year ended 31 August 2018



**Company Registration Number:
08453966 (England and Wales)**

Period of account: 1 September 2017 – 31 August 2018

The Dominic Barberi Multi Academy Company

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The Dominic Barberi Multi Academy Company

Reference and Administrative Details

Members

Barberi and Newman Academy Trust

Trustees/Directors

David Forster (elected Chairperson)
(resigned 31.08.18)
Paul Concannon
Gerald Crown (elected Vice Chair)
Edward Fraser Long
Marcella McCarthy (resigned 30.04.18)
Sue McGarry (term ended 21.10.17)
Peter Morrissey (resigned 31.08.18)
Judith Schmidt (appointed 02.08.18)
Fr. Mervyn Tower
Adrian Waters (appointed 03.08.18)

Members of the finance, resources and staffing committee

Paul Concannon
Gerald Crown
Edward Fraser Long
Peter Morrissey

Company Secretary

Maureen Doherty Jackson

The Dominic Barberi Multi Academy Company
Reference and Administrative Details (continued)

Senior Management Team

- Accounting Officer
- Accounting Officer/Executive Principal
- Chief Finance and Business Manager

Marcella McCarthy (01.09.17 – 30.09.17)
Edward Fraser Long (01.10.17)
Georgina Paton

St Gregory the Great Secondary School, Cowley

- Principal
- Deputy Principal
- Acting Head of School
- Deputy Acting Head of School

Marcella McCarthy (resigned 30.04.18)
Roger Caseby (resigned 30.04.18)
Sean Tucker (from 01.01.18)
Heather Pallier (from 01.01.18)

St Gregory the Great Primary School, Cowley

- Head of Primary

Hannah Forder-Ball

Our Lady's Primary School, Cowley

- Principal

Tara Davies

Our Lady of Lourdes Primary School, Witney

- Principal
- Deputy Head

Jenny Walker
Victoria Williams

St John Fisher Primary School, Oxford

- Principal
- Assistant Principal

Dianne Carbon
Luisa Penman

St Joseph's Primary School, Carterton

- Principal
- Deputy Head

Lisa Smith
Cheryl Skidmore

St Joseph's Primary School, Thame

- Principal
- Deputy Principal

Paul Roberts
Fiona Dyer

St Thomas More

- Principal

Breda Bowles

The Dominic Barberi Multi Academy Company
Reference and Administrative Details (continued)

Company Name	The Dominic Barberi Multi Academy Company
Principal and Registered Office	St Gregory the Great Catholic School Cricket Road Oxford OX4 3DR
Company Registration Number	08453966 (England and Wales)
Independent Auditor	Critchleys Audit LLP Beaver House 23-38 Hythe Bridge Street Oxford OX1 2EP
Bankers	Lloyds Bank 1 Pound Way Cowley Oxford OX4 3XS
Solicitors	Royds, Withy King North Bailey House New Inn Hall Street Oxford OX1 2EA

The Dominic Barberi Multi Academy Company

Trustees' Report

The directors present their annual report together with the financial statements and auditor's report of the charitable company for the year 1 September 2017 to 31 August 2018. The annual report serves the purposes of both a trustees report, and a directors' report under company law.

The academy trust operates 7 academy schools for pupils aged 3 to 19 serving a catchment area in Oxfordshire. It has a pupil capacity of 2,995 (Years R to 13) and had a roll of 2,313 in the school census in October 2018.

Structure, Governance and Management

Constitution

The Dominic Barberi Multi Academy Company opened as a Multi Academy Company on 27th March 2013, and is a company limited by guarantee and an exempt charity. The charitable company's memorandum and articles of association are the primary governing documents of the academy company. The following schools trade under the company name:

- The Dominic Barberi Catholic MAC trading as St Gregory the Great Catholic All Through School
- The Dominic Barberi Catholic MAC trading as Our Lady's Catholic Primary School
- The Dominic Barberi Catholic MAC trading as Our Lady of Lourdes Catholic Primary School
- The Dominic Barberi Catholic MAC trading as St John Fisher Catholic Primary School
- The Dominic Barberi Catholic MAC trading as St Joseph's Catholic Primary School (Carterton)
- The Dominic Barberi Catholic MAC trading as St Joseph's Catholic Primary School (Thame)
- The Dominic Barberi Catholic MAC trading as St Thomas More Catholic Primary School

The trustees of the Dominic Barberi Multi Academy Company are also the directors of the charitable company for the purposes of company law. The charitable company is known as the Dominic Barberi Catholic MAC.

Details of the trustees who served during the year, and to the date these accounts are approved are included in the Reference and Administrative Details on page 2.

Members' Liability

Each member of the charitable company undertakes to contribute to the assets of the charitable company in the event of it being wound up while they are a member, or within one year after they cease to be a member, such amount as may be required, not exceeding £10 for the debts and liabilities contracted before they ceased to be a member.

Directors' Indemnities

There were no provisions required for third party indemnity. The Dominic Barberi Multi Academy Company is a member of the Risk Protect Arrangement run by the Department of Education. Section 5 of the Definitions in Membership Rules for church academies summarises the protection covered.

Method of Recruitment and Appointment or Election of Directors

As a representative of the DBMAC's corporate member, the Barberi and Newman Academy Trust, the Diocesan Bishop shall appoint the Foundation Directors as set out in its Articles of Association and Funding Agreement as follows:

- A maximum of two Parent Directors elected by Parents of registered Pupils, who must be a Parent at the time of election
- A maximum of two Staff Directors elected by staff employed within the DBMAC.
- There can be two Principal Directors elected by fellow Principals, however, if an Executive Principal is appointed then the two Principal Directors shall be deemed to have resigned.
- Up to three Co-opted Directors appointed by the Directors.
- In addition, there can be Additional and Further Directors appointed by the Secretary of State in consultation with the Founder Member; in this instance, the Foundation Directors shall resign immediately and the Bishop's right to appoint remains suspended until the Secretary of State removes one or more of the Additional or Further Directors.

Directors are appointed for a four year period, subject to remaining eligible to be a particular category of Director, they can be re-appointed/re-elected. The Board of Directors will give consideration to the skills and experience of existing Directors to ensure the Board has the necessary overall skills to contribute to the business and development of the DBMAC.

Policies and Procedures Adopted for the Induction and Training of Directors

All Directors upon their appointment or election give a written undertaking to the Founder Member to confirm that they have understood and are willing to comply with the Articles of Association, the Master Funding Agreement, the Supplemental Agreements applicable to each of the Academies; the Leases entered into by the Company as tenant with the Member as landlord (the Buildings Leases), the leases entered into by the Company as tenant with Oxfordshire County Council as landlord (the Playing Field Leases), the lease entered into by the Company as a tenant of the Diocesan Trustees (Oxford), the Schemes of Delegation for each of the Academies and to uphold the Object of the Company.

An Induction Package is supplied to new Directors with details of the Directors' Code of Conduct, Governance arrangements, the Role of Directors, the role of Directors with responsibilities (e.g. Role of Safeguarding Director), approved annual calendar of Directors' meetings, Committee Terms of Reference, Chart of Directors' responsibilities for the academic year, Policy on Allowances, Policy on Gifts and Hospitality, Policy on Induction and Training of Directors. A verbal briefing is provided as necessary, depending on the background and experience of the new Director. The importance of undergoing appropriate training is emphasised.

Organisational Structure

At 31st August 2018, the Academy Trust comprised the following individual academies:

- St Gregory the Great Catholic all through School
- Our Lady's Catholic Primary School
- Our Lady of Lourdes Catholic Primary School
- St John Fisher Catholic Primary School
- St Joseph's Catholic Primary School (Carterton)
- St Joseph's Catholic Primary School (Thame)
- St Thomas More Catholic Primary School

During the year, three Directors resigned and one completed their term of office. Directors numbered 6 at the end of the financial year. There was stability at the Senior Leadership level.

The Dominic Barberi Multi Academy Company

Trustees' Report (continued)

The Board of Directors is responsible for the overall strategic direction of the DBMAC. The Directors have a duty to act in the fulfilment of the Company's objective, as follows:

- responsibility for the overall framework of governance of the DBMAC and the financial performance of the Company
- is the ultimate decision-making authority
- is responsible for securing the mission, articulating and holding the vision, driving improvement and holding the academies to account
- develops the strategic framework which will include:
 - Vision, Guiding Principles, Objectives, Policies, Priorities, Targets & Plans
- is responsible for ensuring compliance with all statutory regulations and procedures. It establishes robust monitoring and review frameworks
- is the employer of the staff and will appoint the Academy Leaders

The Board of Directors agreed to delegate some of its scrutiny and review activities to its Committees, with their own terms of reference detailing responsibilities discharged to it. The Board of Directors incorporated Standards and Curriculum within the Board meetings. The two committees are as follows:

- Catholicity Committee
- Finance, Resources and Staffing Committee

To support the responsibilities of the Board and its Committees, Directors approved the development of DBMAC central services to provide infrastructure support: -

- Financial and business support - management and financial accounting for all schools
- Support with regulatory compliance - provision of policies, governance documents, monitoring service
- Procurement and joint contract services – provision of joint purchasing to take advantage of volume discounts
- Recruitment and HR support
- Support in the management of premises and facilities – provision of policies and advice

The Local Academy Committees (LAC) are responsible to the Board for

- the Catholic life of the Academy
- the day-to-day life of the Academy
- the educational standards within the Academy
- the health and safety arrangements; the implementation of the Academy's curriculum plans; the arrangements for teaching and learning
- the culture and traditions of the Academy as a unique community with a specific school, parish, community and locality, identity and history
- communication and the appropriate formation of relationships with parents of pupils attending the Academy to work with and support them in their role as primary educators of their children
- engagement with the parish priest and local Church and parish community to work with and support them as they contribute to the religious, spiritual, moral, social and cultural formation of the pupils in the school
- relationships with other local schools, agencies and businesses, as well as the wider neighbourhood community, that enhances the quality of education provided by the Academy for its pupils
- the financial operation of the Academy under guidance of the DBMAC financial policies and procedures
- providing evaluative feedback and supporting evidence to the Directors on the impact and effectiveness of both the Company's and the Academy's collective and individual: aims and objectives; policies; targets; and plans

The Dominic Barberi Multi Academy Company

Trustees' Report (continued)

The Accounting Officer

Edward Fraser Long was appointed Executive Principal and Accounting Officer from 01.10.2017.

The Senior Management Team

The DBMAC senior management team comprised of the Accounting Officer/Executive Principal and the Chief Finance and Business Officer. All major financial decisions were referred to the Finance, Resources and Staffing Committee and/or the Board of Directors.

The Key Accountabilities of the Academy Principal:

- accountable to the Board of Directors, the Principal of each academy must provide vision, leadership and direction for the academy and ensure it is managed and organised to meet the aims and targets
- working with and through others, the Principal of each academy is responsible for
 - evaluating the academy's performance to identify the priorities for continuous improvement
 - raising standards
 - ensuring equality of opportunity for all
 - ensuring that resources are efficiently and effectively used to achieve the academy's aims and objectives
 - the day to day management, organisation and administration of the academy

Arrangements for setting pay and remuneration of key management personnel

The pay of the Senior Management Team is reviewed on an annual basis by the Local Academy Committees in line with the Academy's pay and remuneration policy, and by reference to published pay scales for both teaching and administrative support staff in line with job evaluation and approved by the Board of Directors.

Trade Union Facility Time

Relevant union officials

Number of employees who were relevant union officials during the relevant period	Full-time equivalent employee number
0	0

Percentage of time spent on facility time

Percentage of time	Number of employees
0%	0
1%-50%	0
51%-99%	0
100%	0

The Dominic Barberi Multi Academy Company

Trustees' Report (continued)

Percentage of pay bill spent on facility time

Provide the total cost of facility time	0
Provide the total pay bill	0
Provide the percentage of the total pay bill spent on facility time	0

Paid trade union activities

Time spent on paid trade union activities as a percentage of total paid facility time hours	0
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Related Parties and other Connected Charities and Organisations

There are no related parties or connected organisations which either control or significantly influence the decisions and operations of the Academy Trust.

Objectives and Activities

Objects and Aims

The principal object and aims of the DBMAC as set out in the Articles of Association are specifically restricted to advance education in the UK for the public benefit. In particular, but without prejudice to the generality, by establishing, maintaining, managing and developing Catholic schools offering a broad and balanced curriculum and conducted as Catholic schools in accordance with the code of Canon Law of the Latin Church, the doctrinal, social and moral teachings of the Catholic Church and following the directives and policies used by the Diocesan Bishop to ensure that the formation, governance and education of the Academies is based on the principles of Catholic doctrine and at all times serving as a witness to the Catholic faith in our Lord Jesus Christ.

The DBMAC and its seven Academies are part of the Catholic Archdiocese of Birmingham family of Catholic Schools, and the mission is shared with the Archdiocese and all their schools and academies.

The Academies' shared mission within the Company is to be part of the Church's mission, to make Christ known to all people, placing Christ and the teaching of the Catholic Church at the centre of people's lives. By putting Christ and the teaching of the Catholic Church at the centre of the educational enterprise the Company & Academies' roots: pupils' spiritual, moral, social and cultural development; the quality of teaching and learning; and the formation of culture and of our society, in Him.

This educative mission is pursued through the Company & Academies' interaction with all other academies in the communion, the local Church, families, the wider educational community and society at large. The Company and Academies shall collaborate with each other and also co-operate with: other Catholic schools and academies; other local schools; charities; statutory bodies; and voluntary bodies based on the call of the Gospel, to serve those in need.

Objectives, Strategies and Activities

The Six Strategic Areas

1. Catholic Identity, Vocation, and Religious Formation

The 7 schools within the DBMAC have achieved an overall 'Good' in 'Catholic Life, Religious Education and Collective Worship' categories over the last year. All schools now have a governor leading on Catholic Life, which will impact on governor's ability to challenge schools and raise standards. Some schools have achieved outstanding in one or more of the categories, and by embedding the sharing of good practice across the DBMAC schools, the following key priorities should be addressed in the coming year:

- improvement in monitoring and evaluation
- providing opportunities to enrich Catholic Life and Collective Worship for staff and pupils
- to increase pupil involvement in the planning, preparation and delivery of assemblies and other collective worship

2. Academic Excellence

Many children enter the primaries at below the national average and succeed in making accelerated progress from their starting points. All primary schools will aim to achieve good progress at the expected standard in all subjects, and to exceed this year's expectations at greater depth by increasing the percentage of pupils achieving at that level in core subjects. All schools will aim to increase their percentage of teaching to Good/Outstanding whilst the DBMAC will ensure that opportunities are made available to share best practice where possible.

3. Leadership Development

The DBMAC received positive Ofsted and Monitoring reports this year evidencing the impact of the support it had provided. HMI reported that changes within personnel and the structure of the DBMAC had provided a positive impact. School leaders had received support and training to fulfil their roles more effectively. The Board of Directors have put a statement of action together, recognised by HMI as fit for purpose. This along with the appointment of a new School Improvement Partner across all schools within the DBMAC will provide additional training and support.

4. Governance. (Directors and Academy Committees)

Directors are responsible for developing the overarching vision and strategy and for monitoring how those individual schools are managed. Directors have delegated some responsibilities to their committees and each school has its own LAC, which adheres to the Scheme of Delegation and is accountable to the Board of Directors. Directors monitor performance and challenge Principals with the aim of securing the best possible outcomes for pupils. The DBMAC has a Master Funding Agreement in place and each school operates its own devolved budget for revenue and pools devolved capital budgets. The DBMAC accounts are a consolidation of the accounts of the 7 schools and its statutory accounts are published annually. The DBMAC will set up a Curriculum Committee this coming year, to allow Directors to explore pupil data across the 7 schools in greater depth.

5. Financial Stability and Growth, and resources

A key objective for the DBMAC for 2017-18 was to repay the second tranche of the loan provided by the Education, Skills and Funding Agency. The repayment of £250,000 was actioned by the Education Skills and Funding Agency and was not made until September 2018 although there were sufficient cleared funds at the year end. This objective is considered to be achieved leaving the last tranche of £100,000 be paid in August 2019. The principle strategy to keep expenditure on staffing to budget or slightly below was achieved and the DBMAC ended the year with a surplus of £322K; the target for this year is to maintain and sustain the financial progress made.

The Dominic Barberi Multi Academy Company

Trustees' Report (continued)

6. Marketing and Communications

The Accounting Officer regularly meets with the Academy Principals to ensure good communication and shared values in order to help improve Catholic Life and educational standards in all our Academies.

The Board arrange Link meetings to provide an opportunity for Directors to meet LAC members to provide updates on Directors' activities.

The Board are working with local councillors to improve communication and understanding of priorities and activities which impact on the wider community.

All Academies have close links with their local parishes with support from their parish priests.

The recently appointed Company Secretary and Communications Manager is helping improve communications between the Board, LACs and Central Services.

Public Benefit

The Directors of the DBMAC confirm that they have complied with their duty in Section 17(5) of the 2011 Charities Act to have due regard to the guidance on public benefit published by the Charity Commission in exercising their powers or duties.

The Directors consider that the DBMAC's aims are demonstrably to the public benefit in Oxfordshire. The Admissions Policy of the all through school prioritised baptised Catholic, Looked After Children (in the care of the local authority), baptised Catholic children attending a feeder school, other baptised Catholic children, non-Catholic Looked After Children, non-Catholic children attending a Catholic feeder school, other non-Catholic children. Each school within the DBMAC contributes to their own community groups through initiatives such as letting areas of the school to community groups, attending local education group and council meetings and each work with their local parishes to develop community involvement in the school and church. The DBMAC as a whole supports these initiatives and the Directors offer support to the development of them.

Strategic Report

Achievements and Performance

The core business of the DBMAC is the Catholic education of children; directors aim for continuous school improvement through self-evaluation, development plans, continuing professional development (CPD), effective assessment and data analysis collaboration and support. Directors believe that their schools are more effective when they work in partnership than when they stand alone and seek to learn from and share with each other so that best practice is spread effectively.

Achievements in the year

St Gregory the Great all through school

The latest HMI visit to St Gregory the Great secondary phase reported that the School Leadership Team in partnership with external support had developed an appropriate plan to bring about improvement. The inspector recognised that the plan is still in its infancy but if implemented and monitored rigorously it is likely to bring about improvement. The report detailed that the school had already made significant progress as there is a real sense of 'common purpose' and there was clear evidence that the leadership team is 'working more cohesively and supportively with each other'. The school is working with momentum, determination and focus; the monitoring visit reflected the progress the school has made this year.

There is a focus on teaching and learning and improving attendance in both phases, priorities on curriculum, differentiation, ensuring regular monitoring and adherence to school policies. Thereby improving progress and attainment for middle learners.

Secondary

The improvement of behaviour had been a priority at the start of the academic year, behaviour has now improved with fewer disruptions to teaching and learning, actions are in place to continue to improve behaviour, particularly during break times and between lessons. Safeguarding is effective, the school is a safer, happier and more orderly place, students feel secure and protected on the school site. The quality of pastoral care has improved and supports students and their families. Work continues to improve attendance levels and punctuality to lessons.

Across almost all year groups and in a wide range of subjects, students are making consistently strong progress and are above average or improving, developing secure knowledge, understanding and skills considering their starting points. Progress of disadvantaged students and students with special needs is moving toward that of non-disadvantaged starting points.

There were issues, now resolved, around too many supply teachers coming in without the relevant subject knowledge. Sixth form teaching is outstanding, senior leaders are now prioritising consistency across the quality of teaching and learning across the whole school.

Senior Leadership is more focussed, teachers know their students, CPD is used effectively to improve teaching. Governors hold senior leaders to account for all aspects of the school's performance.

BTEC Business, BTEC Sport, Chemistry, History, Physics and Sociology all made good progress and added value. Attendance has improved from 80% in March 2017 to 93% and measures are in place to continue that trend. The percentage of students achieving a pass in English and Maths has improved but is still significantly lower than national figures.

The Dominic Barberi Multi Academy Company

Trustees' Report (continued)

Key Stage 4 Student Outcomes

Student characteristics

Total number of students on roll	183
Total number of female students	84
Total number of male students	99
Total number of disadvantaged students	58
Total number of other students	125
Total number of students included in Progress 8 measure	163
Total number of students with no KS2 data	20

Key performance indicators:

Attainment 8 score for the 183 students in cohort	36.3
Progress 8 score for the 163 students included in the measure	-0.52
Percentage of students achieving Grade 5+ in English and Maths	26%
Percentage of students achieving Grade 4+ in English and Maths	42%

Progress 8 Analysis:

For full cohort - 163

Sub Set	Number of students	Average Number of entries for P8 measure	Progress 8 score
Females	77	9.0	-0.1
Males	86	8.6	-0.9
Low Prior Attainment	42	7.7	-0.7
Mid Prior Attainment	71	8.8	-0.6
High Prior Attainment	50	9.8	-0.3
Disadvantaged	55	8.3	-0.8
Other	108	9.1	-0.4
All	163	8.8	-0.52

The Dominic Barberi Multi Academy Company
Trustees' Report (continued)

Progress 8 for the contributory elements

	English		Maths		EBacc		Open	
	Entry	P8 Score	Entry	P8 Score	Entry	P8 Score	Entry	P8 Score
F	1.9	0.2	1.9	-0.2	2.3	-0.4	2.8	0
M	1.8	-0.9	1.9	-0.4	2.3	-1.0	2.7	-1.0
LPA	1.7	-0.7	1.8	-0.5	1.7	-0.9	2.5	-0.6
MPA	1.9	-0.4	1.9	0.4	2.3	-0.9	2.7	-0.6
HPA	2.0	-0.1	2.0	0	2.8	-0.5	3.0	-0.3
Disad.	1.9	-0.3	1.9	-0.2	2.4	-1.1	2.6	-0.7
Other	1.8	-0.6	1.9	-0.6	2.1	-0.6	2.8	-0.4
All	1.85	-0.41	1.87	-0.32	2.29	-0.76	2.68	-0.5

Commentary

A Progress 8 score of -0.52 is below the Floor Target set for schools.

The first table highlights a significant issue; the student cohort were not entered for an appropriate combination of subjects which effectively contributes to the Progress 8 measure. An average subject entry of 8.8 means that on average the students were more than a subject short for this calculation. The picture is even more of an issue if we look at the Prior Attainment of groups of students. For the students with a Low Prior Attainment they were more than 21 subjects short of a full curriculum whereas the students with a High Prior Attainment were less than 1 subject short.

The second table identifies that the issue is most acute with regard to the EBacc bucket which highlights that the entry is nearly two thirds of an entry below the expected entry. Consequently, the Progress 8 score for this element is significantly lower than the other three buckets.

Progress 8 Analysis for students with above 90% attendance

	Combined		English		Maths		EBacc		Open	
	Entry /10	P8 Score	Entry /2	P8 Score	Entry /2	P8 Score	Entry /3	P8 Score	Entry /3	P8 Score
F (60)	9.5	0.2	2.0	0.6	2.0	0	2.5	-0.2	3.0	0.4
M (64)	9.2	-0.6	1.9	-0.8	1.9	-0.2	2.4	-0.8	2.9	-0.7
LPA (27)	8.4	-0.4	1.9	-0.4	1.9	-0.2	1.9	-0.7	2.8	-0.2
MPA (52)	9.4	-0.2	2.0	0.1	2.0	-0.1	2.4	-0.5	3.0	-0.1
HPA (45)	9.8	-0.2	2.0	-0.1	2.0	0.1	2.8	-0.4	3.0	-0.2
Disad (58)	9.2	-0.3	2.0	-0.2	2.0	0	2.5	-0.7	2.9	-0.1
Other (66)	9.4	-0.2	1.9	1.0	1.9	-0.2	2.4	-0.4	2.9	-0.2
All (124)		-0.24								

The Dominic Barberi Multi Academy Company
Trustees' Report (continued)

Progress 8 Analysis for students with below 90% attendance:

	Combined		English		Maths		EBacc		Open	
	Entry /10	P8 Score	Entry /2	P8 Score	Entry /2	P8 Score	Entry /3	P8 Score	Entry /3	P8 Score
F (17)	7.3	-1.3	1.6	-1.4	1.6	-1.0	1.8	-1.5	2.2	-1.4
M (22)	7.1	-1.5	1.5	-1.4	1.7	-1.2	1.8	-1.6	2.1	-1.7
LPA (15)	6.3	-1.2	1.4	-1.3	1.6	-0.9	1.4	-1.2	1.9	-1.2
MPA (19)	7.3	-1.8	1.6	-1.8	1.7	-1.3	1.8	-1.9	2.2	-1.9
HPA (5)	9.6	-1.0	2.0	-0.4	2.0	-1.0	2.8	-1.3	2.8	-1.2
Disad (18)	6.4	-1.8	1.7	-1.0	1.7	-0.9	1.9	-1.9	1.9	-1.9
Other (21)	7.9	-1.2	1.4	-1.9	1.7	-1.4	2.4	-1.3	2.4	-1.3
All		-1.44								

The difference between the two tables clearly highlights the impact of poor attendance on outcomes and gives the school further evidence to support the target to improve attendance.

Key Stage 5 achievements

51 Students, 17 boys and 34 girls with a total of 163 entries achieved the following:

A* - A	16	9.8%
A* - B	43	26.38%
A* - C	89	54.6%
A* - D	126	77.3%
A* - E	152	93.25%

25 Students achieved 3+ A levels

39 Students achieved 2+ A levels

7 Students achieved Tech Bacc Tech Level Element

10 Students achieved Tech Bacc Level 3 Maths Element

7 Students achieved Tech Bacc Level 3 Maths and Tech Level Element

9 Students achieved Tech Bacc extended Project Element

Almost all students secured the results they required to take the next step in their future career.

Catholic Life and Collective worship – Secondary Chaplaincy Oct 2017 – Oct 2018

In this past academic year secondary chaplaincy provision has reduced as a member of staff is working 3 days a week in the primary school. This has offered much scope for collaboration and the sharing of opportunities but the absence of that work in secondary is felt. Chaplaincy provision has reduced from 7 days a week spread between 2 members of staff in secondary to 4 days of provision from 1 member of staff. We have gained increasing support from the Conventual Franciscans who are supporting Fr Naz with the Sacramental work in our school and we look forward to seeing how this relationship continues to develop. Catholic life continues to have a high profile within the school through signs and symbols to CPD and staff induction. We look forward to a time when our staffing turnover reduces so we are able to develop and build on CPD rather than constantly be re inducting large numbers each year.

Developments in Collective Worship

Mass - Tutor group, whole, year, Whole School and Feast Day

Over the last year we have increased our number of whole School Masses from 1 to 3 a year and have developed a rolling program of Masses on Holy Days of Obligation moving from 1 optional to 3 compulsory with 2 year groups at a time. Tutor group Masses have stayed the same in number, 2 tutor groups per week form the same house in a year group having Mass together. A Franciscan Postulant has worked with those students proclaiming the Liturgy of the world in our Masses and this has greatly impacted the quality and understanding of this aspect of the Mass.

Increasing the number of whole school and large group Masses is developing the liturgical understanding of our students and active participation is growing.

Masses are served by a strong group of Altar servers and it is never difficult to get students from different year groups to come together to prepare various aspects of the Mass.

Reconciliation Days

Twice a year, in Advent and Lent the whole school attend a Reconciliation service and have the opportunity to receive the sacrament of reconciliation. This service is almost entirely sixth form student led. Sixth form lead the school in an examination of conscience which has been praised by priests for being thorough and honest. They share testimonies of the power of forgiveness in their own lives, share a scripture and prayers as well as sung worship. Around 20 priests from the city support these days. They are a powerful witness to the students of the love of God working tangibly in their lives.

Assemblies

Assemblies are now based on the coming week's Gospel, there is a clear link between tutor prayer and assemblies and all teachers, not just the Chaplaincy are delivering Gospel assemblies and applying this theme to their particular area of academic expertise. Students are growing in understanding of the wider Gospel themes and the ability to apply them to their daily lives. We have begun Hymn practice in assembly in preparation for whole school or Feast Day Masses. This is improving the student's familiarity with hymns but we are still working on ways to develop active participation in this area of collective worship.

Tutor prayer

Prayer resources are prepared for each tutor group based on the liturgical calendar and the Gospel Message from the Sunday. Students stand for the prayer and there is a growing sense of reverence from the whole school community for this important time. Tutors have received CPD in this area and we are working on this moving from being teacher led to students led prayer.

Throughout Advent and Lent other resources are produced for prayer, Advent around the Jessie Tree and Lent focussed around a station of the Cross a day.

Developments in Catholic Life

Retreats

As well as our usual calendar of residential retreats for every group in the school to Alton Castle, Soli House, Kintbury and Taize, we are now offering year 7 a Day retreat right at the start of their time in the school. An opportunity for groups to bond, to learn about the Catholic Ethos of our school and their House saints. Each tutor group walked to the local Salesian Convent for their retreat and this was greatly appreciated by staff and students. This enabled a large number of non-Catholic students from non-Catholic primaries to grow in awareness of the significance of the Catholic life of the School permeating every area of the school. We are seeing an increase in the uptake of residential retreat which we believe is a direct result of students' positive experience on day retreats.

Charities

Our Reverse Advent calendar tutor group collection for the local food bank is now well established. We collect a mini bus full of food which the charity reps then take to the food bank on the last day of school. This year we have developed our giving to CAFOD through taking part in the 2 hunger lunches across the year. The students are encouraged to have soup and bread for lunch and donate their dinner money to CAFOD making a sacrificial choice to benefit others.

Chaplaincy lessons KS3

Students received 1 lesson a fortnight in KS3 which is catechetical and creative in nature and responds to the liturgical calendar or the specific faith needs of the school community. These lessons are prepared by the Chaplaincy and delivered by RE teachers in curriculum time. All these opportunities help create the foundation for the Catholic life of the school to flourish.

Celebration of Students

Two of our students received an Award at the Catholic Young Peoples awards for their inspiring work as young carers and for young carers. The students attended an award ceremony in London and received the Josephine Bakihta award.

Pastoral Care

Much of the work of the Chaplaincy is offering pastoral care to those students who are troubled or who are struggling with life's big questions. Chaplaincy receives referrals from the school nurse and Pastoral managers as well as tutors. This area of chaplaincy work is supported by a half day a week local youth worker who works with many of our most vulnerable students out in the community through a project called Find Your Fire. Staff work together with some of the more challenging pastoral issues amongst our students.

Catholic life policy developments

Evaluation and re write of Ethos

This year a working group was set up to evaluate and re write the Catholic ethos statements of the school including Vision and Mission, School prayer and Latin motto. This was presented to staff through CPD and students throughout Chaplaincy RE lessons.

The Dominic Barberi Multi Academy Company
Trustees' Report (continued)

Primary Schools Achievements and performance – Key performance indicators **DBMAC PRIMARY SCHOOLS END OF KEY STAGE RESULTS JULY 2018** Above National 2017 In-line with National 2017 Below National 2017 *n.b. national 2018 not published until 2018*

School	GLD	Phonics	Y2 Reading	Y2 Writing	Y2 Maths	Y6 Reading	Y6 Writing	Y6 Maths	Y6 EG PS	Comments	Reading	Writing	Maths
National 2017	71 %	81%	76%	68%	75%	72%	76%	75%	77%				
OL Cowley	78	92	81	76	83	84	87	93	89		+3.2	+3.7	+5.9
OLOL Witney	77	64	79	68	64	68	71	68	61	Progress target 3.5 needs to be 4 Phonics – next steps identified Reasoning paper results weak Y6 TA incorrect. Too high	-0.8	-0.2	-1.0
St Greg	75	88	79	78	80	N/A	N/A	N/A	N/A	The school had no Y6	N/A	N/A	N/A
St JF	68	69	58	38	65	43	57	50	53	Based on 25 pupils who accessed the test. 2 new pupils and 3 EHCP pupils did not	-4.9	-3.3	-5.4
St J Carterton	43	64	68	52	52	64 All 78 HG	69 All 78 HG	50 All 56 HG	69 All	High Pupil mobility. HG = Home Grown Scaled Scores for progress KS2 for Home Grown R102; W113, M101	+0.6	+1.7	-3.3
St J Thame	75	70	71	71	75	89	86	75	86	Y1 Phonics – 3 pupils missed by 1-2 pts. This would have been at National	+1.9	0.0	+0.5
St TM	75	86	74	74	77	93	85	96	85		-0.1	-1.7	+1.4

St Gregory the Great Primary

Pupil performance data and data analysis (KS1 assessment and Phonics results)

Early Years Foundation Stage

74.5% achieved a Good level of development (GLD) in all areas at expected or exceeding level of attainment; staff will focus on maintaining the level and improving where possible. The national benchmark figure for GLD is around 70%.

Phonics and maths will be streamed across Reception and Year 1 next year, with children placed in small groups to ensure they have access to the play-based learning they need to progress further, to aid their learning and attainment and to provide challenge. Staff are focussing on developing continuous provision, to ensure children are active learners using play and explore.

Year 1

Attainment:

Phonics 88%

Reading at expected or greater depth at 83%

Writings at expected or greater depth at 78%

Maths at expected or greater depth at 80%

Phonics results at 88%, are above national at 81% and above Oxfordshire County Council (OCC) at 81%. There is no significant gap between EAL, ethnic groups, gender and all pupils.

Children are working at expected or greater depth in writing at 78%, against national figures of 68% in 2017. Staff are focusing on increasing children working at greater depth in writing next year.

Year 2

Attainment:

Reading 79% working at or above ARE

Writing 78% working at or above ARE

Maths 80% working at or above ARE

Fischer Family Trust (FFT) gave a target of 72% for all children to meet ARE in maths, reading and writing, 74.5% of children are working at ARE, exceeding the target. Changes will be made to the timetable to allow staff to focus on writing, presentation and deeper maths learning, looking at problem solving, outside learning objectives and exploring further options. Attendance is an issue for children in this cohort, specifically Pupil Premium (PP), plans are in place to address this.

Year 3/4

Attainment:

Reading 83% working at or above expectation

Writing 70% working at or above expectation

Maths 72% working at or above expectation

94% of children made expected progress across the curriculum, 11% of girls and 4% of boys are working at greater depth in writing. Pupil Premium children had made accelerated progress and are working at the same level as their peers in writing and maths and are close for reading. The gap had narrowed across curriculum subjects with 98% of children making good or accelerated progress.

Attendance across the school had been identified as a cause for concern, and to provide extra support to admin team to track and chase attendance, a member of staff had been deployed to become the Home School Link Worker (HSLW), this action had already impacted on attendance. 25% of teaching is outstanding, with 75% at good, feedback following lesson observation had improved, learning objectives are clarified, and there is a clear development plan in place for sustaining the level of quality teaching. Teachers are teaching across the curriculum, engaging children in their learning and enhancing children's progress, attainment and life experiences.

The Dominic Barberi Multi Academy Company

Trustees' Report (continued)

Our Lady's Cowley

The school had achieved a 'Good' Ofsted judgement in May 2017 and under the RE Inspection carried out in May 2018 had achieved 'Good' in Religious Education and Outstanding in Catholic Life and Collective Worship. The school has both increased its leadership capacity and succession planning by appointing a Senior Assistant and an Assistant Principal following an unsuccessful recruitment process to appoint a Deputy Principal, both appointments are practising Catholics.

Attendance is at 96%, the percentage of Pupil Premium (PP) pupils at 9% is below the national average, with 7% SEN, and 29% EAL reflecting the diversity of the local community.

80% of children enter EYFS in September either below or well below aged related expectations. The 3 year trend indicates consistent and sustainable high attainment at age expected, higher standards, average pupil score and progress, with results above national. Phonics is consistently well above national and good level of development has increased over the last 3 years.

The impact of the Multi User Games Area on children's health and well-being evidences an improvement in behaviour, children have more space to play and the quality of PE provision has improved. The playground will be further developed using part of the Sports Premium grant.

Results for 2018 (Headline Data)

End of KS 2 % Attainment Age Expected

	Reading	Writing	Maths	Combined	SPAG
Year 6	84%	87%	93%	80%	89%

End of KS 2 % Attainment (working at higher standard)

	Reading	Writing	Maths	Combined	SPAG
Year 6	23%	25%	45%	14%	34%

Average Pupil Scaled Score

	Reading	SPAG	Maths
Year 6	106	108	109

Progress eg. +1.3 or -2 etc

	Reading	Writing	Maths
Year 6	+3.2	+3.7	+5.9

End of KS 1 % Attainment Age Expected

	Reading	Writing	Maths	Combined
Year 2	81%	76%	83%	76%

End of KS 1 % Attainment Exceeding

	Reading	Writing	Maths	Combined
Year 2	10%	12%	12%	7%

Phonics Y1

% of children passed	92%
% of children in Year 2 who needed to pass	100% (3 children)

FOUNDATION STAGE % GOOD LEVEL OF DEVELOPMENT

EYFS	78%
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There is a continuing upward trend in children achieving a Good Level of Development at 78%. Year 1 had achieved 92% in Phonics whilst in Year 2 100% had been achieved.

Writing in Key Stage 1 (KS1) had decreased on last year's results, Combined is 76%. When this Year 2 had been in the Foundation Stage there had been no monitoring of Early Years progress and attainment, thus it was difficult to know how many children had entered school at below Age Related Expectations (ARE).

Writing attainment is slightly higher than Reading, and with 25% working at Greater Depth at KS2. Results are above national figures for 2017 in Reading, Writing, Maths, SPAG and Combined. Average scaled scores for Reading at 106, Maths at 109 and SPAG at 108 are also above national figures. 110 is the score for working at Greater Depth.

Outstanding teaching had improved from 20 to 40% within RE, which is reflected across the curriculum. Staff had achieved outstanding status within the Section 48 Inspection within Catholic Life and Collective Worship.

Priorities for development this coming year

Priority 1: to improve curriculum design by providing breadth and depth

Catholicity will be built into topics and timetables will reflect adequate time for continuous provision. Continuous provision is based on children working on objectives which cannot be completed in one lesson, and will therefore be taught over a period of time. Skills learnt throughout the day will be reflected throughout school; staff are aiming to create a child centred learning environment. At the end of each term Pupil Parliament and staff will evaluate topics and identify areas for further improvement.

Priority 2: to improve the percentage of children achieving greater depth from expected

Identified as a key area for development from 2017 results, targets for achieving at greater depth is 20 or 25% in all classes and linked to the performance management appraisal cycle for teachers. This will be achieved through pupil progress meetings where children will be identified for targeting at greater depth and actions put in place to move that progress forward toward that goal.

Priority 3: to increase the percentage of outstanding teaching to 90%

By the end of this term outstanding teaching should have reached 50%, building to 80% at the end of Spring Term and 90% at the end of the academic year.

Priority 4: to promote outstanding Catholic Life of our school within our local community

Year 6 children already help out at Parish Lunch Club, which takes place once a month. The nursery development, which formed part of the governors' strategic plan, would also promote community links and linking with other Salesian schools would bring benefits to enhancing Catholic Life in the school.

Priority 5: to improve teaching and learning in RE to consistently outstanding in 90% of classrooms

Training programme in place for all staff in outstanding progress and attainment in RE, with moderation with St Gregory the Great School, should impact on progress for children to achieve at the expected level or higher.

Our Lady of Lourdes

The school had achieved a 'Good' Ofsted judgement following their inspection in June 2017. There is a strong team spirit among staff, teachers have high expectations and plan activities that engage and motivate pupils. Children get off to a good start in the well organised early years and are suitably prepared for Year 1.

Across all years pupils are making good progress in reading, writing and mathematics. Activities planned for the most able pupils are suitably challenging and make them think hard. Disadvantaged pupils, those with Special Needs and/or disabilities and pupils who speak English as an additional language are well supported and progress as rapidly as their classmates. The school provides a broad and balanced range of subjects suitably enhanced by clubs and trips. Pupils' spiritual, moral and cultural development including the understanding of British values is actively promoted.

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the new 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. The curriculum is delivered through Imaginative Learning Projects which provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning.

The curriculum provides lots of learning challenges throughout the academic year that require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Cornerstones also provide a rigorous essential skills framework that outlines the end of year expectations in all subjects. These essential skills are tied to activities and are age related so that staff can track children's progress and identify their individual learning needs.

Priorities included:

- Improving teaching and learning further by ensuring teachers provide the same high-quality feedback to pupils about their learning in other subjects as they give for English and Mathematics
- Raising standards of achievement by ensuring that pupils have more opportunities to develop their reasoning skills in mathematics and to improve their spelling
- Ensure leaders analyse pupil's progress information more closely to evaluate the impact of their actions on the performance of different groups of pupils

The Dominic Barberi Multi Academy Company
Trustees' Report (continued)

KEY PERFORMANCE DATA

EYFS PROFILE	2016		2017		2018	
Good Level of Development	School	National	School	National	School	National
	79	69	73	71	77	71.5

YEAR 1 PHONICS	2016		2017		2018	
Working at expected	School	National	School	National	School	National
	89	86	73	81	64	82

KS1		2016		2017		2018	
		School	National	School	National	School	National
READING	Attaining expected or better	82	74	88	76	75	75
	Attaining greater depth	15	24	31	25	21	26
WRITING	Attaining expected or better	78	66	65	68	68	70
	Attaining greater depth	4	13	19	16	4	16
MATHS	Attaining expected or better	85	73	82	75	64	76
	Attaining greater depth	15	18	23	21	25	22

KS2		2016		2017		2018	
		School	National	School	National	School	National
READING	Average scaled score	102		106	104.1	103	105
	Attaining expected or better	59	66	77	71	68	75
	Attaining greater depth	23	19	33	25	21	28
WRITING	Attaining expected or better	77	74	83	76	71	78
	Attaining greater depth	23	15	23	18	14	20
MATHS	Average scaled score	104		106	104.2	102	104
	Attaining expected or better	82	70	87	75	68	76
	Attaining greater depth	18	17	27	23	18	23
GPS Grammar, punctuation & spelling	Average scaled score	104			106	103	106
	Attaining expected or better	59	72	80	77	61	78
	Attaining greater depth	5	23	30	31	29	34
Reading, Writing, Maths combined	Attaining expected or better	55	60	77	61	61	64
	Attaining greater depth	14	9	23	9	0	10

PROGRESS KS1-KS2	Subject	2016	2017	2018
	Reading	+0.6	+1.3	-0.8
	Writing (SPAG)	+3.2	+1.4	-0.2
	Maths	+0.9	+2.4	-1.0

Pupils' attainment at the end of Foundation Stage is in line with National results for 2017, in Reading, Writing and Mathematics

Outcomes for KS1 indicate a dip in Phonics in Year 1, a dip in Maths attaining at expected or better in Year 2, however, Maths attainment at greater depth in Year 2 was higher than national figures.

Outcomes for KS2 indicate Reading, Writing and Maths attaining expected or better just below national figures.

A new data system now in place will aid teachers and governors to monitor attainment and progress more closely and to implement appropriate interventions more rapidly.

Pupils have good attitudes to learning, they are keen to learn and work hard to complete their tasks and work well in pairs or small groups. Behaviour is good, attendance has improved and has been maintained at above the national average.

The Dominic Barberi Multi Academy Company

Trustees' Report (continued)

St John Fisher

The behaviour and attitude of the children at St John Fisher School continues to be a real strength and the school community are proud of the broad and balanced curriculum that it offers before, during and after school. Weekly sharing assemblies are well-attended by families, keen to observe and witness the learning and opportunities that their children have undertaken during the week and terms; outside of school achievements are also celebrated weekly. Pupils' attendance is good.

Children and families arrive from a wide range of ethnic backgrounds contributing to a diverse, cohesive school community. As well as being part of the DBMAC, the school also works in collaboration with the South Oxfordshire Partnership of Schools.

School staff have high expectations for all pupils and are committed to working alongside parents as partners in children's education and for the last two years the school has used some of its pupil premium grant to fund its involvement in the Achievement for All initiative focussing in particular on structured conversations with parents. Last year the school was awarded the nationally recognised **Quality Mark** for its work in developing the skills, interests and capabilities of its vulnerable and disadvantaged pupils and families.

The school uses some of its Sports Grant to buy in support from Sports Coaches from The Oxford Academy (TOA Play) and regularly uses its facilities where pupils are introduced to a number of different sports, not readily available to primary school pupils, to support the PE curriculum and after school clubs. The school holds the **Silver Award** in the Sainsbury's School Games programme and is aiming to achieve the Gold Award in 2018-19.

Ofsted grade: Good (March 2016) Attendance for 2017/18 – 96%		Number of pupils: 243 (257)	
Number of children receiving pupil premium	46	Percentage of children receiving pupil premium	19%
Number of children who have English as an additional language (EAL)	113	Percentage of children who have English as an additional language (EAL)	47%
Number of children who have a special educational need or Statement/EHCP	52	Percentage of children who have a special educational need or Statement/EHCP	21%

The Dominic Barberi Multi Academy Company
Trustees' Report (continued)

Achievements and Performance

End of KS 2 % Attainment Age Expected

	READING	WRITING	MATHS	COMBINED	SPAG
Y6	43%	57%	50%	33%	53%

End of KS 2 % Attainment (working at higher standard)

	READING	WRITING	MATHS	COMBINED	SPAG
Y6	10%	13%	3%	0	13%

Progress

	READING	WRITING	MATHS
Y6	-4.9	-3.3	-5.4

The above progress data will change when Data is validated in December because two children may be removed from data.

Average Pupil Scaled Score

	READING	WRITING (SPAG)	MATHS
Y6	102	103	100

End of KS 1 % Attainment Age Expected

	READING	WRITING	MATHS
Y2	58%	38%	62%

End of KS 1 % Attainment Exceeding

	READING	WRITING	MATHS
Y2	8%	0	0

Phonics Y1

	PASS %
Y1	67%

FOUNDATION STAGE % GOOD LEVEL OF DEVELOPMENT

FS	68%
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St Josephs' Carterton

The school was inspected in November 2017 and judged to have serious weaknesses. Since then staff have identified areas for improvement in early years, including; developing literacy and numeracy skills. Effective assessment procedures at all levels are in place to identify children's starting points and planning is in place to ensure children make good progress. Many of the findings of the previous inspection are no longer relevant, the quality of teaching and learning is consistently good and the school is well placed to improve further.

Staff have been trained in new methods of teaching writing and maths and are planning work more to effectively challenge children. There has been a sharp improvement in the quality of children's writing as a result of increased challenge and more streamlined systems are now in place. Outcomes at the end of KS2 have improved and are now broadly in line with national averages. Staff have identified a need for more opportunities to be provided to children to develop problem-solving and reasoning skills throughout the school.

The school offers a rich and varied curriculum for each child to be able to reach their potential through a curriculum that is able to build on their knowledge and understanding of the world as well as developing key skills in Mathematics and English.

The Dominic Barberi Multi Academy Company

Trustees' Report (continued)

Staff strive for all pupils to develop resilience and perseverance, challenging and supporting children to aim high. The curriculum will cover specific key areas of knowledge, skills and understanding within and across different subjects so it is focused and concise. Children will be encouraged to delve deeper into their learning, building on skills progressively each year which will lead to academic success across the curriculum.

At the heart of their learning, children will develop an understanding of the core values that we believe in, core values that are the cornerstones of respectful, global citizens. Our caring culture will underpin the ethos of the school which will be spread widely through our community by promoting our core values. Children will be equipped with a range of strategies that enable them to access their learning in a variety of ways in order to overcome barriers to learning and achieve success.

We teach literacy through 'topic' work and the extra-curricular activities develop skills in art, PE - which includes dance, football, tag-rugby, as well music and well-being.

Our children are able to participate in school trips linked to the topic and our Year 6 children have an annual residential trip which enables them to work together and form a bond at the beginning of the academic year.

Results for July 2018

End of KS 2 % Attainment Age Expected

	READING	WRITING	MATHS	COMBINED	SPAG
Y6	63%	69%	50%	44%	69%

End of KS 2 % Attainment (working at higher standard)

	READING	WRITING	MATHS	COMBINED	SPAG
Y6	25%	19%	6%	6%	19%

Progress eg. +1.3 or -2 etc

	READING	WRITING	MATHS
Y6	0.6	1.7	-3.3

Average Pupil Scaled Score

	READING	WRITING (SPAG)	MATHS
Y6	102	105	97

End of KS 1 % Attainment Age Expected

	READING	WRITING	MATHS
Y2	68%	52%	52%

End of KS 1 % Attainment Exceeding

	READING	WRITING	MATHS
Y2	20%	8%	16%

Phonics Y1 16 Children

	PASS %
Y1	63%

FOUNDATION STAGE % GOOD LEVEL OF DEVELOPMENT

	%
FS	43%

Key improvements 2018-19:

English (& MFL)

- Book groups
- More use of film and other media as a stimuli
- Extend library visit to KS1
- Targeted handwriting groups

Mathematics

- Whole school push on times tables - timed IT tests
- Regular time to practice skills in different situations (cross curricular, problem solving etc)
- Introduction of Maths Mastery
- White Rose Maths - look to use as a supplement to Big Maths
- Parental engagement through workshops

RE

- Continue to develop children's knowledge and understanding of vocation
- Invite more faiths to share during Multi-Cultural Week
- Have themed faith days
- Continue to develop the Jesuit Virtues

Science

- Plan for and develop the Science Ambassadors to observe lessons and teach a science club at lunch times
- Use 3D printers in lessons
- Plan for more investigatory science - Hands on activities to inspire and motivate
- Work towards Science Mark for the school
- More trips to Science providers (London Science Museum for example)
- Involve secondary schools to support teaching and learning of science - visits etc

Humanities - Geography and History

- More of a focus on geography
- Field trips linked to geography planned - eg rivers, beaches, mountains etc
- More modern history

ICT

- More use of data monitoring equipment across the school
- More opportunities to use the computer to present work in various formats
- Teaching children across the school to use software on the computer - such as Excel, PowerPoint effectively
- Use of 3D Printers to support learning
- More STEM activities

The Arts - Music, Art and D&T

- A more comprehensive approach to music across the school
- More opportunities for children to produce their own music
- An audit of provision at school to ensure curriculum can be taught effectively
- More visiting musicians
- More CPD planned for D&T to ensure key skills, knowledge and understanding are covered
- Plan towards a DT Mark for school
- More trips to support the arts in school
- More opportunities to cook across the school

The Dominic Barberi Multi Academy Company

Trustees' Report (continued)

PE

- Maintain Gold School Games Mark
- Introduce Real Play

St Joseph's Thame

Average scaled score

Reading	108
Grammar, punctuation and spelling	106
Maths	106

Key Stage 2 summary data made available by the Local Authority

	Achieving expected standard	Achieving a higher standard	Working at greater depth
Reading	89%	39%	
Writing	86%		29%
Maths	75%	32%	
Combined	71%	21%	

The curriculum is built on creativity and enjoyment, and carefully planned into topics which encompass subjects across the whole curriculum. The aim is to support children's natural curiosity and to stimulate their imaginations. Where possible teachers in Years 1 and 2, 3 and 4 and 5 and 6 plan together, with topics planned on a two-year cycle. Teachers use the Programme of Study relevant to each year group to plan for their own class. The Early Years Unit teaches topics on an annual programme.

The curriculum offers children the opportunity to plan their learning, and to work in depth, giving them the time they need to reflect, consolidate and transfer their learning. Regular maths, reading, grammar, phonics and writing lessons take place throughout the week.

Each class has an opportunity to share their learning once a term during our sharing assemblies, which parents and other family. A recent parent survey confirmed that 70% of parents agreed that their child likes their lessons and finds them challenging. Staff are exploring options to provide more outdoor learning and healthy living including more sport more activity and strong support for forest school. Staff have established a data and assessment package to support the curriculum and learning.

Priorities for development this year

Governors will link their monitoring visit to the school based on one of the following priorities:

1. Catholic life of the school-collective worship

Provide more opportunities in lessons for pupils to reflect on their faith

Ensure strategic systems are in place for school leaders to evaluate the Catholic life and collective worship and use their evidence to make improvements

Increase pupil involvement in the planning, preparation and delivery of assemblies and other collective worship

2. Outcomes for pupils

Improve boys' progress in Writing across the school to reduce the gap between boys and girls attainment at greater depth across the school

Improve middle achievers outcomes to greater depth in Lower Key Stage 2, with a focus on maths and reading to bring attainment in line with the rest of the school.

Improve progress in reading in Key Stage 1 to increase the percentage of pupils attaining expected and above to over 80% in SATs. Improve progress for boys to greater depth in reading.

3. Teaching, Learning and Assessment

Monitor the effectiveness of the Feedback and Marking Policy for maximum impact including developing systems to communicate outcomes to parents and carers

Develop the outside areas to support teaching and learning

Provide increased opportunities for pupils to challenge themselves, building their growth through mind set and the use of critical thinking.

4. Personal Development Behaviour and welfare

Develop safeguarding systems to ensure an outstanding judgement from the Local Authority audit. Develop systems to support children, parents and staff in school in understanding the school's ethos and expectations.

Ensure pupils have a voice and are involved in decision making and school actions

5. Leadership and Management

Support middle management and teachers in taking on their roles within the school

Develop the role of the Governing Body in forming strategic systems are in place to evaluate the school against the school development plan

6. Early Years

Improve children's fine motor skills to increase attainment in writing

St Thomas More

The Foundation Stage team, work closely together to ensure that children learn 'In the Moment'. Effective and skilful questioning from the staff ensure that children's learning is maximised. Activities are targeted at the interests of the children and continuous assessment ensures that children achieve their potential.

In Key Stage 1 and 2 we have worked to create and develop a stimulating and creative curriculum which embraces the children's needs and interests. Individuals and groups with specific needs are identified early so that work can be appropriately differentiated to support their needs. Learning is always personalised to the needs of individual learners, builds on previous knowledge and designed to stretch and extend individual learning.

Individual teachers will adopt a variety of approaches, including whole-class work, group, individual work and, as appropriate, inter-year work. We base our teaching strategies on developing independent learners through enquiry.

Attainment has improved dramatically over the past three years. From different starting points progress is always close to and almost always above national figures; pupils' progress is above average or improving across all subject areas. Early Years Good Level of Development has moved from a downward trend to above average. Year 6 writing has moved from below average to well above national figures. Year 6 attainment was good with Reading at 93%, Writing at 85%, Maths at 96% and combined at 82%.

At all key stages, progress for disadvantaged pupils is above that of all pupils nationally, whilst outcomes at KS2 significantly exceeded national figures in Writing/Maths for each prior attainment group in Writing and Maths and were just above in Reading.

The Dominic Barberi Multi Academy Company

Trustees' Report (continued)

Progress figures are consistently above national across all groups and prior attainment bands in Reading, children are rapidly catching up from low starting points. The school is continuing to embed a culture of reading across the school and continuing to accelerate progress through intervention. Staff are stretching middle attainers so that more reach the highest levels to enable more children to reach greater depth.

Staff continue to progress against previous Ofsted development areas;

- children with English as an additional language make very good progress, and in some cases very rapid, to catch up to age related expectations
- ICT provision is now of a good quality and the target has been met
- Teaching Assistants have been deployed to ensure that their skills are well used, they continue to receive training and development and many are highly skilled particularly in working with challenging children, provision is now typically good and the target has been met
- Children are making extremely rapid progress in phonics and achieve above national levels in Years 1 and 2, the target has been exceeded
- There has been a significant rise in attendance and a reduction in persistent absentees, such that attendance figures are now in line with national figures

Across almost all data, there is a rising trend which presents a picture of children catching up quickly from low starting points in Nursery and often on entry into school in various year groups. In EYFS, Phonics, Writing and Maths, progress is often good. In reading, writing and maths children are at least in line with national by the end of KS2.

EYFS (Nursery and Reception)	Phonics check	KS1	KS2
On entry into Nursery the children are below average, with some children well below particularly in communication and literacy. Progress was good for children in Reception and 75% achieved GLD (slightly above the National average)	Children on entry into Y1 were slightly below age expected but achieved 86% at the end of Y1 on their phonics test (this has been well above average for 3 years)	Children came into Y2 with good phonic skills and achieved in line with the National in Maths and were 2% below in Reading and 3% above National in writing. Trend for Reading is that it is remaining broadly in line with National and that writing and maths have improved and now slightly above National	Children's attainment at the end of KS2 have significantly improved against last year's results and against National levels in all subjects and combined RWM Progress indicators

Progress overall in all three subjects is good across KS1 and KS2. EYFS children have made at least good progress from their starting points. Progress figures, including for EYFS are in line with the school's view that around 80-90% of teaching is at least good.

Progress for disadvantage pupils, including Pupil Premium are broadly in line with other groups of children. Free School Meals children have narrowed the gap in writing and maths and are slightly below their peers in reading. Of the 2 looked after children only 1 is behind in reading and both inline in writing and maths. SEN children have narrowed the gap in reading and are slightly below that of their peers in writing and maths. The current Y3 children have 2 children with EHCP and they have narrowed the gap in writing and maths and are slightly below that of their peers in reading.

Pupil Progress across the school shows the whole school are on track for reading, writing and maths. The gap has narrowed for the SEN children in reading, writing and maths where the children are making .2 progress less in reading and writing and .15 in maths. Pupil Premium children have made more progress than non- Pupil Premium in reading and maths. EHCP children are making slower progress than non EHCP.

The Dominic Barberi Multi Academy Company

Trustees' Report (continued)

Priorities for further development

- Provide sufficient challenge in all subjects to enable the most able pupils to reach their full potential
- Continue to embed a culture of reading across the school
- Ensure pupil data is used well consistently to provide targeted support and interventions for specific groups
- Enable more children to reach greater depth

Financial and investment performance

The Directors monitor staffing costs as % GAG, Total Revenue and revenue expenditure and compare it to publicly available benchmarking information. Monitoring is done by school and over the DBMAC as a whole	2018	2017	2016
Staffing costs as % GAG	90%	90%	96%
Staffing costs as % total revenue income	75%	81%	79%
Staffing costs as % total revenue expenditure	74%	76%	80%
Current ratio	2.07	1.15	0.87
Net current assets/(liabilities)	£1,536k	£207k	-£171k

Other KPIs reviewed periodically by the Board include: pupil numbers, cash balances, current ratio and net current assets/(liabilities).

Going Concern

After making appropriate enquiries, the board of directors has a reasonable expectation that the academy trust has adequate resources to continue in operational existence for the foreseeable future. For this reason it continues to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the Statement of Accounting Policies.

Financial Review

The main source of income for the DBMAC is recurrent grants from the ESFA an agent of the Department for Education (DofE) (74% of income) the use of which is limited to specific purposes. The grants received from the ESFA during the year ended 31 August 2018 and the associated expenditure are shown as restricted funds in the Statement of Financial Activities.

Income and expenditure for the year includes capital income, depreciation and pension scheme adjustments which are accounting adjustments and not included when operational budgets are agreed with the ESFA. The surplus on the School Operating Fund excludes capital items, depreciation and pension adjustments.

The Dominic Barberi Multi Academy Company

Trustees' Report (continued)

Total income for the year was £15.3 million and expenditure amounted to £15.4 million prior to adjustments for the LGPS pension scheme. After adjustments for the LGPS pension scheme there is a net inflow of funds of £1.5 million. Total income for the year included £11.7 million of GAG funding, £1 million of Department for Education grants and £0.5million of government grants via the local authority. These grants and the associated expenditure are shown as restricted funds in the Statement of Financial Activities. During the year the DBMAC achieved an operational surplus of £322k on restricted and unrestricted revenue funds, excluding pension reserve (2016/17: surplus of £705k) and a gain of £888k (2016/17 gain of £89k) on the pension reserve.

The management of the DBMAC have continued to focus upon improving the financial position and has continued to make significant progress in this area. In addition, the Company has continued to receive support from the ESFA by review of budget monitoring and continuing oversight. During the year the Board utilised a full condition survey carried out the previous year, to inform and plan the maintenance of the school sites for the pupils and staff and to secure CIF funding in the 2017/18 bidding round of £1.1m.

DBMAC also receives grants for fixed assets from the Department for Education. In accordance with Charities Statement of Recommended Practice "Accounting and reporting by Charities" these grants are shown in the Statement of Financial Activities as restricted income in the fixed assets fund. The restricted fixed assets fund is reduced by annual depreciation charges over the expected useful economic life of the assets concerned. This creates a surplus in the year that the grant is received and deficits in subsequent years until the assets are fully depreciated.

The Board is pleased to report that the Company has continued to recover its financial stability and now has a surplus on reserves before capital, fixed assets and pension funds of £364k (2016/17 £42k surplus, 2015/16 deficit of £663k and 2014/15 deficit of £879k).

Reserves Policy

The Directors will review the level of reserves and policy for reserves annually. In the light of performance in 2017/18 the Board's priority for 2018-19 is to complete the final repayment of the outstanding advance in funding to the ESFA at the end of 2018-19 and to continue to rebuild the company's reserves. The model continues to develop but aims to build a target level of reserves of 1.5 months of payroll costs. The balance of unrestricted reserves is £3k as described in note 17. The restricted general funds comprise GAG £301k, Other DFE funding £60k and the pension reserve which has a deficit of £5,441k.

The restricted pension reserve of £5,441k (2017 £6,329) is held to offset the liability relating to the defined benefit pension liability for the Local Government Pension Scheme. This deficit would only crystallise as a liability on the closure of the Trust. In such an event Parliament has agreed to guarantee that outstanding LGPS liabilities will be met by the Department for Education. The LGPS deficit is likely to be met in the longer term from any combination of increased employer contributions, increased government funding or change to scheme benefits.

On 31 August 2018 the Academy held the following Reserves (excluding Fixed Asset Fund which represents Net Book Value of Fixed Assets and Pension Deficit):

	£
Unrestricted General Funds	3
Restricted Capital Funds	1,072
Restricted General Funds	<u>361</u>
Reserves at 31 August 2018	<u>1,436</u>

The restricted funds will be spent in accordance with the terms of the particular funds.

Investment Policy

The DBMAC's Accounting, Finance and Resources Policy states that reserve funds will be held with Lloyds TSB or in other instruments and investments as agreed from time to time by the Board of Directors.

Principal Risks and Uncertainties

The Directors have assessed the major risks which the DBMAC is exposed to, especially in the operational areas such as in relation to teaching, health & safety, safeguarding and school trips, and in relation to the control of finances and strategical development of the DBMAC. The Directors have a risk strategy and risk register to identify and assess risks associated with the organisation. The risk register is reviewed by the Audit Committee. The Risk Management Plan is constantly reviewed in light of any new information and formally reviewed annually.

The main risk to the DBMAC in the short and medium term is financial. The DBMAC has considerable reliance on continued government funding through the ESFA. There can be no assurance that government policy or practice will remain the same or that the public funding will continue at the same level or on the same terms. There is also the risk that poor OFSTED reports will result in falling rolls. There is also continuing concern around funding for capital works.

The principal risks and uncertainties facing the Academy Trust are as follows:

Educational

The continuing success of the DBMAC is dependent on continuing to attract pupil applicants in sufficient numbers by maintaining the highest educational standards across all key stages. To mitigate this risk, the Directors ensure that pupil success and achievement are closely monitored and reviewed, with corrective actions embedded at an early stage, and that relationships and partnerships with parents, the local community and other organisations and groups are maintained and are effective in producing a cohesive and supportive community.

Safeguarding and child protection

The Directors continue to ensure that the highest standards are maintained in the areas of selection and monitoring of staff, the operation of child protection policies and procedures, health & safety and discipline.

Financial

The MAC has considerable reliance on continued Government funding through the ESFA and Local Authority. In the year, approximately 95% of the Academy Trust's income was ultimately Government funded. Whilst this level is expected to continue, there is no assurance that Government policy or practice will remain the same or that public funding will continue at the same levels or on the same terms, particularly in light of continuing changes to the National Funding Formula for schools. Over the next 3 years, the MAC foresees that all its academies will operate sustainable budgets, with most carrying surpluses.

Continuing increases in employment costs, including pension costs association with both the Teachers' Pension Scheme and the Local Government Pension Scheme, and premises costs will also continue to place significant pressure on the MAC's financial position and its ability to deliver balanced budgets in the future.

The Directors examine the financial health of the Academy Trust formally every month, reviewing performance against budgets and overall expenditure, by means of regular update reports at all full Directors and Finance, Resources and Staffing Committee meetings.

Staffing

The success of the DBMAC is reliant on the quality of its staff so the Directors monitor and review policies and procedures to ensure continued development and training of staff as well as ensuring there is clear succession planning.

Failures in governance and/or management

The risk in this area arises from the potential failure to effectively manage the DBMAC's finances, internal controls, compliance with regulations and legislation, statutory returns etc. The Directors continue to review and ensure appropriate measures are in place to mitigate these risks, which includes those relating to fraud and mismanagement of funds.

Overall these risks are mitigated by;

- Monitoring changes in government funding and policies and assessing their impact
- Developing strong financial controls and transparency including five-year budget plans
- Investing in delivering high quality education and training
- Maintaining good relationships with the ESFA and Regional Schools Commissioner

Fundraising

The seven academies in the DBMAC have a shared ethos as a Catholic Community providing purposeful and stimulating opportunities for pupils, staff and the wider community, to reach their intellectual, physical, spiritual and moral potential in a safe and caring environment. Our schools are an integral part of the parishes we serve and look to actively participate in the life of our parishes, welcoming support from the parish and wider Catholic Church Community. Each of our schools serve a different community and take it upon themselves to raise money both for charity and their school environment.

Each school will undertake various fundraising events through the year to secure funding for their chosen charities and each school has an active PTFA/Friends who raise between £2,000 and £10,000 per annum. The PTFA/Friends will organise an event to raise funds for two objectives:

1. Developing effective relationships between the staff, parents, the local community and others associated with the school; and
2. Engaging in activities or providing facilities or equipment which support the school and advance the education of pupils.

The PTFA/Friends are an integral part of the school community and are much more than just a body raising funds for the school. They exist to provide closer links between home and school, and it is an excellent way to bring staff, parents and friends together socially in support of the school. Supporting the school can involve fundraising but the PTFA/Friends also regularly look at ways in which they can bring the school and community together. Throughout the year there are many fundraising events for local charities as well as National charities, and each school also carries out Charity fund raising during Lent and Easter, this is Alms giving and is part of our Catholic faith.

School activities have provided financial support to many charities, including: Father Hudson, CAFOD, Shelter, Save the Children, MacMillan, Autistic Society, Royal British Legion, NSPC and Spinal Muscular Atrophy research. Financial support has also purchased books, school trips, classroom resources, IT equipment and outdoor play equipment. Children also donate food and clothing, and take part in sponsored activities for their chosen charities.

All fundraising is supervised by staff and all fundraising money is paid into the finance office and it is banked and allocated to the charity account held within the PSF accounts system. Monies are paid out of the Charity from PSF after authorised paperwork has been checked and signed by the Headteachers.

The Dominic Barberi Multi Academy Company

Trustees' Report (continued)

Plans for Future Periods

The Archdiocese of Birmingham has a long-term strategic vision to secure and protect the future of Catholic education in this new and emerging educational landscape. The Diocese's aim is that all Catholic Schools will become Academies within a larger Multi Academy framework.

In Oxfordshire the aim is to create a single large Multi Academy Company which will mean merging the existing Pope Francis Catholic Multi Academy (PFMAC) in the north of the County and the Dominic Barberi Catholic Multi Academy Company (DBMAC) in the south of the County. As part of the Diocese's plan, this larger Multi Academy Company will also include the remaining Catholic VA schools in Oxfordshire and the Catholic primary schools in Reading and Henley-on-Thames.

Whilst maintaining the unique characters of the individual schools, the key objectives for these plans include:-

- securing outstanding Catholic education for the future by creating a long term and stable partnership of schools working together within the large family of a Multi Academy;
- improving educational outcomes for all our pupils in Oxfordshire;
- building greater capacity within all schools by providing high quality experiences, training and support.

Funds Held as Custodian Trustee on Behalf of Others

The trust holds no Assets and Funds as Custodian Trustee on behalf of others.

Auditor

Insofar as the directors are aware:

- there is no relevant audit information of which the charitable company's auditor is unaware; and
- the directors have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

Directors' report, incorporating a strategic report, approved by order of the board of directors, as the company directors, on 19 December 2018 and signed on the board's behalf by:



Fr. Mervyn Tower
Trustee

The Dominic Barberi Multi Academy Company

Governance Statement

Scope of Responsibility

As directors we acknowledge we have overall responsibility for ensuring that the DBMAC has an effective and appropriate system of control, financial and otherwise. However, such a system is designed to manage rather than eliminate the risk of failure to achieve business objectives and can provide only reasonable and not absolute assurance against material misstatement or loss.

The board of directors has delegated the day-to-day responsibility to the Executive Principal as accounting officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between the DBMAC and the Secretary of State for Education. They are also responsible for reporting to the board of directors any material weaknesses or breakdowns in internal control.

Governance

The information on governance included here supplements that described in the Directors' Report and in the Statement of Directors' Responsibilities. The board of directors has formally met 6 times during the year. Attendance during the year at meetings of the board of directors was as follows:

Director	Meetings attended	Out of a possible
David Forster	5	6
Paul Concannon	6	6
Gerald Crown	6	6
Edward Fraser Long	5	6
Marcella McCarthy	2	2
Sue McGarry	1	2
Peter Morrissey	4	6
Fr. Mervyn Tower	4	6
Judith Schmidt	0	0
Adrian Waters	0	0

During the year, David Forster and Peter Morrissey resigned wef 31.08.18, and Sue McGarry concluded her term of office on 21.10.17. Marcella McCarthy resigned as Principal of St Gregory the Great Catholic School on 30.04.18. Judith Schmidt and Adrian Waters became new Directors on 02.08.18 and 03.08.18 respectively.

Governance Reviews

Membership of the Board remained consistent over the year, with Paul Concannon elected as Chair to take over from David Forster who was moving out of county. Directors formed a working group, taking representation across the DBMAC, including; Directors from the Birmingham Diocesan Education Service, Directors and Principals from both the DB and PFMACs, to consider merging both MACs into one expansive entity. The Regional Schools Commission and ESFA officers are also invited to attend and receive the minutes of these meetings.

Directors had focused on bringing the finances under control during the previous year and continued to do so this year, whilst also turning their attention to ensuring a shared vision, creating a strategy for development, strong governance, putting in place the appropriate number of people with the appropriate skill-set, effective communication with local academy committee representatives and developing clear and coherent accountabilities. The DBMAC Board appointed an Executive Principal and National Leader of Education to support strategic oversight for St Gregory the Great Secondary School judged as inadequate following an Ofsted visit in March 2017. In January 2018, following an HMI visit, inspectors stated that effective action was now taking place to move the school from its current status, and the school is now evidencing improvement in behaviour, teaching and learning, progress and attainment.

Directors took effective action by providing support and training to leaders at St Joseph's Primary School, Carterton to make them more aware of their roles and responsibilities and how to fulfil them. St Joseph's had been judged inadequate following an Ofsted inspection in November 2017.

Directors are now looking ahead and prioritising teaching and learning across all schools within the DBMAC, to ensure those schools analyse their pupil data and know their strengths and weaknesses. The Board has commissioned a School Improvement Partner across all schools within the DBMAC, to report back to the Curriculum Committee, thus allowing Directors to analyse pupil performance, to identify underperformance and to consider appropriate action to take. Ofsted have since stated that Directors have put a "fit for purpose plan" in place.

Directors are linked to an individual school within the DBMAC, the main positions of responsibility have been allocated and the required governance documentation has been uploaded to the company website. The DBMAC had been without a Company Secretary/Governance Officer for much of the year. Moving forward, Directors are exploring various options to ensure better communication across the DBMAC schools, this includes attending LAC meetings and the implementation of a new governor board to consider similar issues across the schools.

Committees

The Finance, Resources and Staffing committee is a sub-committee of the main board of directors. Its purpose is to:

- Review, investigate and draw matters of concern to the attention of the Board
- Maintains oversight of the financial operation, governance, risk management, internal control, external financial audit finding;
- Oversight and monitor implementation of the legal requirements, maintenance and operation of the company's buildings and grounds
- Oversight of the implementation of legal requirements in the recruitment, deployment, retention, development and welfare of DBMAC staff

Key issues for the Finance and Resources and Staffing Committee were:

- Recovery plan – continues to be a major issue in 2017-18
- Capital bids from the Condition Improvement Fund
- Review of the leadership and support staff (part of the recovery plan)

The Dominic Barberi Multi Academy Company

Governance Statement (continued)

Attendance at meetings in the year was as follows:

Director	Meetings attended	Out of a possible
Paul Concannon	2	4
Gerald Crown	3	4
David Forster	2	4
Edward Fraser Long	1	4
Peter Morrissey	3	4
Fr. Mervyn Tower	1	1

Audit Committee

The work of the Audit Committee was subsumed into the work of the Finance, Resources and Staffing Committee from 1 January 2018.

Director	Meetings attended	Out of a possible
Paul Concannon	1	2
Gerald Crown	2	2
Edward Fraser Long	0	1
Peter Morrissey	0	2

Review of Value for Money

As accounting officer the Executive Principal has responsibility for ensuring that the academy trust delivers good value in the use of public resources. The accounting officer understands that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

The accounting officer considers how the trust's use of its resources has provided good value for money during each academic year, and reports to the board of directors where value for money can be improved, including the use of benchmarking data where available. The accounting officer for the academy trust has delivered improved value for money during the year by:

Catering: A contract for catering services and improving kitchen facilities was tendered in Autumn 2017 under EU rules (due to the high contract value). Following a rigorous assessment of written bids, sampling food and interview, the contract was awarded. The contract runs until August 2021 with the option to extend for a further two years. The contract resulted in savings of about £80k per annum run rate due to the outsourcing of DBMAC staff, this was mainly at St Gregory's where the secondary canteen had been operating at a loss.

IT Support: In Spring 2018, a contract for an IT support service for DBMAC primary schools was tendered out. Following an assessment of bids and interviews, the contract was awarded to a company, who were already providing support in some schools. The three year contract commenced on 1st September 2017. This tender was cost neutral but has enabled the DBMAC to ensure IT support to primary schools is managed strategically.

CIF Bids Project Management: A tender for the project management of the CIF Bid process was undertaken using the Crown Commercial Services framework for project management. In Spring 2018 the 11 framework suppliers were invited to bid in a mini-competition. The contract was awarded to the company who demonstrated best value for money, local knowledge, experience and success rate for CIF bidding. The three year contract commenced on 1st September 2017. This contract will only result in expenditure if bids are successful and could potentially bring in significant capital income to address the most serious estate issues across the MAC.

Copy and Print: Over the last three years DBMAC schools have been using four different companies which led to wide variation in the price and quality. A closed tender was held inviting a range of suppliers including the current ones. Bidders were asked to provide photocopiers to meet each school's particular specification. The bid was very competitive with several companies achieving significant savings. The successful bidder demonstrated the right balance of cost on rental, price per copy, quality and references. The 3 year contract commenced on 1st August 2018. A saving of about £29k per annum was made across the DBMAC.

HR and Payroll: Prior to 2018, HR and Payroll contracts were managed separately. Since both contracts were up for renewal and having one supplier is more efficient, quotes were sought for an HR and Payroll service. The contract was awarded to a company that was able to demonstrate value for money, quality and efficiency. The 1 year contract began on 1st April 2018.

GDPR Audit: A one off payment to assess our information security system across the DBMAC in preparation for GDPR was authorised; three quotes were received from different data audit companies. The successful bidder was awarded the contract due to its thorough and detailed proposal and ability to offer value for money. Another bidder was awarded the Data Protection Officer role on the basis of cost.

The Purpose of the System of Internal Control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can therefore only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on-going process designed to identify and prioritise the risks to the achievement of academy trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in the DBMAC for the period 1 September 2017 to 31 August 2018 and up to the date of approval of the annual report and financial statements.

Capacity to Handle Risk

The board of directors has reviewed the key risks to which the academy trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The board of directors is of the view that there is a formal on-going process for identifying, evaluating and managing the academy company's significant risks that has been in place for the period 1 September 2017 to 31 August 2018 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the board of directors.

The Dominic Barberi Multi Academy Company

Governance Statement (continued)

The Risk and Control Framework

The DBMAC's system of internal financial control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular it includes:

- comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the board of directors;
- regular reviews by the finance, resources and staffing committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes;
- setting targets to measure financial and other performance;
- clearly defined purchasing (asset purchase or capital investment) guidelines;
- delegation of authority and segregation of duties;
- identification and management of risks.

The board of directors has considered the need for specific internal audit function and has decided to appoint the firm of chartered accountants Hays Macintyre as internal auditor.

The internal auditor's role includes giving advice on financial matters and performing a range of checks on the academy trust's financial systems. In particular the checks carried out in the current period included:

- Testing of procurement
- Testing of charge card expenditure

On an annual basis, the auditor reports to the board of directors, through the audit committee on the operation of systems of control and on the discharge of the board of directors' financial responsibilities.

The academy trust can confirm that the internal auditor has delivered their schedule of work as planned and that there have been no material (high risk) control issues arising requiring remedial action.

Review of Effectiveness

As accounting officer the Executive Principal has responsibility for reviewing the effectiveness of the system of internal control. During the year in question the review has been informed by:

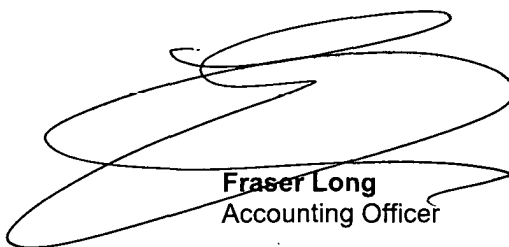
- the work of the internal auditor;
- the work of the external auditor;
- the financial management and governance self-assessment process;
- the work of the executive managers within the academy trust who have responsibility for the development and maintenance of the internal control framework.

The accounting officer has been advised of the implications of the result of their review of the system of internal control by the audit committee and a plan to address weaknesses and ensure continuous improvement of the system is in place.

Approved by order of the members of the board of directors on 19 December 2018 and signed on its behalf by:



Fr. Mervyn Tower
Trustee



Fraser Long
Accounting Officer

The Dominic Barberi Multi Academy Company

Statement of Regularity Propriety and Compliance

As accounting officer of the DBMAC, I have considered my responsibility to notify the academy trust board of directors and the Education & Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of all funding received by the academy trust, under the funding agreement in place between the academy trust and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academies Financial Handbook 2017.

I confirm that I and the academy trust board of directors are able to identify any material irregular or improper use of all funds by the academy trust, or material non-compliance with the terms and conditions of funding under the academy trust's funding agreement and the Academies Financial Handbook 2017.

I confirm that I am not aware of any instances of irregularity, impropriety or funding non-compliance other than have been disclosed in these accounts and to the ESFA. If any further instances are identified after the date of this statement, they will be notified to the board of trustees and ESFA.

I confirm that the following instances of material irregularity, impropriety or funding non-compliance have been discovered to date:

1. In some cases, insufficient evidence that robust procurement procedures had been followed during the period.



Fraser Long
Accounting Officer

19 December 2018

The Dominic Barberi Multi Academy Company

Statement of Trustees' Responsibilities

The directors (who are also the directors of the charitable company for the purposes of company law) are responsible for preparing the Directors' Report and the financial statements in accordance with the Academies Accounts Direction published by the Education & Skills Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the directors to prepare financial statements for each financial year. Under company law the directors must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the charitable company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the directors are required to:


- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP 2015 and the Academies Accounts Direction 2017 to 2018;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

The directors are responsible for keeping adequate accounting records that are sufficient to show and explain the charitable company's transactions and disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The directors are responsible for ensuring that in its conduct and operation the charitable company applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from ESFA/DfE have been applied for the purposes intended.

The directors are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Approved by order of the members of the board of directors on 19 December 2018 and signed on its behalf by:



Fr. Mervyn Tower
Trustee

The Dominic Barberi Multi Academy Company

Independent Auditor's Report to the members of The Dominic Barberi Multi Academy Company

Opinion on financial statements

We have audited the financial statements of The Dominic Barberi Multi Academy Company ('the academy trust') for the year ended 31 August 2018 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice), including FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland" and the Academies Accounts Direction 2017 to 2018 issued by the ESFA.

In our opinion the financial statements:

- give a true and fair view of the state of the academy trust's affairs as at 31 August 2018 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- have been prepared in accordance with the requirements of the Companies Act 2006; and
- have been properly prepared in accordance with the Charities SORP 2015 and Academies Accounts Direction 2017 to 2018.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the academy trust in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the trustees' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the trustees have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the academy trust's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

Other information

The trustees are responsible for the other information. The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated.

If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

The Dominic Barberi Multi Academy Company

Independent Auditor's Report to the members of The Dominic Barberi Multi Academy Company (continued)

Opinion on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the Trustees' Report for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- The Trustees' Report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the Academy Trust and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' Report.

We have nothing to report in respect of the following matters where the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of trustees

As explained more fully in the Statement of Trustees Responsibilities (set out on page 42), the trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the academy trust's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the academy trust or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue a Report of the Independent Auditors that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: www.frc.org.uk/auditorsresponsibilities. This description forms part of our Report of the Independent Auditors.

The Dominic Barberi Multi Academy Company

Independent Auditor's Report to the members of The Dominic Barberi Multi Academy Company (continued)

Use of our report

This report is made solely to the academy trust's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the academy trust's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the academy trust and the academy trust's members as a body, for our audit work, for this report, or for the opinions we have formed.



Andrew Rodzynski (Senior statutory auditor)

For and on behalf of Critchleys Audit LLP

Statutory Auditor

Oxford

Date:

20/12/18

Critchleys Audit LLP is eligible to act as an auditor in terms of sections 1212 of the Companies Act 2006.

The Dominic Barberi Multi Academy Company

Independent Reporting Accountant's Assurance Report on Regularity to The Dominic Barberi Multi Academy Company and the Education and Skills Funding Agency

In accordance with the terms of our engagement letter dated 18 October 2017 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2017 to 2018, we have carried out an engagement to obtain limited assurance about whether, the expenditure disbursed and income received by The Dominic Barberi Multi Academy Company during the period 1 September 2017 to 31 August 2018 have been applied to the purposes identified by Parliament and the financial transactions conform to the authorities which govern them.

Respective responsibilities of The Dominic Barberi Multi Academy Company's accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of The Dominic Barberi Multi Academy Company's funding agreement with the Secretary of State for Education dated 27 March 2013 and the Academies Financial Handbook, extant from 1 September 2017, for ensuring that expenditure disbursed and income received is applied for the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

Our responsibilities for this engagement are established in the United Kingdom by our profession's ethical guidance and are to obtain limited assurance and report in accordance with our engagement letter and the requirements of the Academies Accounts Direction 2017 to 2018. We report to you whether anything has come to our attention in carrying out our work which suggests that in all material respects, expenditure disbursed and income received during the period 1 September 2017 to 31 August 2018 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

Approach

We conducted our engagement in accordance with the Academies Accounts Direction 2017 to 2018 issued by the ESFA. We performed a limited assurance engagement as defined in our engagement letter.

The objective of a limited assurance engagement is to perform such procedures as to obtain information and explanations in order to provide us with sufficient appropriate evidence to express a negative conclusion on regularity.

A limited assurance engagement is more limited in scope than a reasonable assurance engagement and consequently does not enable us to obtain assurance that we would become aware of all significant matters that might be identified in a reasonable assurance engagement. Accordingly, we do not express a positive opinion.

Our engagement includes examination, on a test basis, of evidence relevant to the regularity and propriety of the academy trust's income and expenditure.

The work undertaken to draw to our conclusion includes:

1. Reviewing of minutes of meetings of the Board of Trustees and obtaining representations concerning access to information, disclosure and provision of information.
2. Evaluation of the general control environment of the academy trust, extending the procedures required for financial statements to include regularity.
3. Assessment and testing of a sample of the specific control activities over regularity of a particular activity.
4. Carrying out substantive testing to cover authorisation of expenditure within internal delegated authorities and externally imposed limits.
5. Consideration of whether activities carried out are within the charitable objects.

The Dominic Barberi Multi Academy Company

Independent Reporting Accountant's Assurance Report on Regularity to The Dominic Barberi Multi Academy Company and the Education and Skills Funding Agency (continued)

Conclusion

In the course of our work, except for the matters listed below, nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the period 1 September 2016 to 31 August 2017 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them:

1. In some cases, insufficient evidence that robust procurement procedures had been followed during the period.

Use of our report

This report is made solely to The Dominic Barberi Multi Academy Company and the ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to The Dominic Barberi Multi Academy Company and the ESFA those matters we are required to state in a report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than The Dominic Barberi Multi Academy Company and the ESFA, for our review work, for this report, or for the conclusion we have formed.



Critchleys Audit LLP
Reporting Accountant
Oxford

Date: 20/12/18

The Dominic Barberi Multi Academy Company
Statement of Financial Activities
For the year ended 31 August 2018
(including Income and Expenditure Account)

	Note	Unrestricted Funds £'000	Restricted General Funds £'000	Restricted Fixed Asset Funds £'000	Total 2018 £'000	Total 2017 £'000
Income and endowments from:						
Donations and capital grants	2	-	24	1,203	1,227	126
Charitable activities						
Funding for the academy trust's educational operations	3	-	13,339	-	13,339	13,468
Other income for educational operations	4	680	3	-	683	704
Other trading activities	5	64	-	-	64	77
Investments	6	2	-	-	2	1
Total		746	13,366	1,203	15,315	14,376
Expenditure on:						
Charitable activities						
Academy's educational operations	7,8	744	13,737	1,000	15,481	15,363
Total		744	13,737	1,000	15,481	15,363
Net income / (expenditure) before transfers		2	(371)	203	(166)	(987)
Transfers between funds	17	-	(119)	119	-	-
Net income / (expenditure) for the period		2	(490)	322	(166)	(987)
Other recognised gains / (losses):						
Actuarial (losses) / gains on defined benefit pension schemes	17,27	-	1,699	-	1,699	758
Net movement in funds		2	1,209	322	1,533	(229)
Reconciliation of Funds						
Funds brought forward at 1 September 2017		1	(6,289)	24,547	18,259	18,488
Funds carried forward at 31 August 2018		3	(5,080)	24,869	19,792	18,259

All of the academy's activities derive from continuing operations.

A Statement of Total Recognised Gains and Losses is not required as all gains and losses are included in the Statement of Financial Activities.

The Dominic Barberi Multi Academy Company
Balance sheet
As at 31 August 2018

Company number:
08453966

	Note	2018 £'000	2018 £'000	2017 £'000	2017 £'000
Fixed assets					
Tangible assets	13		23,797		24,406
Current assets					
Debtors	14	923		413	
Cash at bank and in hand		<u>2,047</u>		<u>1,157</u>	
		2,970		1,570	
Liabilities					
Creditors: Amounts falling due within one year	15	<u>(1,434)</u>		<u>(1,363)</u>	
Net current (liabilities)/assets			1,536		207
Total assets less current liabilities			25,333		24,613
Creditors: Amounts falling due after more than one year	16		(100)		(25)
Net assets excluding pension liability			<u>25,233</u>		<u>24,588</u>
Defined benefit pension scheme liability	27		<u>(5,441)</u>		<u>(6,329)</u>
Total net assets			<u>19,792</u>		<u>18,259</u>
Funds of the academy trust:					
Restricted fixed asset funds	17		24,869		24,547
Restricted funds					
Restricted funds excluding pension liability	17	361		40	
Pension reserve	17	<u>(5,441)</u>		<u>(6,329)</u>	
			(5,080)		(6,289)
Total restricted funds			<u>19,789</u>		<u>18,258</u>
Unrestricted funds	17		3		1
Total funds			<u>19,792</u>		<u>18,259</u>

The financial statements on pages 48 to 72 were approved by the trustees and authorised for issue on 19 December 2018 and are signed on their behalf by



Fr. Mervyn Tower
Trustee

The Dominic Barberi Multi Academy Company
Statement of Cash Flows
For the year ended 31 August 2018

	Note	2018 £'000	2017 £'000
Cash flows from operating activities			
Net cash provided by (used in) operating activities	21	90	652
Cash flows from investing activities	23	800	(92)
Cash flows from financing activities	22	-	(250)
Change in cash and cash equivalents in the reporting period		890	310
Reconciliation of net cash flow to movement in net funds			
Cash and cash equivalents at 1 September 2017		1,157	847
Cash and cash equivalents at 31 August 2018	24	<u>2,047</u>	<u>1,157</u>

All of the cash flows are derived from continuing operations.

1 Statement of Accounting Policies

A summary of the principal accounting policies adopted (which have been applied consistently, except where noted), judgements and key sources of estimation uncertainty, is set out below.

Basis of Preparation

The financial statements of the academy trust, which is a public benefit entity under FRS 102, have been prepared under the historical cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2017 to 2018 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

The Dominic Barberi Multi Academy Company meets the definition of a public benefit entity under FRS 102.

Going Concern

The Directors assess whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the Academy Company to continue as a going concern for the foreseeable future. The Directors continuously monitor and test their assessment when they consider management accounts, financial forecasts and budgets throughout the year.

At the date of approval of these financial statements the Directors considered the outlook for a period of one year and on the basis of that assessment believe that the use of going concern continues to be appropriate. When making their assessment the Directors relied in particular upon the funding advance made by the ESFA. Continued support by the ESFA is fundamental to the company's viability and the Directors are committed to delivering the required improvements to financial oversight, management and governance that are necessary to securing and maintaining the ESFA's support.

Income

All incoming resources are recognised when the academy trust has entitlement to the funds, the receipt is probable and the amount can be measured reliably.

Grants

Grants are included in the Statement of Financial Activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the balance sheet. Where income is received in advance of meeting any performance-related conditions there is not unconditional entitlement to the income and its recognition is deferred and included in creditors as deferred income until the performance-related conditions are met. Where entitlement occurs before income is received, the income is accrued.

General Annual Grant is recognised in full in the Statement of Financial Activities in the year for which it is receivable and any abatement in respect of the period is deducted from income and recognised as a liability.

Capital grants are recognised in full when there is an unconditional entitlement to the grant. Unspent amounts of capital grants are reflected in the balance sheet in the restricted fixed asset fund. Capital grants are recognised when there is entitlement and are not deferred over the life of the asset on which they are expended.

1 Statement of Accounting Policies (continued)

Income (continued)

Donations

Donations are recognised on a receivable basis (where there are no performance-related conditions) where the receipt is probable and the amount can be reliably measured.

Other income

Other income, including the hire of facilities, is recognised in the period it is receivable and to the extent the academy trust has provided the goods or services.

Donated goods, facilities and services

Goods donated for resale are included at fair value, being the expected proceeds from sale less the expected costs of sale. If it is practical to assess the fair value at receipt, it is recognised in stock and 'Income from other trading activities'. Upon sale, the value of the stock is charged against 'Income from other trading activities' and the proceeds are recognised as 'Income from other trading activities'. Where it is impractical to fair value the items, due to the volume of low value items they are not recognised in the financial statements until they are sold. This income is recognised within 'Income from other trading activities'.

Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably.

Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use.

Expenditure on Raising Funds

This includes all expenditure incurred by the academy trust to raise funds for its charitable purposes and includes costs of all fundraising activities events and non-charitable trading.

Charitable Activities

These are costs incurred on the academy trust's educational operations, including support costs and costs relating to the governance of the academy trust apportioned to charitable activities.

All resources expended are inclusive of irrecoverable VAT.

Intangible Fixed Assets

Intangible assets costing £5,000 or more are capitalised and recognised when future economic benefits are probable and the cost or value of the asset can be measured reliably. Intangible assets are initially recognised at cost and are subsequently measured at cost net of amortisation and any provision for impairment.

1 Statement of Accounting Policies (continued)

Tangible Fixed Assets

Assets costing £5,000 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

The property transferred on conversion has been valued on a depreciated replacement cost basis which is not representative of market value (see note 13 for further details).

Where tangible fixed assets have been acquired with the aid of specific grants, either from the government or from the private sector, they are included in the Balance Sheet at cost and depreciated over their expected useful economic life. Where there are specific conditions attached to the funding requiring the continued use of the asset, the related grants are credited to a restricted fixed asset fund in the Statement of Financial Activities and carried forward in the Balance Sheet. Depreciation on the relevant assets is charged directly to the restricted fixed asset fund in the Statement of Financial Activities. Where tangible fixed assets have been acquired with unrestricted funds, depreciation on such assets is charged to the unrestricted fund.

Depreciation is provided on all tangible fixed assets other than freehold land and assets under construction, at rates calculated to write off the cost of each asset on a straight-line basis over its expected useful life, as follows:

Leasehold buildings	30-45 years from conversion
Leasehold improvements	10-30 years
Fixtures, fittings and equipment	5 years
ICT equipment	3 years
Motor Vehicles	5 years

Assets in the course of construction are included at cost. Depreciation on these assets is not charged until they are brought into use and reclassified to freehold or leasehold land and buildings.

A review for impairment of a fixed asset is carried out if events or changes in circumstances indicate that the carrying value of any fixed asset may not be recoverable. Shortfalls between the carrying value of fixed assets and their recoverable amounts are recognised as impairments. Impairment losses are recognised in the Statement of Financial Activities.

Liabilities

Liabilities are recognised when there is an obligation at the balance sheet date as a result of a past event, it is probable that a transfer of economic benefit will be required in settlement, and the amount of the settlement can be estimated reliably. Liabilities are recognised at the amount that the academy trust anticipates it will pay to settle the debt or the amount it has received as advanced payments for the goods or services it must provide.

Provisions

Provisions are recognised when the academy trust has an obligation at the reporting date as a result of a past event which it is probable will result in the transfer of economic benefits and the obligation can be estimated reliably.

Provisions are measured at the best estimate of the amounts required to settle the obligation. Where the effect of the time value of money is material, the provision is based on the present value of those amounts, discounted at the pre-tax discount rate that reflects the risks specific to the liability. The unwinding of the discount is recognised within interest payable and similar charges.

Leased Assets

Rentals under operating leases are charged on a straight line basis over the lease term.

1 Statement of Accounting Policies (continued)

Financial Instruments

The academy trust only holds basic financial instruments as defined in FRS 102. The financial assets and financial liabilities of the academy trust and their measurement basis are as follows:

Financial assets - trade and other debtors are basic financial instruments and are debt instruments measured at amortised costs as detailed in note 14. Prepayments are not financial instruments.

Cash at bank - is classified as a basic financial instrument and is measured at face value.

Financial liabilities - trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost as detailed in notes 15 and 16. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

Taxation

The Academy Trust is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes. Accordingly, the Academy Trust is potentially exempt from taxation in respect of income or capital gains received within categories covered by Chapter 3 Part 11 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

Pensions Benefits

Retirement benefits to employees of the academy trust are provided by the Teachers' Pension Scheme ('TPS') and the Local Government Pension Scheme ('LGPS'). These are defined benefit schemes.

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the academy trust in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary on the basis of quadrennial valuations using a prospective unit credit method. As stated in note 27, the TPS is an unfunded multi-employer scheme with no underlying assets to assign between employers. Consequently, the TPS is treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

The LGPS is a funded multi-employer scheme and the assets are held separately from those of the academy trust in separate trustee administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit credit method and discounted at a rate equivalent to the current rate of return on a high quality corporate bond of equivalent term and currency to the liabilities. The actuarial valuations are obtained at least triennially and are updated at each balance sheet date. The amounts charged to operating surplus are the current service costs and the costs of scheme introductions, benefit changes, settlements and curtailments. They are included as part of staff costs as incurred. Net interest on the net defined benefit liability/asset is also recognised in the Statement of Financial Activities and comprises the interest cost on the defined benefit obligation and interest income on the scheme assets, calculated by multiplying the fair value of the scheme assets at the beginning of the period by the rate used to discount the benefit obligations. The difference between the interest income on the scheme assets and the actual return on the scheme assets is recognised in other recognised gains and losses.

Actuarial gains and losses are recognised immediately in other gains and losses.

1 Statement of Accounting Policies (continued)

Fund Accounting

Unrestricted income funds represent those resources which may be used towards meeting any of the charitable objects of the academy trust at the discretion of the trustees.

Restricted fixed asset funds are resources which are to be applied to specific capital purposes imposed by funders where the asset acquired or created is held for a specific purpose.

Restricted general funds comprise all other restricted funds received with restrictions imposed by the funder/donor and include grants from the Department for Education Group.

Critical accounting estimates and areas of judgement

Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

Critical accounting estimates and assumptions

The academy trust makes estimate and assumptions concerning the future. The resulting accounting estimates and assumptions will, by definition, seldom equal the related actual results. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are discussed below.

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost (income) for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 27, will impact the carrying amount of the pension liability. Furthermore a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2016 has been used by the actuary in valuing the pensions liability at 31 August 2018. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

Critical areas of judgement

The academy trust acts as an agent in distributing 16-19 bursary funds from ESFA. Payments received from ESFA and subsequent disbursements to students are excluded from the statement of financial activities as the academy trust does not have control over the charitable application of the funds. The academy trust can use up to 5% of the allocation towards its own administration costs and this is recognised in the statement of financial activities. The funds received and paid and any balances held are disclosed in note 29.

The academy trust participates in the Teachers' Pension Scheme (TPS) for qualifying employees. Under the definitions set out in FRS 102, this is a multi-employer pension scheme. There is insufficient information about the plan assets and liabilities to be able to reliably account for its share of the defined benefit obligation and plan assets in the financial statements and therefore the plan is accounted for as a defined contribution scheme (see note 27).

Agency arrangements

The academy trust acts as an agent in distributing 16-19 bursary funds from ESFA. Payments received from ESFA and subsequent disbursements to students are excluded from the statement of financial activities as the academy trust does not have control over the charitable application of the funds. The trust can use up to 5% of the allocation towards its own administration costs and this is recognised in the statement of financial activities. The funds received and paid and any balances held are disclosed in note 29.

The Dominic Barberi Multi Academy Company
Notes to the financial statements
For the year ended 31 August 2018

2 Donations and capital grants

	Unrestricted Funds £'000	Restricted Funds £'000	Total 2018 £'000	Total 2017 £'000
DfE/ESFA capital grants				
Condition Improvement Fund grant	-	1,118	1,118	-
Devolved formula capital grant	-	65	65	66
Other Government grants				
Local Authority capital funding - Cricket Rd	-	6	6	-
	-	1,189	1,189	66
Capital donations	-	14	14	12
Other donations	-	24	24	48
	-	1,227	1,227	126

The income from donations and capital grants was £1,227k (2017: £126k) of which £Nil was unrestricted (2017: £Nil), £24k restricted (2017: £48k) and £1,203k restricted fixed assets (2017: £78k).

3 Funding for Academy's educational operations

	Unrestricted Funds £'000	Restricted Funds £'000	Total 2018 £'000	Total 2017 £'000
DfE/ESFA revenue grants				
General Annual Grant (GAG)	-	11,723	11,723	11,919
Other DfE Group grants	-	1,033	1,033	1,038
	-	12,756	12,756	12,957
Other Government grants				
Other grants	-	19	19	-
Local Authority revenue funding	-	564	564	511
	-	583	583	511
	-	13,339	13,339	13,468

The funding for the academy's educational operations was £13,339k (2017: £13,468k) of which £Nil was unrestricted (2017: £Nil), £13,339k restricted (2017: £13,468k) and £Nil restricted fixed assets (2017: £Nil).

The Dominic Barberi Multi Academy Company
Notes to the financial statements
For the year ended 31 August 2018

4 Other income for educational operations

	Unrestricted Funds £'000	Restricted Funds £'000	Total 2018 £'000	Total 2017 £'000
Trip and activity income	114	-	114	88
Catering income	208	-	208	215
Other educational income	358	3	361	401
	<u>680</u>	<u>3</u>	<u>683</u>	<u>704</u>

The other income for educational operations was £683k (2017: £704k) of which £680k was unrestricted (2017: £704k), £3k restricted (2017: £Nil) and £Nil restricted fixed assets (2017: £Nil).

5 Other trading activities

	Unrestricted Funds £'000	Restricted Funds £'000	Total 2018 £'000	Total 2017 £'000
Hire of facilities	64	-	64	77
	<u>64</u>	<u>-</u>	<u>64</u>	<u>77</u>

The other trading activities income was £64k (2017: £77k) of which £64k was unrestricted (2017: £77k), £Nil restricted (2017: £Nil) and £Nil restricted fixed assets (2017: £Nil).

6 Investment Income

	Unrestricted Funds £'000	Restricted Funds £'000	Total 2018 £'000	Total 2017 £'000
Short term deposits	2	-	2	1
	<u>2</u>	<u>-</u>	<u>2</u>	<u>1</u>

The investment income was £2k (2017: £1k) of which £2k was unrestricted (2017: £1k), £Nil restricted (2017: £Nil) and £Nil restricted fixed assets (2017: £Nil).

The Dominic Barberi Multi Academy Company
Notes to the financial statements
For the year ended 31 August 2018

7 Expenditure

	Staff Costs £'000	Non Pay Expenditure Premises Costs £'000	Other Costs £'000	Total 2018 £'000	Total 2017 £'000
Academy's educational operations					
Direct costs (note 8)	9,107	-	957	10,064	10,061
Allocated support costs (note 8)	2,319	978	2,120	5,417	5,302
	11,426	978	3,077	15,481	15,363

The expenditure on academy's educational operations was £15,481k (2017: £15,363k) of which £744k was unrestricted (2017: £781k), £13,737k restricted (2017: £13,580k) and £1,000k restricted fixed assets (2017: £1,002k).

The 2017 allocated support costs have been amended for a reallocation of expenditure related to the Local Government Pension Scheme. This reallocation is between Other Finance Costs and Actuarial (Loss)/Gain.

Net income/(expenditure) for the period includes:

	2018 £'000	2017 £'000
Operating lease rentals	172	165
Depreciation	1,000	1,002
Fees payable to auditor for:		
Audit	19	15
Other services	17	18

8 Charitable Activities - Academy's educational operations

	Total 2018 £'000	Total 2017 £'000
Direct costs - educational operations	10,064	10,061
Support costs - educational operations	5,417	5,302
	15,481	15,363

Analysis of support costs

	Educational operations £'000	Total 2018 £'000	Total 2017 £'000
Support staff costs	1,508	1,508	1,652
Depreciation	1,000	1,000	1,002
Technology costs	246	246	210
Premises costs	978	978	845
Other support costs	798	798	684
Governance costs	76	76	62
Other pension costs	638	638	707
Other finance costs (FRS102 pension)	173	173	140
	5,417	5,417	5,302

The 2017 support costs have been amended for a reallocation of expenditure related to the Local Government Pension Scheme. This reallocation is between Other Finance Costs and Actuarial (Loss)/Gain.

The Dominic Barberi Multi Academy Company
Notes to the financial statements
For the year ended 31 August 2018

9 Staff Costs

	2018 £'000	2017 £'000
Staff costs during the period were:		
Wages and salaries	7,913	8,113
Social security costs	708	744
Operating costs of defined benefit pension schemes		
Employer contributions to pension schemes	1,316	1,324
FRS102 Other pension and finance costs	811	847
Apprenticeship levy	25	11
	<u>10,773</u>	<u>11,039</u>
Agency supply teacher costs	552	566
Staff restructuring costs	101	51
	<u>11,426</u>	<u>11,656</u>
Staff restructuring costs comprise:		
Redundancy payments	-	-
Severance payments	101	51
Other restructuring costs	-	-
	<u>101</u>	<u>51</u>

The trust uses agency staff on normal commercial terms.

Included in staff restructuring costs are non-statutory/non-contractual severance payments totalling £100k (2017: £51k). Individually, the payments were: £43k made on 31 May 2018, £33k made on 31 May 2018, £3k made on 31 August 2018, £8k accrued at 31 August 2018 and £13k made on 1 October 2018 (accrued at 31 August 2018).

The 2017 staff costs have been amended for a reallocation of expenditure related to the Local Government Pension Scheme. This reallocation is between Other Finance Costs and Actuarial (Loss)/Gain.

The average number of persons (including senior leadership team) employed by the academy trust during the period expressed as full time equivalents was as follows:

	2018 No.	2017 No.
Teachers	136	138
Administration and support	232	254
Management	18	21
	<u>386</u>	<u>413</u>

The number of employees whose employee benefits (excluding employer pension costs) exceeded £60,000 was:

	2018 No.	2017 No.
£60,001 - £70,000	5	3
£70,001 - £80,000	-	1
£80,001 - £90,000	1	-
£90,001 - £100,000	-	1
£110,001 - £120,000	1	-
	<u>1</u>	<u>-</u>

The key management personnel of the academy trust comprise the trustees and the senior management team as listed on pages 2-3. The total amount of employee benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the academy trust was £249k (2017: £361k).

10 Central services

The academy trust has provided central services to its academies during the period. These relate to health and safety advice and review, procurement advice, ad hoc finance cover in the event of short absences, internal audit via third party, accounting and budgeting software and support and strategic ICT advice.

The basis of the charges was a 5% topslice of GAG funding together with other smaller specific charges.

The actual amounts charged during the period were as follows:

	2018 £'000	2017 £'000
St Gregory the Great	302	304
St John Fisher	43	42
Our Lady's	57	59
Our Lady of Lourdes	39	37
St Thomas More	38	40
St Joseph's, Thame	39	37
St Joseph's, Carterton	32	30
	550	549

11 Related Party Transactions - Trustees' remuneration and expenses

One or more trustees has been paid remuneration or has received other benefits from employment with the academy trust. The head teacher and other staff trustees only receive remuneration in respect of services they provide undertaking the roles of head teacher and staff members under their contracts of employment.

	2018 £	2017 £
B Bowles - Principal (St Joseph's, Carterton) and Trustee		
Remuneration	-	£65k - £70k
Employer's Pension Contributions	-	£10k - £15k
M McCarthy - Principal (St Gregory the Great) and Trustee		
Remuneration	£110k - £115k	£95k - £100k
Employer's Pension Contributions	£10k - £15k	£15k - £20k
S McGarry - Staff Trustee		
Remuneration	£30k - £35k	£30k - £35k
Employer's Pension Contributions	£0k - £5k	£0k - £5k
K Ahmed - Staff Trustee		
Remuneration	-	£40k - £45k
Employer's Pension Contributions	-	£5k - £10k

During the period ended 31 August 2018, travel and subsistence expenses totalling £412 were reimbursed or paid directly to 1 trustee (2017: £586 to 1 trustee).

12 Trustees and officers insurance

The academy trust has opted into the Department for Education's risk protection arrangement (RPA), an alternative to insurance where UK government funds cover losses that arise. This scheme protects trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business, and provides cover up to £10,000,000. It is not possible to quantify the trustees and officers indemnity element from the overall cost of the RPA scheme.

The cost of this insurance is included in the total insurance cost.

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13 Tangible fixed assets

	Leasehold Buildings £'000	Furniture and Equipment £'000	Motor Vehicles £'000	Computer Equipment £'000	Total £'000
Cost					
As at 1 September 2017	27,943	91	4	179	28,217
Additions	323	32	-	36	391
Disposals	-	-	-	(11)	(11)
As at 31 August 2018	28,266	123	4	204	28,597
Depreciation					
As at 1 September 2017	3,617	56	2	136	3,811
Charged in year	939	26	1	34	1,000
Depreciation on disposals	-	-	-	(11)	(11)
As at 31 August 2018	4,556	82	3	159	4,800
Net book values					
As at 31 August 2018	23,710	41	1	45	23,797
As at 31 August 2017	24,326	35	2	43	24,406

The freehold relating to the leasehold properties are owned by Birmingham Roman Catholic Diocesan Trustees.

Due to restrictions on the use of the leasehold land, the Trustees consider that the land has no value and as such it is included in the financial statements at nil value.

14 Debtors

	2018 £'000	2017 £'000
Trade debtors	29	-
VAT recoverable	179	119
Prepayments and accrued income	701	293
Other debtors	14	1
	<u>923</u>	<u>413</u>

15 Creditors: amounts falling due within one year

	2018 £'000	2017 £'000
Trade creditors	286	239
Other taxation and social security	172	178
ESFA creditor: Funding Advance	250	325
ESFA creditor: Capital Grants	137	137
Other creditors	67	160
Accruals and deferred income	522	324
	<u>1,434</u>	<u>1,363</u>

Deferred income

	2018 £'000	2017 £'000
Deferred income at 1 September 2017	186	204
Released from previous years	(186)	(204)
Resources deferred in the period	219	186
Deferred income at 31 August 2018	<u>219</u>	<u>186</u>

Deferred income represents funding received specifically for the next financial year.

16 Creditors: amounts falling due in greater than one year

	2018 £'000	2017 £'000
ESFA creditor: Funding Advance	100	25
	<u>100</u>	<u>25</u>

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17 Funds

	Balance at 1 September 2017 £'000	Income £'000	Expenditure £'000	Gains, losses and transfer £'000	Balance at 31 August 2018 £'000
Restricted general funds					
General Annual Grant (GAG)	38	11,723	(11,341)	(119)	301
Pupil Premium funding	-	546	(546)	-	-
Other DfE funding	2	487	(429)	-	60
Other Local Authority grants	-	564	(564)	-	-
Other government grants	-	19	(19)	-	-
Other restricted funds	-	27	(27)	-	-
Pension reserve (note 27)	(6,329)	-	(811)	1,699	(5,441)
	<u>(6,289)</u>	<u>13,366</u>	<u>(13,737)</u>	<u>1,580</u>	<u>(5,080)</u>
Restricted fixed asset funds					
Devolved formula capital	131	65	-	(58)	138
Condition Improvement Fund grant	10	1,118	-	(204)	924
Other Capital funding	-	20	-	(10)	10
Fixed asset fund (note 13)	24,406	-	(1,000)	391	23,797
	<u>24,547</u>	<u>1,203</u>	<u>(1,000)</u>	<u>119</u>	<u>24,869</u>
Total restricted funds	<u>18,258</u>	<u>14,569</u>	<u>(14,737)</u>	<u>1,699</u>	<u>19,789</u>
Unrestricted funds					
Unrestricted funds	1	746	(744)	-	3
Total unrestricted funds	<u>1</u>	<u>746</u>	<u>(744)</u>	<u>-</u>	<u>3</u>
Total funds	<u>18,259</u>	<u>15,315</u>	<u>(15,481)</u>	<u>1,699</u>	<u>19,792</u>

The General Annual Grant represents funding received from the Education and Skills Funding Agency during the period in order to fund the continuing activities of the school. Under the funding agreement with the Secretary of State, the academy trust was not subject to limits on the amount of GAG that it could carry forward at 31 August 2018.

Pupil Premium Funding represents funding received from the Department for Education (DfE) to raise the attainment of disadvantaged pupils of all abilities. The eligibility of the pupils and rates of grant per pupil are set-out by the DfE. This funding is to be used for the provision of education.

Other DfE funding represents other forms of funding received from the Department for Education.

Other Local Authority grants represents various grant funding provided by Local Authorities.

Other government grants represents other grant funding provided by government departments.

Other restricted funds represent amounts given to the academy for specific revenue purposes.

The pension reserve fund separately identifies the pension deficit on the Local Government Pension Scheme, and through which all the movements on the pension scheme are recognised.

Devolved Formula Capital represents funding provided by the Department for Education to be used for capital projects. This funding may be used for specific capital projects which are not considered to be fixed asset additions.

Capital Improvement Funding represents funding provided by the Department for Education to be used for specific capital projects in line with the funding application.

Other Capital funding represents amounts given to the academy for specific capital purposes.

The Fixed Asset fund recognises the net book value of tangible fixed assets transferred to the trust on conversion and additions since conversion.

Unrestricted funds represent other income to the academy trust which is not received as funding or with a specific purpose.

17 Funds (continued)

Total funds analysis by academy

Fund balances at 31 August 2018 were allocated as follows:

	2018 £'000	2017 £'000
St Gregory the Great	(967)	(1,086)
St John Fisher	256	322
Our Lady's	552	464
Our Lady of Lourdes	149	146
St Thomas More	218	212
St Joseph's, Thame	152	61
St Joseph's, Carterton	194	122
Central - main funds	(190)	(199)
Total before capital, fixed assets and pension reserve	364	42
Capital funds	1,072	140
Fixed asset fund (representing net book value of fixed assets - note 14)	23,797	24,406
Pension reserve	(5,441)	(6,329)
Total funds	19,792	18,259

The funds allocated to individual schools and central services have all increased except for St John Fisher. The main sources of the deficit in SJF were increases in teaching and educational support staff costs and in other costs including the renovation of the kitchen. The overall fund balances before capital, fixed assets and pension have increased by £322k. The table below shows the company's continued financial recovery.

	£'000
Overall fund balances before capital fixed assets and pension 2018	364
Overall fund balances before capital fixed assets and pension 2017	42
Overall fund balances before capital fixed assets and pension 2016	(664)
Overall fund balances before capital fixed assets and pension 2015	(840)

Total cost analysis by academy

Expenditure incurred by each academy during the year was as follows:

	Teaching and educational support staff costs £'000	Other support staff costs £'000	Educational supplies (including all non staff direct costs) £'000	Other costs (excluding depreciation) £'000	2018 Total £'000	2017 Total £'000
Central	(3)	467	21	191	676	708
St Gregory the Great	5,188	643	513	1,098	7,442	7,608
St John Fisher	810	86	55	154	1,105	1,041
Our Lady's	769	57	78	217	1,121	1,107
Our Lady of Lourdes	577	55	93	128	853	763
St Thomas More	687	50	74	109	920	813
St Joseph's, Thame	577	76	54	97	804	777
St Joseph's, Carterton	502	74	69	104	749	697
	9,107	1,508	957	2,098	13,670	13,514
				Depreciation	1,000	1,002
				Other finance costs and pension costs	811	847
				Note 7	15,481	15,363

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17 Funds (continued)

Comparative funds

	Balance at 1 September 2016 £'000	Income £'000	Expenditure £'000	Gains, losses and transfer £'000	Balance at 31 August 2017 £'000
Restricted general funds					
General Annual Grant (GAG)	(672)	11,919	(11,130)	(79)	38
Pupil Premium funding	-	575	(575)	-	-
Other DfE funding	8	463	(469)	-	2
Other Local Authority grants	-	511	(511)	-	-
Other restricted funds	-	48	(48)	-	-
Pension reserve (note)	(6,240)	-	(847)	758	(6,329)
	<u>(6,904)</u>	<u>13,516</u>	<u>(13,580)</u>	<u>679</u>	<u>(6,289)</u>
Restricted fixed asset funds					
Devolved formula capital	95	66	-	(30)	131
Condition Improvement Fund grant	48	-	-	(38)	10
Other Capital funding	-	12	-	(12)	-
Fixed asset fund (note)	25,249	-	(1,002)	159	24,406
	<u>25,392</u>	<u>78</u>	<u>(1,002)</u>	<u>79</u>	<u>24,547</u>
Total restricted funds	<u>18,488</u>	<u>13,594</u>	<u>(14,582)</u>	<u>758</u>	<u>18,258</u>
Unrestricted funds					
Unrestricted funds	-	782	(781)	-	1
Total unrestricted funds	<u>-</u>	<u>782</u>	<u>(781)</u>	<u>-</u>	<u>1</u>
Total funds	<u>18,488</u>	<u>14,376</u>	<u>(15,363)</u>	<u>758</u>	<u>18,259</u>

The Comparative Funds Pension Reserve figures have been amended for a reallocation of expenditure related to the Local Government Pension Scheme. This reallocation is between Other Finance Costs and Actuarial (Loss)/Gain.

A current year 12 months and prior year 12 months combined position is as follows:

	Balance at 1 September 2016 £'000	Income £'000	Expenditure £'000	Gains, losses and transfers £'000	Balance at 31 August 2018 £'000
Restricted general funds					
General Annual Grant (GAG)	(672)	23,642	(22,471)	(198)	301
Pupil Premium funding	-	1,121	(1,121)	-	-
Other DfE funding	8	950	(898)	-	60
Other Local Authority grants	-	1,075	(1,075)	-	-
Other government grants	-	19	(19)	-	-
Other restricted funds	-	75	(75)	-	-
Pension reserve (note)	(6,240)	-	(1,658)	2,457	(5,441)
	<u>(6,904)</u>	<u>26,882</u>	<u>(27,317)</u>	<u>2,259</u>	<u>(5,080)</u>
Restricted fixed asset funds					
Devolved formula capital	95	131	-	(88)	138
Condition Improvement Fund grant	48	1,118	-	(242)	924
Other capital funding	-	32	-	(22)	10
Fixed asset fund (note)	25,249	-	(2,002)	550	23,797
	<u>25,392</u>	<u>1,281</u>	<u>(2,002)</u>	<u>198</u>	<u>24,869</u>
Total restricted funds	<u>18,488</u>	<u>28,163</u>	<u>(29,319)</u>	<u>2,457</u>	<u>19,789</u>
Unrestricted funds					
Unrestricted funds	-	1,528	(1,525)	-	3
Total unrestricted funds	<u>-</u>	<u>1,528</u>	<u>(1,525)</u>	<u>-</u>	<u>3</u>
Total funds	<u>18,488</u>	<u>29,691</u>	<u>(30,844)</u>	<u>2,457</u>	<u>19,792</u>

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18 Analysis of net assets between funds

Fund balances at 31 August 2018 are represented by:

	Unrestricted Funds £'000	Restricted General Funds £'000	Restricted Fixed Asset Funds £'000	Total Funds £'000
Tangible fixed assets	-	-	23,797	23,797
Current assets	3	1,895	1,072	2,970
Current liabilities	-	(1,434)	-	(1,434)
Non-current liabilities	-	(100)	-	(100)
Pension Scheme liability	-	(5,441)	-	(5,441)
Total net assets	3	(5,080)	24,869	19,792

Comparative analysis of net assets between funds

Fund balances at 31 August 2017 are represented by:

	Unrestricted Funds £'000	Restricted General Funds £'000	Restricted Fixed Asset Funds £'000	Total Funds £'000
Intangible fixed assets	-	-	-	-
Tangible fixed assets	-	-	24,406	24,406
Current assets	1	1,428	141	1,570
Current liabilities	-	(1,363)	-	(1,363)
Non-current liabilities	-	(25)	-	(25)
Pension Scheme liability	-	(6,329)	-	(6,329)
Total net assets	1	(6,289)	24,547	18,259

19 Capital commitments

	2018 £'000	2017 £'000
Contracted for, but not provided in the financial statements	19	6

20 Commitments under operating leases

Operating leases

At 31 August 2018 the total of the academy trust's future minimum lease payments under non-cancellable operating leases was:

	2018 £'000	2017 £'000
Amounts due within one year	164	154
Amounts due between one and five years	617	584
Amounts due after five years	2,234	2,380
	3,015	3,118

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21 Reconciliation of net income/(expenditure) to net cash flow from operating activities

	2018 £'000	2017 £'000
Net income/(expenditure) for the reporting period (as per the statement of financial activities)	(166)	(987)
Adjusted for:		
Depreciation (note 13)	1,000	1,002
Capital grants from DfE and other capital income	(1,189)	(66)
Interest receivable (note 6)	(2)	(1)
Defined benefit pension scheme cost less contributions payable (note 27)	638	707
Defined benefit pension scheme finance cost (note 27)	173	140
(Increase)/decrease in debtors	(510)	(109)
Increase/(decrease) in creditors	146	(34)
Net cash provided by operating activities	90	652

22 Cash flows from financing activities

	2018 £'000	2017 £'000
Repayments of borrowing	-	(250)
Net cash used in financing activities	-	(250)

23 Cash flows from investing activities

	2018 £'000	2017 £'000
Dividends, interest and rents from investments	2	1
Proceeds from sale of tangible fixed assets	-	-
Purchase of tangible fixed assets	(391)	(159)
Capital grants from DfE Group	1,189	66
Net cash provided by/(used in) investing activities	800	(92)

24 Analysis of changes in net funds

	At 1 September 2017 £'000	Cash flows £'000	At 31 August 2018 £'000
Cash at bank and in hand	1,157	890	2,047
	1,157	890	2,047

25 Contingent liabilities

There are no contingent liabilities that require disclosure.

26 Members liability

Each member of the charitable company undertakes to contribute to the assets of the company in the event of it being wound up while he/she is a member, or within one year after he/she ceases to be a member, such amount as may be required, not exceeding £10 for the debts and liabilities contracted before he/she ceases to be a member.

27 Pension and similar obligations

The academy trust's employees belong to two principal pension schemes: the Teachers' Pension Scheme England and Wales (TPS) for academic and related staff; and the Local Government Pension Scheme (LGPS) for non-teaching staff, which is managed by Oxfordshire County Council. Both are multi-employer defined-benefit schemes.

The latest actuarial valuation of the TPS related to the period ended 31 March 2012 and of the LGPS 31 March 2016.

Contributions amounting to £43,547 were payable to the schemes at 31 August 2018 (2017: £153,376) and are included within creditors.

Teachers' Pension Scheme

Introduction

The Teachers' Pension Scheme (TPS) is a statutory, unfunded, defined benefit scheme governed by the Teachers' Pension Regulations (2010) and the Teachers' Pension Scheme Regulations 2014. These regulations apply to teachers in schools and other educational establishments, including academies, in England and Wales that are maintained by local authorities. In addition, teachers in many independent and voluntary-aided schools and teachers and lecturers in some establishments of further and higher education may be eligible for membership. Membership is automatic for full-time teachers and lecturers and, from 1 January 2007, automatic too for teachers and lecturers in part-time employment following appointment or a change of contract. Teachers and lecturers are able to opt out of the TPS.

The Teachers' Pension Budgeting and Valuation Account

Although members may be employed by various bodies, their retirement and other pension benefits are set out in the regulations made under the Superannuation Act (1972) and Public Service Pensions Act (2013) and are paid by public funds provided by Parliament. The TPS is an unfunded scheme and members contribute on a 'pay as you go' basis - these contributions, along with those made by employers, are credited to the Exchequer under arrangements governed by the above Act.

The Teachers' Pensions Regulations 2010 require an annual account, the Teachers' Pension Budgeting and Valuation Account, to be kept of receipts and expenditure (including the cost of pension increases). From 1 April 2001, the Account has been credited with a real rate of return, which is equivalent to assuming that the balance in the Account is invested in notional investments that produce that real rate of return.

27 Pension and similar obligations (continued)

Teachers' Pension Scheme (continued)

Valuation of the Teachers' Pension Scheme

The latest actuarial valuation of the TPS was carried out as at 31 March 2012 and in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014. The valuation report was published by the Department for Education on 9 June 2014. The key results of the valuation are:

- employer contribution rates were set at 16.4% of pensionable pay; in line with current regulations, not including the additional 0.08% employers pay for the cost of Scheme administration;
- total scheme liabilities for service to the effective date of £191.5 billion, and notional assets of £176.6 billion giving a notional past service deficit of £15.0 billion;
- an employer cost cap of 10.9% of pensionable pay;
- actuarial assessments are undertaken in intervening years between formal valuations for financial reporting purposes, using updated membership data.

The new employer contribution rate and administration levy for the TPS were implemented in September 2015.

The TPS valuation for 2012 determined an employer rate of 16.4%, which was payable from September 2015. The next valuation of the TPS will be as at March 2016, whereupon the employer contribution rate is expected to be reassessed and will be payable from 1 April 2019.

The pension costs paid to TPS in the period amounted to £806k (2017: £827k).

A copy of the valuation report and supporting documentation is on the Teachers' Pension Scheme website at the following location:

<https://www.teacherspensions.co.uk/news/employers/2014/06/publication-of-the-valuation-report.aspx>

Scheme Changes

Lord Hutton, who chaired the Independent Public Service Pensions Commission, published his final report in March 2011 and made recommendations about how pensions can be made sustainable and affordable, whilst remaining fair to the workforce and the taxpayer. The Government accepted Lord Hutton's recommendations as the basis for consultation and Ministers engaged in extensive discussions with trade unions and other representative bodies on the reform of the TPS. Those discussions concluded on 9 March 2012, and the Department published a Proposed Final Agreement, setting out the design for a reformed TPS to be implemented from 1 April 2015.

The key provisions of the reformed schedule include: a pension based on career average earnings; an accrual rate of 1/57th; and a Normal Pension Age equal to the State Pension Age, but with options to enable members to retire earlier or later than their Normal Pension Age. Importantly, pension benefits built up before 1 April 2015 will be fully protected.

In addition, the Proposed Final Agreement includes a Government commitment that those within 10 years of Normal Pension Age on 1 April 2012 will see no change to the age at which they can retire, and no decrease in the amount of pension they receive when they retire. There will also be further transitional protection, tapered over a three and a half year period, for people who would fall up to three and a half years outside of the 10 year protection.

In his interim report of October 2010, Lord Hutton recommended that short-term savings were also required, and that the only realistic way of achieving these was to increase member contributions. At the Spending Review 2010 the Government announced an average increase of 3.2 percentage points on the contribution rates by 2014-15. The increases have been phased in since April 2012.

The arrangements for a reformed Teachers' Pension Scheme, in line with the remainder of the recommendations made by Lord Hutton, have now been implemented. The Career Average Revalued Earnings (CARE) scheme was implemented from 1 April 2015, whereby benefits will accrue on a career average basis and there is a normal pension age aligned to the state pension age.

Under the definitions set out in FRS 102, the TPS is a multi-employer pension scheme. The trust has accounted for its contributions to the scheme as if it were a defined contribution scheme. The trust has set out above the information available on the scheme.

27 Pension and similar obligations (continued)

Local Government Pension Scheme

The LGPS is a funded defined-benefit pension scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2018 was £662,000 (2017: £636,000), of which employer's contributions totalled £510,000 (2017: £481,000) and employees' contributions totalled £152,000 (2017: £155,000). The agreed contribution rates for future years are 15.4% for employers and 5.5-12.5% for employees until 31 March 2020. In addition, employer top-up contributions of £107,000 and £109,000 are due for the years ended 31 March 2019 and 2020 respectively. The next full triennial valuation will be carried out as at 31 March 2019 with new contribution rates set from 1 April 2020.

Parliament has agreed, at the request of the Secretary of State for Education, to a guarantee that, in the event of academy closure, outstanding Local Government Pension Scheme liabilities would be met by the Department for Education. The guarantee came into force on 18 July 2013.

Principal actuarial assumptions

	At 31 August 2018	At 31 August 2017
Rate of increase in salaries	3.60%	4.20%
Rate of increase for pensions in payment / inflation	2.40%	2.70%
Discount rate for scheme liabilities	2.80%	2.60%
Inflation assumption (CPI)	2.40%	2.70%
Commutation of pensions to lump sums	50.00%	50.00%

The current mortality assumptions include sufficient allowance for future improvements in mortality rates. The assumed life expectations on retirement age 65 are:

	At 31 August 2018	At 31 August 2017
<i>Retiring today</i>		
Males	23.4	23.4
Females	25.5	25.5
<i>Retiring in 20 years</i>		
Males	25.7	25.7
Females	27.9	27.9

Sensitivity Analysis - Effect on Scheme Liabilities

	At 31 August 2018 £	At 31 August 2017 £
Present value of total obligation		
Discount rate +0.1%	11,456,000	11,390,000
Discount rate -0.1%	12,034,000	11,968,000
Mortality assumption - 1 year increase	N/A	12,062,000
Mortality assumption - 1 year decrease	N/A	11,300,000
CPI rate +0.1%	N/A	N/A
CPI rate -0.1%	N/A	N/A

27 Pension and similar obligations (continued)

Local Government Pension Scheme (continued)

The academy trust's share of the assets in the scheme were:

	Fair value at 31 August 2018 £'000	Fair value at 31 August 2017 £'000
Equities	4,000	3,298
Gilts	-	795
Other bonds	1,000	258
Property	1,000	348
Cash	304	206
LLPs	-	174
Diversified growth fund	-	262
Diversified growth fund	-	5
Total market value of assets	6,304	5,346
Present value of scheme liabilities		
- Funded	(11,745)	(11,675)
Surplus/(deficit) in the scheme	(5,441)	(6,329)

The actual return on scheme assets was £435,000 (2017: £576,000).

Amounts recognised in the statement of financial activities

	2018 £'000	2017 £'000
Current service cost (net of employee contributions)	1,148	1,195
Net interest cost	173	132
Benefit changes, gain/(loss) on curtailment and gain/(loss) on settlement	-	-
Administration expenses	-	1
Total operating charge	1,321	1,328

27 Pension and similar obligations (continued)

Local Government Pension Scheme (continued)

Changes in the present value of defined benefit obligations were as follows:

	2018 £'000	2017 £'000
At 1 September	11,675	10,346
Current service cost	1,148	1,188
Interest cost	319	229
Employee contributions	152	155
Actuarial (gain)/loss	(1,450)	(184)
Estimated benefits paid net of transfers in	(99)	(66)
Past Service costs	-	7
At 31 August	11,745	11,675

Changes in the fair value of academy's share of scheme assets:

	2018 £'000	2017 £'000
At 1 September	5,346	4,106
Interest income	146	97
Return on plan assets (excluding net interest on the net defined pension liability)	249	479
Actuarial gain/(loss)	-	95
Administration expenses	-	(1)
Employer contributions	510	481
Employee contributions	152	155
Estimated benefits paid plus unfunded net of transfers in	(99)	(66)
Effect of non-routine settlements	-	-
At 31 August	6,304	5,346

Reconciliation of opening and closing deficit				
	2018		2017	
	£'000	£'000	£'000	£'000
Pension deficit at 1 September		(6,329)		(6,240)
Current service cost	(1,148)		(1,188)	
Employer contributions	<u>510</u>		<u>481</u>	
Additional pension cost		(638)		(707)
Other finance costs		(173)		(140)
Actuarial gains/(losses)		<u>1,699</u>		<u>758</u>
Pension deficit at 31 August		<u><u>(5,441)</u></u>		<u><u>(6,329)</u></u>

The 2017 pension figures have been amended for a reallocation of expenditure related to the Local Government Pension Scheme. This reallocation is between Other Finance Costs and Actuarial (Loss)/Gain.

28 Related party transactions

Owing to the nature of the academy trust and the composition of the board of trustees being drawn from local public and private sector organisations, transactions may take place with organisations in which the trustees have an interest. All transactions involving such organisations are conducted in accordance with the requirements of the Academies Financial Handbook and with the academy trust's financial regulations and normal procurement procedures relating to connected and related party transactions.

Edward Fraser Long (Executive Principal and Accounting Officer) is employed by The Pope Francis Catholic Multi Academy Company. He provides the services of Executive Principal and Accounting Officer to The Dominic Barberi Multi Academy Company via a Service Level Agreement. During the period The Pope Francis Catholic Multi Academy Company charged The Dominic Barberi Multi Academy Company £16k (2017: £Nil) for these services. At 31 August 2018, £Nil was due to The Pope Francis Catholic Multi Academy Company (2017: £Nil).

During the period The Dominic Barberi Multi Academy Company charged The Pope Francis Catholic Multi Academy Company £29k (2017: £Nil) for costs associated with a consultant. At 31 August 2018, £29k was due from The Pope Francis Catholic Multi Academy Company (2017: £Nil).

29 Agency arrangements

The academy trust distributes 16-19 bursary funds to students as an agent for ESFA. In the accounting year ending 31 August 2018 the trust received £19,497 and disbursed £10,830 from the fund. An amount of £8,667 is included in other creditors relating to undistributed funds that are repayable to ESFA.