

Company Registration Number: 09174154 (England & Wales)

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)
ANNUAL REPORT AND FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021

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EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

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EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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REFERENCE AND ADMINISTRATIVE DETAILS

Members	Reverend J Veasey (appointed 29 April 2021) Deacon D Palmer (appointed 1 February 2021, resigned 30 April 2021) A Hardy (appointed 1 February 2021) D Brooks (appointed 1 February 2021, resigned 30 April 2021) E Kirwan (appointed 13 April 2021) Barberi and Newman Academy Trust (resigned 30 April 2021)
Directors	J Griffin, Chair ¹ J Rowe, Vice Chair ¹ D Finucane (resigned 31 January 2021) D Kehoe ¹ S Horan (resigned 31 January 2021) ¹ P Parry ¹ G Taylor-Smith ¹ C Beech F Foley (appointed 1 February 2021) M O'Brien (appointed 1 February 2021) J Gardner (appointed 1 February 2021, resigned 16 July 2021) ¹ Resources Committee
Company registered number	09174154
Company name	St Nicholas Owen Catholic MAC (until 31 January 2021); Emmaus Catholic MAC (from 1 February 2021)
Principal and registered office	Hagley Catholic Multi Academy Company Brake Lane Hagley Worcestershire DY8 2XL
Company secretary	A Hodder
Chief executive officer	S Horan
Senior management team	S Horan, Catholic Senior Executive Leader / CEO A Hodder, Chief Finance and Operations Officer Principals J Hodgson, Hagley Catholic High School D Simmons, Our Lady of Fatima Catholic Primary School E Brocklesby, St Ambrose Catholic Primary A Carry, St Joseph's Catholic Primary School J McCole, St Joseph's Catholic Primary School (temporary post ceased December 2020) O O'Beirne, St Mary's Catholic Primary School (resigned December 2020) I Borriello, St Mary's Catholic Primary School (appointed April 2021) K Savage, St Wulstan's Catholic Primary School J Downes, St Francis Xavier Catholic Primary School T Boodell, St Gregory's Catholic Primary School C Hinton, St Phillip's Catholic Primary School

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REFERENCE AND ADMINISTRATIVE DETAILS (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

Independent auditor Cooper Parry Group Limited
Chartered Accountants
One Central Boulevard
Blythe Valley Business Park
Solihull
West Midlands
B90 8BG

Bankers Lloyds Bank plc
PO Box 1000
BX1 1LT

Solicitors Winckworth Sherwood
Minerva House
5 Montague Close
London
SE1 9BB

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DIRECTORS' REPORT
FOR THE YEAR ENDED 31 AUGUST 2021

The Trustees/Directors present their annual report together with the financial statements and auditor's report of the charitable company for the period from 1 September 2020 to 31 August 2021. The annual report serves the purposes of both a Trustees' report and a Directors' report, including a strategic report, under company law.

On 31 January 2021, Saint Catherine of Siena and its four constituent academies transferred into the charitable company, this transfer has been accounted for as a combination that is in substance a gift.

Emmaus Catholic Multi Academy Company (known as Saint Nicholas Owen Catholic Multi Academy Company until 31 January 2021) operates nine primary academies and one secondary academy situated within the local authorities of Birmingham, Dudley, Sandwell and Worcestershire as follows:

Primary Schools:

Our Lady and St Hubert's Catholic Primary School (Sandwell LA); joined Emmaus from 1 February 2021. This school has capacity for 420 pupils and an additional 26 (FT) pupils in nursery. During 2020/21 the school was still in the process of expanding from one to two forms of entry (started in September 2016). As of October 2021, the school is at two forms of entry in each year group from Reception to Year 6. The October 2020 Census recorded 390 pupils on roll, the January 2021 Census recorded 390 pupils on roll and the October 2021 Census recorded 422 pupils on roll. In terms of nursery, in October 2020, there were 30 children in attendance, 30 in January 2021 and 33 in October 2021.

Our Lady of Fatima Catholic Primary School (Birmingham LA) has capacity for 210 pupils. The October 2020 census recorded 210 pupils on roll, the January 2021 census 213 pupils on roll and 213 pupils on roll in the October 2021 census. The additional numbers were agreed in line with admissions procedures.

St Ambrose Catholic Primary School, Kidderminster (Worcestershire LA) has capacity for 210 pupils. The October 2020 census recorded 195 pupils on roll, the January 2021 census 183 pupils on roll and 183 pupils on roll in the October 2021 census.

St Gregory's Catholic Primary School, Smethwick (Sandwell LA); joined Emmaus from 1 February 2021. This school has capacity for 210 pupils and an additional 26 (FT) places in nursery. The school accommodated a bulge class in 2018-19 to meet demand for places in the local area. The October 2020 Census recorded 241 pupils on roll, the January 2021 Census recorded 240 pupils on roll and the October 2021 Census recorded 238 pupils on roll. In terms of nursery, in October 2020, there were 24 children in attendance, 26 in January 2021 and 17 in October 2021.

St Francis Xavier Catholic Primary School, Oldbury (Sandwell LA); joined Emmaus from 1 February 2021. This school has capacity for 210 pupils in Reception to Year 6 and an additional 26 (FT) pupils in nursery. The October 2020 Census recorded 209 pupils on roll, 207 pupils in January 2021 and 211 in October 2021. In terms of nursery, in October 2020, there were 19 children in attendance, 24 in January 2021 and 15 in October 2021.

St Joseph's Catholic Primary School, Stourbridge (Dudley LA) has capacity for 210 pupils. The October 2020 census recorded 210 pupils on roll, the January 2021 census 210 pupils on roll and 206 pupils on roll in the October 2021 census.

St Mary's Catholic Primary School, Brierley Hill (Dudley LA) has capacity for 210 pupils. The October 2020 census recorded 199 pupils on roll, the January 2021 census 199 pupils on roll and 188 pupils on roll in the October 2021 census.

St Philip's Catholic Primary School, Smethwick (Sandwell LA); joined Emmaus from 1 February 2021. This school has capacity for 210 pupils and an additional 26 (FT) pupils in nursery. The October 2020 Census recorded 211 pupils on roll, the January 2020 Census recorded 208 pupils on roll and the October 2021 Census 208 pupils on roll. In terms of nursery, in October 2020, there were 26 children in attendance, 28 in January 2021 and 20 in October 2021.

St Wulstan's Catholic Primary School, Stourport-on-Severn (Worcestershire LA) has capacity for 210 pupils. The October 2020 Census recorded 182 pupils on roll, the January 2020 Census recorded 178 pupils on roll and the October 2021 158 pupils on roll.

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DIRECTORS' REPORT (CONTINUED)
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Secondary School:

In line with the School funding agreement, **Hagley Catholic High School**, Hagley (Worcestershire LA) has a planned capacity of 1,033 in the age range of 11 – 18. The October 2020 Census recorded 1,138 pupils on roll, the January 2021 Census recorded 1,135 pupils on roll and the October 2021 1,098 pupils on roll. The fall in numbers in October 2021 is owing to a smaller cohort in the Sixth Form and Year 7 from September 2021.

The combined capacity of all nine primary schools from Reception to Year 6 is 2,100 pupils. The capacity of the secondary school is 1,033. The total combined capacity of all ten schools from Reception to age 18 is 3,133. The total number of pupils on roll at the ten schools, Reception to Year 13, as of October 2021 was 3,125 compared to 3,163 in January 2021. This decrease in pupil numbers is due to a dip in Reception numbers in some of our primary schools and a dip in year 7 numbers at secondary level.

The catchment area of the organisation is large and not defined by geographic or distance boundaries. Pupils are drawn from a wide geographic area that encompasses the central and south districts of West Midlands from central Birmingham in the north to Stourport on Severn in the south (north Worcestershire).

Pupils are admitted in accordance with the admission arrangements published on each respective member academy website. The admission authority is the Board of Directors of Emmaus Catholic MAC. The Board delegates the responsibility for the admissions process to the Local Governing Body of each respective academy. To apply for a place in the normal admissions round, an application must be made using the academy's admission application process in accordance with the published timeline. Places are allocated using the criteria set out on the web site, which, in general terms, is based on the proximity to the school and then a set of other ranking rules in the event of oversubscription.

Structure, governance and management

a. Constitution

Emmaus Catholic Multi Academy Company 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 company.

The Trustees are also the Directors of the charitable company for the purposes of company law. The charitable company operates as Emmaus Catholic Multi Academy Company.

Emmaus Catholic Multi Academy Company is one of many Catholic Multi Academy companies that operate within the Birmingham Diocese of the Catholic Church. The Multi Academy company was a subsidiary company to the Barberi and Newman Academy Trust, whose members are drawn from Birmingham Diocesan Trustees. From 1 February 2021 new Articles of Association were adopted and the members changed to specific individuals drawn from the Trustees of the Diocese as detailed above. Power to appoint the majority of the Trustees (Directors) of Emmaus Catholic Multi Academy Company is, however, held by the Diocesan Bishop under articles 46a and 50. The Trustee responsibilities and objectives are set out within the Articles of Association and further clarified by the Master Funding Agreement and Scheme of Delegation. A copy of the new documents can be found on the company website <http://www.emmausmac.com>.

Details of the Trustees/Directors who served throughout the year, and to the date these accounts are approved are included in the Reference and administrative details on page 1. This also indicates that there have been key changes in the composition of the Board of Trustees/Directors during the year 2020/21, owing to the merger with St Catherine of Siena MAC.

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DIRECTORS' REPORT (CONTINUED)
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Structure, governance and management (continued)

b. 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.

c. Trustees' indemnities

The Multi Academy Company has opted into the Department of Education's Risk Protection Arrangement ('RPA'), an alternative to insurance where UK government funds cover losses that arise. The scheme protects Members, Trustees and the Local Governing Body members from claims arising from negligent acts, errors or omissions occurring whilst on Multi Academy Company business. The scheme provides cover up to £10,000,000.

d. Method of recruitment and appointment or election of Directors

All Trustees/Directors must, upon appointment, or election, and before exercising any duties, sign a written undertaking to the Diocese of Birmingham Trustees (who are registered as a body corporate under Part 12 of the Charities Act 2011 – Registered charity number 234216) and the Catholic Diocesan Bishop (Article 45A) to uphold the Objects of the Multi Academy Company.

Subject to Articles 46 to 49 and the funding agreement, the Company shall have the following Trustees/Directors:

- such number of Foundation Trustees/Directors so as to constitute a majority of the Directors by at least two from time to time and shall be appointed under Article 50. No such Foundation Trustee/Director shall be or become an employee of the Company;
- a minimum of two Parent Directors appointed by the Trustees/Directors whether after election or otherwise under Articles 53-56 in the event that no provision is made under Article 101, or is planned, for at least two Parent Local Governors on each Local Governing Body established under Article 100 (a).
- Co-opted Directors appointed under Article 58.

The first Trustees/Directors shall be those persons named in the statement delivered pursuant to sections 9 and 12 of the Companies Act 2006.

Future Trustees/Directors shall be appointed or elected, as the case may be, under the Articles of Association.

The term of office for any Director/Trustee is four years or a shorter period if specified at the time of appointment by the person or body appointing, save that this time limit does not apply to the Co-opted Directors or to any post which is held ex-officio. Co-opted Directors shall be appointed for a period of one year. Subject to remaining eligible to be a particular type of Director, any Director may be reappointed or re-elected.

When appointing new Trustees/Directors, the Board of Trustees/Directors will give consideration to the skills and experience mix of existing Trustees/Directors in order to ensure the Board of Trustees/Directors has the necessary skills to contribute fully to the Multi Academy Company's ongoing development and the Board skill set and requirements are reviewed at least annually.

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

Structure, governance and management (continued)

e. Policies adopted for the induction and training of Directors

New Trustees/Directors and Academy Committee Representatives are written to formally on appointment and supplied with relevant details on Governance in addition to a copy of the Scheme of Delegation and information from the Archdiocese of Birmingham. They are given access to a dedicated web portal which contains presentations from past training events, information, material and links to key documents and policies.

Training is available from both internal and external providers and some key training is provided through e-learning and online courses via the NGA and National College. Trustees/Directors and Local Governing Body Representatives are encouraged to attend training events but some training is deemed compulsory and attendance/participation is, therefore, a requirement e.g. Safeguarding, Online Safety, Safer Recruitment. Key governance members are provided with the opportunity to network and to contribute to strategic leadership through targeted group meetings of Local Governing Body Chairs and school Principals.

The training and induction provided for new Directors/Trustees and Local Governing Body Representatives will depend upon their existing experience. All new Directors/Trustees also have the opportunity to undertake training provided by the Archdiocese of Birmingham and National Governor Association training. All Director/Trustees receive regular National Governor Association updates.

For new Trustee/Director appointments each year, induction tends to be done informally and is tailored specifically to the individual. Advantage is taken of specific courses offered by various external organisations as appropriate to need.

A bespoke governance development programme is operated throughout the year which allows Directors/Trustees to meet informally as a team for training, so as to keep the Trustees/Directors updated on relevant developments impacting on their roles and responsibilities, and to contribute to the strategic leadership and direction of the Multi Academy Company.

f. Organisational structure

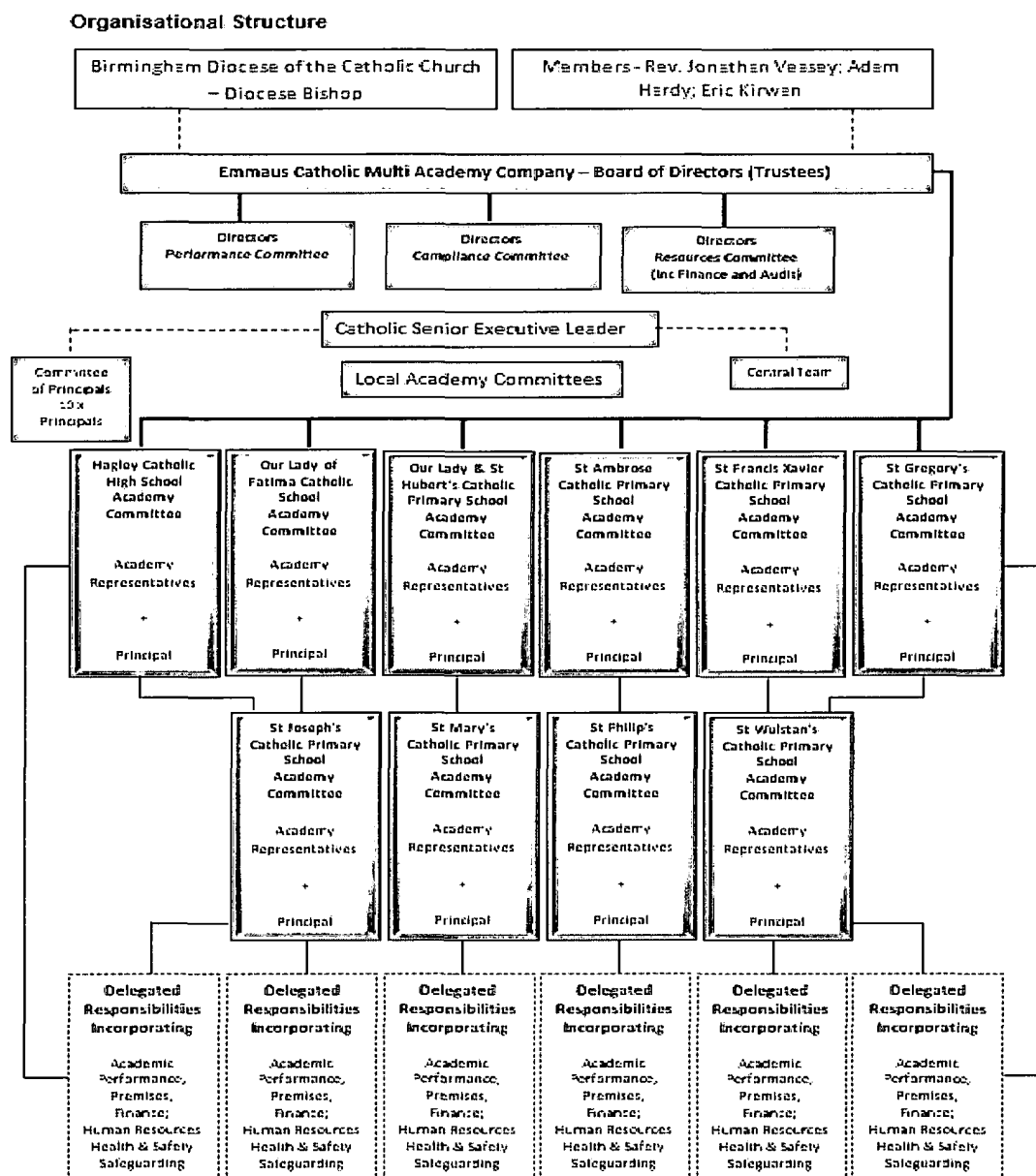
At 31 August 2021, Emmaus Catholic MAC comprised the following individual academies:

- Hagley Catholic High School
- Our Lady and St Hubert's Catholic Primary School
- Our Lady of Fatima Catholic primary School
- St Ambrose Catholic Primary School
- St Gregory's Catholic Primary School
- St Francis Xavier Catholic Primary School
- St Joseph's Catholic Primary School, Stourbridge
- St Mary's Catholic Primary School, Brierley Hill
- St Philip's Catholic Primary School, Smethwick
- St Wulstan's Catholic Primary School

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DIRECTORS' REPORT (CONTINUED)
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Structure, governance and management (continued)



The work of the Trustees/Directors during 2020/21 included responsibility for the overall strategic direction of the Company, for setting general policy, adopting an annual development plan and budget, approving the annual statutory accounts, monitoring the Multi Academy Company by the use of budgets and other data, and making the major decisions about the direction of the Multi Academy Company, capital expenditure and staff appointments.

The Board of Trustees/Directors normally meet at least six times each year as a Full Board. The Board of Trustees/Directors establishes an overall framework for the governance of the Multi Academy Company and determines membership, terms of reference and procedures of Committees of the Board of Trustees/Directors and other groups. It receives reports including policies from its Committees for ratification. It monitors the activities of the Committees through the minutes of their meetings and through direct reporting from the elected Chair of each Committee. The Board of Trustees may from time to time establish working groups to perform specific tasks over a limited timescale.

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DIRECTORS' REPORT (CONTINUED)
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Structure, governance and management (continued)

There are three Committees of the Board of Trustees/Directors:

- Compliance Committee
- Performance Committee
- Resources and Audit Committee

Each Committee has its own terms of reference detailing the responsibilities discharged to it. The table that follows summarises the purpose and core function of the Directors' Subcommittees.

Core function of the Directors' Subcommittees

Performance	Compliance	Resources and Audit
Key Responsibilities:		
• Educational performance • Educational standards • Professional performance • Leadership development and succession	• Legal, regulatory, statutory and contractual compliance • Effectiveness of governance • Buildings and grounds • Health, Safety and Wellbeing • Risk recognition and management	• Financial Planning • Financial Performance • Financial Management • Risk Management • Personnel/HR • Internal Control • Value for Money • Audit • Contracts • Asset Management
Core Functions To:		
• consider the Catholic character of the St Nicholas Owen Catholic Multi Academy Company schools and make recommendations to sustain, nourish and develop it further • consider the schools' performance [attainment /pupil progress/ safeguarding/ Ofsted grading] and to assess their implications for the Company. • contribute to the formulation of each Academy's Development / Improvement Plan with due consideration of financial priorities and stated aims and objectives of the Company • make recommendations to the Board and to the individual Academy Committees on issues relating to the educational character and mission of member academies • receive and consider reports from the appointed School Improvement Partners and to oversee the implementation of their recommendations and to review, in conjunction with the relevant Academy Committee and Principal, their impact • have strategic oversight of standards and performance across all Saint Nicholas Owen Catholic Multi-Academy Schools including the following aspects:- ➢ Achievement and Progress for all groups of learners ➢ Disadvantaged, Gifted & Talented and Disabled & Special Educational Needs Learners ➢ Whole School Reviews (External and Internal) ➢ Progress and Achievement data at all levels: external and, as appropriate, internal ➢ Ofsted and Diocesan inspections and reports ➢ School Development / Improvement Plans ➢ School Profiles and Self Evaluations ➢ Staff, Parent and Learner Questionnaires ➢ Target Setting for End of Key Stage ➢ Statutory Testing / Public Examinations ➢ Curriculum and Assessment policies and practice ➢ Reporting to parents • ensure the induction of all new staff is professionally and rigorously carried out • ensure that the professional needs of all staff are being properly addressed • oversee the annual performance management processes for the principals • ensure all relevant communications are maintained by the MAC with the communities it serves	• ensure compliance with safer recruitment procedures • ensure appropriate consultation with recognised trade unions and other recognised representatives • ensure health and safety compliance with current regulation and company policy • ensure compliance with statutory and regulatory maintenance of buildings and equipment • ensure relevant and effective communication with the communities served • ensure a unified approach is applied to communications with the media • review Company policies and advise schools and Academy Committees as required • monitor the effective and consistent implementation of Company policies and procedures • monitor the effectiveness of schools and Academy Committees in promoting effective safeguarding and child protection policies and procedures • review and monitor the Company risk register reporting any major issues to the BoD • monitor and advise Academy Committees on risk management • monitor the Company's compliance with regulations together with adherence to both Charity and Company Law Safeguarding • review the Company strategy and action plan and make recommendations to the BoD as appropriate	• consider indicative grant funding to assess its implications for the Company • perform the initial review of the annual budget and make recommendation to the BoD • contribute, to the formulation of each Academy's Development Plan • receive and make recommendations on budget headings to be adopted each year, including the level and use of reserve funds • monitor and review expenditure to ensure compliance with financial plans and the regulations • liaise with and receive reports from the other Committees and to make recommendations • monitor and review financial policies & procedures • review the Draft Statutory Annual Financial Statement and Reports and recommend for acceptance • receive Internal Audit / Responsible Officer reports and to recommend corrective actions to the BoD • make recommendation to the BoD in respect of capital expenditure • approve the awarding of any contracts or purchase orders over limits defined within the financial regulations • ensure that the Company receives value for money from all goods and services procured or contracted • monitor the integrity of the financial statements of the Company • consider and advise the BoD on the Company's annual and long-term audit programme • to make recommendations regarding the appointment, reappointment and removal of the external auditor • discuss with the external auditor the nature and scope of each audit and the findings of the audit once completed • consider all relevant reports by the Accounting Officer • monitor the implementation of action to address adverse control findings • review the effectiveness of the Company's internal control system • review the operation of the Company's codes of practice • contribute to the continuing development of workforce and human resource strategies that support the company's strategic objectives • ensure that the company is fraud aware and maintains extreme vigilance against fraud • monitor fraud and attempted fraud, and to ensure appropriate zero tolerance action is taken in response

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

Structure, governance and management (continued)

Overall control and decision making are reserved to the Full Board of Trustees/Directors as outlined in the Articles of Association and Scheme of Delegation.

The Trustees/Directors have devolved the day-to-day management of the Multi Academy Company to the Executive Team, led by the Catholic Senior Executive Leader/Chief Executive Officer who is supported by the Chief Finance and Operations Officer. The Catholic Senior Executive Leader/Chief Executive Officer line manages some of the Central Team staff and all of the Principals in each of the ten academies. The Senior Leadership Team (SLT) of individual academies, led by the Principal, generally comprises Vice Principal, Assistant Principal(s) and each Academy Business/Office Manager where applicable.

The Catholic Senior Executive Leader/Chief Executive Officer is the Multi Academy Company's Accounting Officer and has overall responsibility for the day to day financial management of the Multi Academy Company. The Catholic Senior Executive Leader/Chief Executive Officer ensures that the policies laid down by the Multi Academy Company, DfE, ESFA and other statutory procedures are implemented and reports back to the Board on performance.

The Board of Trustees/Directors delegates a number of functions to the Local Governing Body for each of its academies as laid out in the Schemes of Delegation. This includes reviewing the SEF, School Development Plans and budgets, ensuring statutory requirements are met, monitoring progress against targets and OFSTED standards and overseeing parent and community liaison. There are also regular opportunities for the Chair of each Local Governing Body to meet with the Chair of the Board, Vice Chair and Catholic Senior Executive leader/Chief Executive Officer to ensure effective communication and at all levels in line with the MAC communication strategy.

g. Arrangements for setting pay and remuneration of key management personnel

The Trustees/Directors consider the Board of Trustees/Directors and the senior management team to comprise the key management personnel of the Multi Academy Company in charge of directing and controlling, running and operating the Multi Academy Company on a day to day basis.

All Trustees/Directors give of their time freely and no Trustee/Director received any remuneration in the current or prior year, other than those Trustees/Directors who were also employees of the Multi Academy Company up until 31 January 2021. Details of Trustees'/Directors' remuneration and expenses are disclosed in note 14 of the financial statements respectively. From 1 February 2021 the MAC adopted the new articles which state that an employee of the Company cannot be appointed as a Director (50A).

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DIRECTORS' REPORT (CONTINUED)
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Structure, governance and management (continued)

h. Trade union facility time

Relevant union officials

Number of employees who were relevant union officials during the year	6
Full-time equivalent employee number	5

Percentage of time spent on facility time

Percentage of time	Number of employees
0%	-
1%-50%	6
51%-99%	-
100%	-
Percentage of pay bill spent on facility time	£000
Total cost of facility time	-
Total pay bill	12,461
Percentage of total pay bill spent on facility time	- %

Paid trade union activities

Time spent on paid trade union activities as a percentage of total paid facility time hours	1 %
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i. Related parties and other connected charities and organisations

Hagley Catholic High School has continued its relationship with the Four Stones MAT (Haybridge High School and Sixth Form and King Charles I School) in order to provide broad and balanced Sixth Form provision for our students.

Our connection with the Birmingham Roman Catholic Diocesan Trustees (Registered charity number 234216) is set out in the Constitution, Organisational Structure and method of Recruitment and Appointment or Election of Trustees/Directors sections above.

Emmaus Catholic MAC has been connected to the Newman University (05493384) owing to Deirdre Mary Finucane being a member of the Council of the University and a Director of the Multi Academy Company up until 31 January 2021.

Kemp Hospice is a charitable organisation that is a related party as Janet Rowe and Geoff Taylor-Smith are Trustees of the charity and Directors of the Multi Academy Company.

From 1 April 2020, there was a relationship between St Nicholas Owen Catholic MAC and St Catherine of Siena Catholic MAC as, in the lead up to the two companies joining to become one larger company (Emmaus Catholic MAC) in 2021, Suzanne Horan, St Nicholas Owen CSEL also took on the role of Catholic Senior Executive Leader for St Catherine of Siena Catholic MAC. In addition, Amanda Hodder, Chief Finance and Operations Officer for St Nicholas Owen assumed the Chief Finance Officer role for St Catherine of Siena.

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DIRECTORS' REPORT (CONTINUED)
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Structure, governance and management (continued)

j. Engagement with employees (including disabled persons)

Effective communication with employees is essential for both the efficient operation of the company and harmonious industrial relations. All staff are regularly briefed by senior leaders through face-to-face meetings, employee email and regular bulletins and trade unions, where relevant.

All updated or new policies relating to staff are accessible to all employees via 'Every' the company policy management system. Staff receive alerts to indicate that a new policy requires reading and acknowledging. All new and updated employee related policies are the subject of consultation with staff and professional associations.

Staff are encouraged to contribute to improved MAC performance through the process of annual appraisal, during which personal targets are set and aligned to organisational aspirations and objectives.

Employees are made aware of any challenges facing the organisation or the specific academy at which they work. This is delivered through staff meetings led by the executive or senior leadership team, consisting of regular updates including agenda items relating to educational, financial performance and outlook.

In accordance with the company's Equal Opportunities Policy, the company has long-established fair employment practices in the recruitment, selection, retention and training of all persons, including those with disabilities.

Emmaus Catholic MAC is an equal opportunities employer and is committed to equal opportunities for all regardless of gender, race, colour, religious belief, sexual orientation or disability. Positive discrimination is applied to certain posts, where the law specifically allows for such, in order for us to uphold and preserve the Catholic nature of our organisation. Full and unbiased consideration of eligible applicants (internal/external) is exercised in recruitment and selection processes, which are designed to give due regard to each individual's aptitude and abilities. The company is also committed to supporting any employee that becomes disabled during employment and every effort is made to ensure that their employment within the Multi Academy Company continues and that appropriate training and adaptations are arranged. It is the Multi Academy Company's policy that the training, career development and promotion of disabled persons should, as far as possible, be identical to that of other employees.

k. Engagement with suppliers, customers and others in a business relationship with the Company

The Board of Trustees/Directors of Emmaus Catholic Multi Academy Company consider, both individually and together, that they have acted in the way they consider in good faith, would be most likely to benefit the success of the Multi Academy Company (having regard to the stakeholders and matters set out in s172 (1) (a-f) of the Act), in the decisions taken during the year ended 31 August 2021. This is reflected in the Emmaus Strategic Plan 2021 – 2026 and the Emmaus Operational Development Plan 2021-2022.

The Strategic Plan has been designed to secure and preserve high quality Catholic education for the community it serves in the West Midlands region.

We will continue to operate our Multi Academy Company within tight budgetary controls and in line with the guidance in the Academy Trust Handbook to ensure that our young people and community benefit from high quality education driven by the principles of best value.

Our employees are fundamental to the delivery of our Strategic Plan. We aim to be a responsible employer in our approach to employee terms and conditions. High standards of health and safety and wellbeing is one of our primary considerations in the way we operate within our Multi Academy Company.

Our Strategic Plan is delivered by ongoing communication with stakeholders, enabling us to gain an insight and

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DIRECTORS' REPORT (CONTINUED)
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Structure, governance and management (continued)

understanding of their priorities and views, communicating and listening through MAC wide and/or individual academy communications which are then shared to form a company-wide view.

We also aim to act responsibly and fairly in how we engage with our suppliers and cooperate with our regulators, all of whom are integral to the successful delivery of our Strategic Plan.

Our Strategic Plan also takes into account how we impact on our wider parishes and community and our wider societal responsibilities in developing young people who ready to enter the next stage of their career progression route. Our aim for the future is to incorporate how our plan and actions will further support environmental improvements.

The Board of Trustees/Directors intends to behave responsibly and ensure that management operate the company in a responsible manner, in accordance with the Nolan Principles and any other requirements set out by the Diocese, DfE, ESFA and Academies Financial Handbook, and in doing so will contribute to the effective delivery of our Strategic Plan.

Objectives and activities

a. Objects and aims

Emmaus Catholic Multi Academy Company is restricted in its principal objective and in its aims through a number of funding agreements with the ESFA and agreements including leases with the Catholic Church which were replaced by the Church Supplemental Agreement on 1 February 2021. Funding is granted to the company by the ESFA in order to advance for the public benefit, education in the United Kingdom. This will include establishing, maintaining, carrying on, managing and developing academies that offer a broad and balanced curriculum. These academies will be conducted as Catholic academies in accordance with the Code of Canon Law of the Latin Church and the doctrinal, social and moral teachings of the Catholic Church as advised from time to time by the directives and policies issued by the Diocesan Bishop in order to ensure that formation, governance and education within Emmaus Catholic Multi Academy Company academies is based on the principles of Catholic doctrine, and at all times serving as witness to the Catholic faith in our Lord Jesus Christ.

The Multi Academy Company also aims to promote for the benefit of the inhabitants of the West Midlands the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, infirmity, disablement, financial hardship or social and economic circumstances for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants.

From 1 February 2021, the mission and vision of the MAC were shared with stakeholders as outlined below:

Mission:

A family of schools, united in Christ and working as one, to provide the very best Catholic education, faith formation and personal growth, rooted in Gospel values

Vision:

Excellent Catholic education for all in the heart of our communities: nourishing faith, nurturing talent, fostering aspiration

The key aims of the Multi Academy Company during the year ended 31 August 2021 are summarised below:

- **Quality of Education**
Teaching and Learning; Academic Performance; Leadership and Management
- **Ethos, Culture and Community**
Safeguarding and Welfare; Personal Development; Behaviour and Attitudes; Catholic Life; Ethos; Community Relations and Cohesion

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

Objectives and activities (continued)

- **People**
Professional Development, Work Force Relations including Wellbeing

b. Objectives, strategies and activities

In addition, Trustees/Directors identified the following key priority areas to be driven by the Catholic Senior Executive Leader during the academic year 2020/2021 as follows:

Multi Academy Company sustainability

Objective: To develop, with the directors, the strategic vision of Emmaus MAC, including:

- Mission statement
- Vision statement
- Motto
- Strategic Priorities

Multi Academy Company growth and development

Objective: Achieve and consolidate the merger, including reviewing and developing the central team and developing an effective communication strategy

Talent Management

Objective: Achieve and consolidate the merger, including reviewing and developing the central team and developing an effective communication strategy

Each academy has its own 'School Development Plan' which takes its overall direction from the MAC five year development plan. Each academy follows a similar format and approach by identifying contextual areas for development according to the following categories:

Catholic Life

RE and Collective Worship

Leadership and Management

Quality of Education (including Teaching and Learning, Curriculum, Assessment and Outcomes)

Personal Development

Behaviour and Attitudes

Quality of Early Years/Sixth Form Provision

Copies of each individual 'School Development Plan' can be obtained from the Principal or academy website.

c. Public benefit

The Multi Academy Company aims to advance, for the public benefit, education in Birmingham, Dudley, Sandwell and Worcestershire, offering a broad curriculum and an excellent educational environment for its pupils.

Examples of additional activities offered within our local communities during the academic year 2020/21 include:

- Extra-curricular activities for all students
- Breakfast clubs and after school clubs
- Nursery education
- Holiday activities programmes
- Parental engagement sessions
- External professional services

The Multi Academy Company also allows use of its facilities for recreational and other leisure time occupation for the community at large in the interests of social welfare and with the interest of improving the life of that community. Owing to COVID-19, the opportunity to pursue this was reduced during the academic year 2020/21.

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DIRECTORS' REPORT (CONTINUED)
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Objectives and activities (continued)

The Trustees/Directors confirm that they have complied with the duty in the Charities Act 2011 to have due regard to the Charity Commission general guidance on public benefit in exercising their powers or duties. They have referred to this guidance when reviewing the Multi Academy Company's aims and objectives and in planning its future activities.

Strategic report

Achievements and performance

The Multi Academy Company continues to evolve and to adapt to the ever-changing educational landscape. As of 1 October, 2021, the MAC is in its seventh year of operation since conversion to a Multi Academy Company.

On 1 February 2021, the four St Catherine of Siena primary schools joined St Nicholas Owen Catholic MAC, which, on the same date, changed its name to Emmaus Catholic MAC.

Following the merger, the total number of pupils on roll at the ten schools, Reception to Year 13, as of October 2021 was 3,125.

Following the creation of the larger Multi Academy Company, a significant achievement has been the development of the Emmaus Catholic MAC identity and culture. This has included the creation of the MAC motto, mission, vision, values, five-year strategic development plan and operational development plan 2021/22. Moving forward, further work is needed to continually reinforce these areas so that they become fully embedded into every aspect of our professional lives.

The Multi Academy Company is committed to continual improvement, which is achieved in a number of ways, including improvement planning, review meetings, continual professional development, lesson observations, learning walks and drop-ins, performance management, self-evaluation, data analysis and action planning. Our school improvement judgements are validated by an external School Improvement Partner who is a current National Leader in Education (NLE) and an Ofsted trained Inspector.

Since 1 February 2021, the Central Team structure, together with operating systems and processes, have been under review and, where necessary, changes have been made to support the organisation in achieving greater efficiencies, effectiveness and best value. Examples of this include the phased centralisation of finance, a common operating model for governance, working towards a common set of MAC policies and the development and launch of a MAC wide communication strategy.

Emmaus Catholic MAC is fully committed to talent management and has developed an integrated approach to school improvement, outlining a commitment to staff professional development at MAC, school and individual level. Central to this approach is the commitment to supporting more staff obtain formal professional qualifications, the development of a coaching culture and the introduction of sustainable leadership induction programmes.

During 2020/21, despite the continued, unprecedented operational challenges of COVID-19, the company also continued to focus on its strategic priorities and an unrelenting focus on teaching and learning, particularly the recovery of lost learning as a result of the pandemic and the development of the curriculum in line with the requirements of the new Ofsted framework. Over the year, each academy had four School Improvement visits with our external School Improvement Partner who validated each Principal's School Self-evaluation (SEF) judgement and set recommendations for improvement in an attempt to support each school to operate at 'at least good' in line with the most recent Ofsted framework.

a. Key performance indicators

There were no Ofsted inspections in any Emmaus MAC schools in the academic year 2020/21. The table below shows the current grading of each of our academies and the date of the most recent inspection:

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

Academy	Date of Inspection	Ofsted Grading
Hagley Catholic High School	October 2019	Good
Our Lady and St Hubert's Catholic Primary School	March 2013	Outstanding
Our Lady of Fatima Catholic Primary School	July 2011	Outstanding
St Francis Xavier Catholic Primary School	June 2007	Outstanding
St Ambrose Catholic Primary School	September 2017	Good
St Gregory's Catholic Primary School	March 2019	Outstanding
St Joseph's Catholic Primary School	September 2017	Good
St Mary's Catholic Primary School	September 2017	Good
St Philip's Catholic Primary School	May 2018	Good
St Wulstan's Catholic Primary School	September 2017	Good

The summary below outlines each academy's achievements against their 'School Development Plan', taking into account any adaptations that had to be made owing to the COVID-19 pandemic:

Hagley Catholic High School:

Catholic Life

- 67 Year 7 students confirmed in year from OLSK and OLOF who missed out in Year 6 due to pandemic.
- All teaching staff met and achieved their CL appraisal target.
 - To make a positive contribution to the development of the Catholic Life of the school by promoting the school and gospel values when leading a Tutor group assembly.
 - To make a positive contribution to the development of the Catholic Life of the school by leading acts of worship for staff or larger groups of students other than just one's form.
- Significantly larger student Chaplaincy Team established with 80+ students involved throughout the year.
- Students visited (often virtually) feeder/MAC primaries to deliver sessions during multi faith weeks on Islam, Sikhism and Judaism.
- All Principal's newsletters included scripture and an explicit Catholic Life focus section.

RE and Collective Worship

- All Key stage 3 form groups (18 forms) led virtual acts of collective worship for the whole school.
- Chaplaincy groups led virtual stations of the cross during Lent which including during the national lockdown.
- All Year 7 students attended a Reconciliation Service during the summer term 2021.
- Quality Assurance of Collective Worship continued, including virtual QA, with 100% of all services judged to be good or better and 90% of all acts included the whole forms involvement.
- KS4 RE curriculum fully remapped and revised for teaching in year and beyond.
- SISRA measured P8 of 0.14 and L3 VA of 0.93 for RE.
- 20% increase in students taking A level RE for 2021-22.

Leadership and Management

- Planned redevelopment of the Hagley Sixth Form Centre and all associated works completed in budget.
- New CLSEF completed in line with Diocesan guidance and presented to LGB and reviewed by BDES Advisor.
- Policy for awarding TAGS was commended and all sampled TAGS approved with all grades awarded.
- 4 staff completed NPQs, 2 in Middle Leadership and 2 in Senior Leadership.

Quality of Education

- 100% of all lessons observations demonstrated understanding and application of Rosenshine's Principles of Instruction and virtual observations by Steve Bell (Painsley MAC CSEL) were highly praised.
- Key Stage 3 Literacy/Reading programme successfully launched and developed with all students reading

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

two books in form in 2020/21 and extended to three books for 21/22.

- GCSE POD launched with all Key Stage 4 students and 18500 pods accessed by June 2021 to support revision, homework and GAP tasks.
- All Department Heads completed a paper on Intent, Implementation and impact to RAG and evidence their position and progress - 100% of all depts are at least secure in all three areas.
- Programmes of intervention were incorporated into the academic year to include Year 11 core intervention on Tuesday mornings with Core Heads, Period 5 intervention sessions in Years 11, 12 and 13, holidays school sessions in Autumn 2020, online maths with MY Tutor and one to one English with external tutor in school.

Behaviour and Attitudes

- New rewards system rolled out aligned with CSPP Virtues and Values - students gain House Points at a ration of 10 to 1 to Behaviour Points.
- New vision of a POWERful culture launched and devised with staff in summer term for launch in September 2021.
- Programme of initiatives around protective behaviours successfully launched with girls in all years and trialled with Year 10 boys for wider roll out in 2021-22. Student voice was 100% positive around understanding and increased awareness, with a notable reduction in reported cases in summer term.
- New behaviour expectations and protocols trialled in summer term had a significant impact on students behaviour and were incorporated for daily practice from September 2021.
- Staff voice 100% positive on impact of Tom Bennett's training in Summer Term to help drive the new behaviour focus.

Personal Development

- New RSE curriculum consulted on, developed and mapped into Character and Culture Curriculum for 2021-22.
- 50% of Year 8 and 67% of Year 7 achieved the PIXL Apprentice Award.
- Careers programme remapped and blended into Character and Culture curriculum for all Years.
- Increased counselling provision in place in year, increase of 4 appointments per week from 2 per fortnight. Procurement of additional counselling from Malachi Trust also one day per week. (although still not enough to meet demand).

Sixth Form

- Significant work to promote Sixth Form recruitment resulted in an increase of 15 students for 2021-22.
- Bridging units launched in summer of 2020 had a significant positive impact on sixth form provision with only 6 course transfers in year.
- RSHE curriculum mapped into Sixth Form provision on Tuesdays for all Year 12 and 13.
- EPQ leadership changed hands with a very positive impact with average grade increasing to a B+ and a VA of +0.58.

Our Lady and St Hubert's Catholic Primary School:

Catholic Life, RE and Collective Worship

- Catholic Social Teaching has been mapped out for each theme for individual year groups.
- RSE lessons have been delivered to all children in the school.
- Liturgical Leaders have been supporting the RE Lead to plan Collective worship.
- Mass and Collective worship have been streamed to ensure children do not miss out.
- Opportunities for fundraising still managed to go ahead last year - foodbank.

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

Leadership and Management

- New leadership Team in place from the end of January 2021.
- New RE and Maths Lead appointed.
- The Chair of Governors provides effective Leadership (SIP Report May 2021).
- Rosenshine principles incorporated into planning.
- Remote learning is now embedded.

Quality of Education

- New medium-term plans are now in place alongside progress maps.
- Feedback to pupils is consistent.
- Subject leaders monitor the implantation of their curriculum area across the school.
- SEN information and plans on Provision mapping.

Pupil Outcomes

- Phonic screening 90% passed Autumn 2021.
- Pupils reading, writing and maths has been consistent with above national at the end of key stage 2
- GLD 65% Summer 2020.
- Key stage 1 children we near and in some subject above 2019 national average.

Personal Developments

- Attendance is in line with national average.
- Provision for SEN children is strong.
- Behaviour is tracked on line and review regularly.
- New Behaviour policy to reflect current context of school.

EYFS

- Interventions lead have been purposeful and effective.
- Good practice is modelled to new staff.
- CPD for staff working with SEN pupils.
- Successful implementation of NELI (speech and language DFE programme).

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Strategic report (continued)

Achievements and performance (continued)

Key Stage 1 Data

	Reaching ARE
RWM	68%
Reading	83%
Writing	73%
Maths	78%

Key Stage 2 Data

	Reaching ARE	Progress KS1-KS2
Reading	80%	87%
Writing	73%	100%
Maths	93%	87%
GPS	%	
RWM	67%	

Our Lady of Fatima Catholic Primary School:

Catholic Life:

- Increase in children's knowledge of our patron saint. Children confident in telling others about her and the example she set. Seen through Pupil Voice.
- Consistent appearance across the school through displays and areas for children to develop their faith – involvement from Liturgy Leaders and monitored by these leaders.
- Re-established links with Parish post third lockdown – inviting Father to celebrate Mass with school and lead Sacrament celebrations across the school and with parish.
- Catholic Social Teaching being further embedded across school and curriculum – planned projects for wider community to be incorporated post COVID.

RE and Collective Worship

- Children are able to lead Collective Worship – plans for new school year (post COVID) to further train and guide to increase confidence.
- Learning Walks and Book trawls show elements of greater depth within each class – feedback to develop this further through training and use of Purple Pens.
- RE and Collective worship still clear a clear focus during lock down – seen through subject leader monitoring and Purple Mash blogs.
- Liturgy Groups re-established after COVID and after school groups planned for new school year. Evidence of monitoring and Pupil voice led by Liturgy Group.

Leadership and Management

- Maintained training and support of middle leaders resulting in new subject leaders folders / consistent approach to monitoring / subject development plans and book trawls – subject leaders now clearer on their area and next steps.
- Maintained monitoring and feedback throughout COVID affected year – all staff aware of strengths and AOD across school.

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

- LGB meetings have resulted in support for new Leadership Team – meetings and minutes show progress of school and leaders from LGB down.
- SEF and SDP rewritten to clearly show strengths and AOD of school – staff involved in this process with corresponding Subject Action Plans being created to support.

Quality of Education

- New assessments against the curriculum and all classes now in place across the school which has resulted in further support to accurate teacher assessments and consistent practice.
- From assessments, clear areas for development can be seen to support and put plans in place to aid catch up following COVID pandemic.
- Rosenshine's Principle focus has been Recap and Questioning – staff have received training which has resulted in adaption of planning sheets, question strategies across school and consistent focus in lessons of recap of knowledge. This will be further monitored and embedded post COVID.
- Training but in place (for writing across the school) and clear expectations shared have resulted in consistent English lessons following curriculum and support process in T4W resulting in 82% of the schools pupils achieving ARE through the pandemic. A strong basis to continue building on next year.

Pupil Outcomes

- School Attainment:
 - Writing 82% ARE / 19% GD
 - Reading 84% ARE / 30% GD
 - Maths 84% / 27% GD
- On average, across the school, all groups have made at least expected progress if not more. Individuals who have not progressed have been identified and focused on from Pupil Progress Meetings using Catch Up finding.

Personal Development

- Rainbows groups were established following lockdown to support pupils needing support for mental and emotional wellbeing.
- Mental wellbeing was a consistent part of all classes timetables focusing on skills to increase the health on children's mental wellbeing – the forest school was incorporated for all to aid in these sessions.
- Emotion Stations were set up and used in all classes – this aided staff to identify needs within the pupils in a none intrusive manner.
- Malachi support was shared and effective in supporting those pupils and families who have been negatively affected through lock down.

EYFS

- Robust data entry in place Autumn and Spring terms (post lock downs) to best identify needs of pupils (self confidence and self awareness / managing feelings and behaviour) – interventions put in place to support. 97% of pupils achieved ARE in these areas by the years end.
- Rosenshine's Principals of questioning and recap used (in line with rest of school) to further enhance teaching and learning.
- Training put in place for Reception teacher to address the new curriculum which enabled quality planning and preparation to be in place for September 2021.

St Ambrose Catholic Primary School:

Catholic Life

CL1: To gather more regular evidence of the school's evaluation of its Catholic Life and children are part of planning improvements to it.

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

To gather evidence of evaluation of virtual Catholic Life-Covid adaptation.

Impact

- Pupil voice indicates most children appreciate value and actively participate in the Catholic Mission of the school.
- Day of Adoration – 2nd March 2021 Questionnaire results showed that children enjoyed being given this opportunity albeit virtually. 'I liked it when I joined in with the prayers. I liked it because I could spend time with God and think about what I had been doing.' 'I think we did this so we could talk to Jesus and so that we could celebrate all he does for us. It was also a chance to think about our vocations and it gave me a chance to think about all the people working so hard during this pandemic'.
- Y6 Confirmation celebrated on St Ambrose's feast day (7th December 2020) 100% of parents who responded to Confirmation Questionnaire evaluations agreed that their child was well prepared to receive the Sacrament of Confirmation and that the resources used helped to prepare them.
- Questionnaire results indicate 92% of pupils watched Father Lamb's reflection on their house saint's feast day. 'They were interesting because he taught us all about the saints and although I thought I knew them quite well already I learnt even more from him. It was also really nice to see Father Lamb virtually because I haven't been able to see him in person for a while.'
- RSE Curriculum is well planned – meetings took place with staff and parents in collaboration Questionnaire results from parent sessions indicate that 100% of parents understand how St Ambrose will be teaching the RSE curriculum using Ten Ten's Resources. 26.4.21 parents informed of launch RSE Zoom meetings. Staff delivering RSE lessons Summer 1. Staff meeting dedicated to RSE curriculum planning showed that staff felt prepared to teach RSE in Summer Term.

RE and Collective Worship

Ensure the new curriculum leader for Religious Education has a clear vision for teaching and learning and a good level of expertise in securing this vision through training and support of the MAC/cluster groups.

Impact

- RE Leader is sharing the vision for RE with staff and feels confident doing so.
- R.E. Leader growing into role – led staff meetings and fed back to governors and academy CSEL on progress -Aut & Spring Term.
- 100% attendance of R.E. cluster meetings and training sessions – virtual.

CW3: To dedicate staff meeting time for staff to receive further training on how to deliver quality collective worship and understanding of Church's liturgical year, seasons and feasts.

Impact

- Feedback shows that staff have an improved understanding of feast day from Father Lamb's reflections. Monitoring shows that staff are delivering quality worship sessions – Taking place virtually. Monitored by LH KS2 and LB KS1.

Leadership and Management

To focus on early reading across EYFS and Key Stage One and to monitor pupils who didn't pass the phonics check across Key Stage 2.

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

Impact

- Phonics in Year 1 is in line with national and improving.

Phonics	2017	2018	2019	2020
Y1	85%	83%	76%	81%

2019 National Figure: 82%

- Covid catch up money showed phonics intervention impact Y2 2020 (children who didn't take in Y1

Baseline	Aut 2
46%	81%

Quality of Education

Embed and assess the recently designed curriculum to secure foundation subjects across all National Curriculum to the same level (Art, MFL, Science, Geography, History, Music, DT and PE).

Impact

- The curriculum covers all NC objectives, providing pupils with excellent coverage of the concepts they will need to know for the next stage of their education.
- Groups vulnerable to underachievement achieve at least in line with their peers across all subjects. – Analysis on hold due to COV-ID.
- Subject Leaders support teachers with curriculum development, particularly around the sequence of lessons, differentiation, marking/feedback, progress in skills/knowledge, learning strategies, accessing CPD, assessment, subject knowledge and resources.
- The remote curriculum covers all NC objectives, providing pupils with excellent coverage of the concepts they will need to know for the next stage of their education.
- Remote curriculum – questionnaire results indicate that the vast majority of pupils enjoyed Well-Being Wednesday's. These were introduced in response to parental feedback of the success of a 'St Wulstan's Feast Day' where pupils were set a range of activities that they could work on with their siblings and in order to provide our pupils with 'no-screen' time. Each week we focussed on a different area of the curriculum e.g. P.E., Music, French etc.

Pupil Outcomes

The school's assessment information shows improved outcomes for pupils leaving St Ambrose for two consecutive years

Impact

- (Reading: 63% - 2019 82% - 2020 80% - 2021, Writing 67% - 2019 82% - 2020 77% - 2021, Maths 77% - 2019 80% - 2020, 80% - 2021).
- Pupil Progress (half termly) meetings are used to discuss the individual needs of children and to plan individualised support/interventions based on the needs of the individual.
- Children are engaged in their learning because the curriculum is developed to challenge their thinking, offer opportunities to try new skills and to excite the children in their learning. 92% of pupils love coming to school because they are excited about their learning (June Questionnaire '21).
- The school's assessment information demonstrates that pupils currently at the school are making progress

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

in phonics, reading, maths and writing. During lockdown a broad/balanced curriculum was still offered to every child in the school. The majority of pupils believed they learnt new things whilst being at home (Remote Learning Questionnaire- March '21). The Recovery Curriculum and Catch-Up Plan was successful in addressing gaps post-Covid.

Personal Development

Create a positive playground with high expectations for pupils' behaviour and conduct with staff training pupils to self-assess and create an active playground.

Impact

- Pupils engaging and organising an active playground.
- Behaviour and conduct is good across the school with less minor disruptive behaviour and fewer incidents requiring exclusion-evidenced in behaviour logs on safeguard and accidents.
- 100% of pupils active at lunchtime and enjoying breaktimes playing games.
- Feedback from pupil voice indicates that pupils are enjoying lunchtime more with the Kidderminster Harrier coaches.

St Francis Xavier:

Catholic Life

CL1 Improve chaplaincy provision and stronger links with Feeder Parishes and Primary schools .

CL2 Develop the Sacramental programme to improve upon school and parish links further. Offer an after-school club for the sacramental years where the parish priest and parents would be invited to take part in the children's spiritual journey.

CL3 Embed new RSE Ten-Ten scheme further, linking to PSHE and Gospel Values.

- Links with Hagley have developed further; pupils have attended open days, sports and Art/DT workshops.
- The Principal from Hagley visited Year 5 as well as Year 6 and some parents attended the open day for Hagley.
- Parents commented on feeling more informed and aware of how their children could travel safely to Hagley.
- Sacramental programme continued and the Principal and RE lead worked with the staff to support in preparation for Sacraments, majority of pupils took their Sacrament.
- TEAMs prayer meetings took place for pupils in Year 3 and Year 6, the pupils were able to interact with Father Joseph as well as pray.
- New RSE Ten-Ten scheme shared with parent body, it was well received. Where there was a request for more information the RE lead spent time with the parent going through the resources and explaining the programme.
- The continuum for RSE was shared with staff and school families.

Collective Worship

CW1 To increase opportunities for students to lead high quality prayer and liturgy across the school.

CW2 Continue to develop the active participation of parents in our collective worship (e.g. readings, leading prayers etc.).

CW3 Develop the pupils understanding of traditional prayer. Ensure the children are taught these prayers and know the meaning behind them.

- Pupils were able to celebrate Mass via video link during the pandemic from St Francis of Assisi, Handsworth, Birmingham.
- Where possible, Father celebrated Mass with pupils in bubbles and has now returned to whole school

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

Mass.

- Assemblies were held weekly via Teams, now the pupils are returned to school, pupils in Year 6 support in the Gospel assemblies through role play, prayers and readings.
- Parents/carers this term attend merit assemblies, where achievements of God's given gifts are celebrated.
- The introduction of three ECTs has meant that traditional prayer will need to be revisited in order that all children are led by confident staff.

Religious Education

RE1 Continue to plan and embed 'Greater depth' opportunities for more able pupils through differentiated activities and the use of questioning to open up dialogue in RE lessons.

RE2 Raise standards in AT2 to bring them in line with those in AT1: Marking and feedback to more consistently ask questions and for reflections; adapt planning to include more AT2 lesson objectives.

RE3 Focus on identified lower performing groups to ensure that they catch up and keep up with their peers, with a clear focus on SEN and PP children, monitoring progress throughout the year.

- Work with GD opportunities was taking place in RE, but needed further development. Also, the introduction of three ECTs brings CPD needs, this will take place with the diocese as well as seeking support from Emmaus colleagues.
- Feedback offers questions and opportunities for further reflection – the introduction of three ECTs has brought need for development in this area.
- Pupil voice discussions and book trawls were completed by SENDCO and SMLT to monitor progress of pupils throughout the year and shared needs identified with staff so that SEND pupils are supported.

Leadership and Management

LM1 Continue to effectively manage and monitor the school finances and ensure a 3-year balanced budget.

LM2 Ensure that teachers receive focused and highly effective professional development.

LM3 Ensure that all staff are engaged in meaningful continuous professional development.

LM4 Ensure well-being among staff.

LM5 Intent of the curriculum is reviewed so that all stakeholders contribute. Via governor meeting, parent workshop.

LM6 Ensure that a strong SLT and MLT are in place for challenge all.

LM7 Ensure that governors, as a key part of the leadership team of the school, establish a clear vision with SLT, holding the Principal and her team be held to account.

- Many changes have taken place due to staff leaving (retirement and change of career pathway as well as promotion have been the reasons) which has brought the exciting opportunity of restructuring the staff body. This has enabled better financial management – now a Principal, VP, two middle leaders and Nursery provision are in place, where it was previously Principal, VP, Assistant Principal, two middle leaders and a Nursery teacher.
- High quality provision for CPD took place with all staff, with a consultant developing a middle and senior leaders. A more common, streamlined approach is in place and staff know key priorities and share these as widely as possible.
- St Francis Xavier achieved the well-being quality mark awarded by Sandwell in November 2020 and the well-being of staff, in addition to pupils remains a focus when reviewing policies, planning and practice.
- Curriculum intent is on the school website, following it being developed by all staff and governors. All

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

- stakeholders are enabled to see the curriculum offer.
- SMLT were well supported and developed last year, change brings new challenges here as there are key staff leaving and one member of MLT who is absent with Cancer. SLT have sought support from the CSEL and colleagues to find ways to enable stability within the leadership of the monitoring schedule and the best provision and support for both staff as well as pupils.
- The Principal works closely, meeting weekly to discuss operational and strategic issues, with her Chair and the governing body have developed in strength over the year, having further clarity of the school's performance and priorities.

Quality of Education (Including Curriculum, Teaching & Learning, Assessment and Outcomes)

QoE1 Embed the new teaching and learning model through Rosenshine's Principles of Instruction.

QoE2 Raise the attainment of girls at ARE in reading, writing, and mathematics.

QoE3 Raise attainment of girls in greater depth in mathematics.

QoE4 Ensure that the disadvantaged children all make progress in reading, writing and mathematics.

QoE5 Challenge the more able disadvantaged children in reading, writing and mathematics.

- Rosenshine approach is being developed, following the introduction of three ECTs joining in September.
- Girls in Reading, Writing and Mathematics over the last two years has been challenging due to the pandemic. Focused activities and identification of pupils with SEND continues to be a focus.

	2019-2020	2020-2021
Reading	81% (Boys 81%)	74% (Boys 75%)
Writing	75% (Boys 79%)	74% (Boys 65%)
Mathematics	72% (Boys 82%)	73% (Boys 77%)

- Girls GD in Maths last year was 17% (boys were 15%).
- Disadvantaged progress in made the same or better progress in Reading, Writing and Mathematics in the majority of classes.

Personal Development

PD1 Ensure the new RSHE curriculum is built into the curriculum across all years.

PD2 Ensure that the curriculum extends all beyond the academic to wider God given talents.

PD3 Further embed British Values across the curriculum with so that pupils are prepared for life in modern Britain.

- RSE in place across all year groups.
- A range of after school clubs have been offered, with an approach to be exciting and inclusive, these include: boxercise, archery, multiskills sports and street dance.
- PCSOs support this through leading assemblies in addition to British Values being taught in assemblies as well as across the curriculum.

Behaviour and Attitudes

B&A1 Teach children and family about relational issues and bullying.

B&A2 Ensure that all stereotyping myths are dispelled.

B&A3 Ensure that pupils are resilient.

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

B&A4 Attendance to reduce persistent absence.

- Anti-bullying week and assemblies are an addition to the teaching that takes place throughout, where pupils are taught in play and lessons that we treat others as we wish to be treated.
- Behaviour policy and school rules were reviewed and all pupils are taught to be the best that they can be as well as treat others how they wish to be treated.
- The curriculum includes promoting equality and diversity, this enables pupils to recognise that we are all equal in the eyes of God.
- SUMO is shared to promote resilience and pupils are taught that they are responsible for their behaviour.
- Persistent absence is above national percentage, but work is being done with meetings with parents and request for leave of absence meetings.
- All stakeholders are aware of the need for the best attendance and punctuality, this term, morning procedures have been adapted to support safer arrivals and better punctuality. Lateness has decreased slightly and further work will take place with families.

EYFS Targets

Leadership and Management

LM1 Leaders create an environment that enables all pupils through seeking out the best CPD opportunities for the whole teaching team.

LM2 Leaders design a stimulating curriculum that allows room for all staff to ensure rapid progress for those who enter YR with below age-related expectations.

LM3 EYFS create an enabling environment an entirely inclusive nature, dispelling stereotypes from the onset.

- EYFS leader seeks information/updates from LA as well as Emmaus colleagues to guide her team.
- EYFS leader has developed the curriculum so that it is inclusive and challenging and shares this with the teaching teams and families.

Quality of Education (Including Curriculum, Teaching & Learning, Assessment and Outcomes)

QoE1 Ensure that children are highly motivated to engage in memorable experiences that provide opportunities for skills they can remember.

QoE2 SEND and disadvantaged children to make good progress from starting points.

QoE3 Create an enabling environment where children care, share and take turns.

QoE4 Ensure that children acquire a wide vocabulary.

QoE5 Ensure that activities allow plenty of opportunities for counting and number practice.

QoE6 Continue to embed Floppy Phonics programme.

QoE7 Develop a strong teaching team.

- EYFS lead has developed the curriculum with staff and planning is shared across EYFS. Parents are given information so that they can support learning.
- Early identification has led to the right support for pupils in EYFS.
- EYFS staff work as a team to continue to develop an enabling environment for pupils.
- The key priority of vocabulary is seen in learning walks and now needs to be developed further in the

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Strategic report (continued)

Achievements and performance (continued)

learning environment. Staff have been trained to know that they are the environment too and promote language in learning.

Personal Development

PD1 Ensure that children develop positive learning attitudes both at home and at school.

PD2 Ensure that the pupils' character is exemplary through a robust approach to 'softer' skills.

- During the pandemic, this was more challenging, so staff set up book talk groups and time for pupils to share news during daily online lessons.
- 93% of pupils took part in home learning (52% online, 34% in school due to being vulnerable or KW pupils, 28% completed paper packs).
- Softer skills are promoted through Aspire to Be and SUMO in lessons as well as assemblies. These qualities are celebrated in merit assemblies, wider achievements from hobbies outside of school are also celebrated.

Behaviour and Attitudes

BA1 Ensure that pupils' attitude to learning is one of perseverance and self-control.

BA2 Ensure that pupils are aware of how to keep themselves safe and know what to expect of adults around them, interacting appropriately.

- SUMO and Aspire to Be were promoted and used last year, this year, CPD needs to take place so that ECTs are able to teach this well also.
- PSHE and RSE help pupils understand how to keep themselves safe, in addition to virtues and values as well as Gospel assemblies. PCSOs also lead a Junior PCSO programme with Year 6 and lead whole school assemblies about safety at least once per half term.

St Gregory's Catholic Primary School:

Catholic Life

1. To develop pupils Catholic Life leadership roles (such as junior ministers, Liturgy Leaders).
 2. To develop pupils' understanding that we are called to serve by focusing on acts of charity and 'small acts of kindness'.
- 'Mini Vinnies' scheme introduced within school to develop charitable outreach in the school community and wider parish.
 - Liturgy leaders selected in each class to lead collective worship in classroom.
 - Projects set up by the group are relevant to the local community (e.g. Smethwick foodbank) and current needs in the wider world.
 - All classes actively involved in acts of charity – some linked to other areas of learning to serve others in our local, national and international communities -Ongoing during lockdown periods where possible.
 - Vocations week took place during first week back after Easter. Lenten Almsgiving focus on:
 - Downs Syndrome Charity
 - Grief Encounter
 - CAFOD

RE and Collective Worship

RE1 To ensure the new RSE curriculum is built into the curriculum across all years.

CW1 To increase opportunities for students to lead high quality prayer and liturgy in the classroom and across school.

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

- RSE programme established and implemented in school with staff receiving training and parent consultation completed.
- Clear pathway implemented for children to learn about loving relationships in which we serve the people of God.
- Cycle of regular high-quality classroom prayer services and 'bubble' assemblies introduced to ensure collective worship provision was not adversely affected by Covid-19 restrictions.
- Children have become more adept at planning, leading and evaluating high quality collective worship in the classroom and at church when permitted.

Leadership and Management

LM1 To work within MAC guidelines to manage the school budget effectively to ensure a 3-year balanced budget and increased reserves by year end 2021.

LM2 To further develop the impact of senior and middle leaders through subject co-ordination and subject network lead roles.

- Prudent decisions in wider school budget choices – difficult to increase reserves or deliver surplus budget due to high number of staff on maternity leave and high staff absence in autumn term due to Covid.
- Subject Leaders evidence financial accountability for financial investment and subject impact.
- Established the roles of, and delegated duties of the Senior Leadership team, Middle leaders and Subject Leaders.
- Subject Leaders to evidence coverage, quality, content, structure and sequencing from EYFS through to Year 6.
- Middle leaders and SLT have continued to lead subject areas well and work closely with colleagues in MAC to upskill and share good practice.

Quality of Education

To implement the 5C's Curriculum into thematic planning and learning outcomes and develop skills and knowledge maps for broad curriculum subjects.

To fully embed maths mastery throughout the school.

- All thematic planning updated to reflect new 5 Cs curriculum model - Clear and robust assessment processes in place for broad curriculum topics.
- Skills progression documents for all subjects established to show clear progression of skills from EYFS to Year 6 and beyond.
- Knowledge organisers show key knowledge for each thematic unit – Science, History, Geography and Art. Knowledge Organisers include: Key Vocabulary, Key Knowledge and Key Concepts.
- Children understand the maths they are being taught, following the concrete, pictorial, abstract, language model as lessons are well-planned and resourced.
- Whole school consistency is evident in evidence reviews, teaching, learning, progress and data analysis.

Pupil Outcomes

QoE2 To maintain or increase the percentage of children achieving expected standard + in all subjects at the end of KS1 and KS2.

- Termly data drops show nearly all children make at least good progress, with children challenged to achieve and/or sustain greater depth, particularly pupil premium children.
- Improved reading attainment in EYFS - Year 6 pupils meeting and exceeding ARE compared to national figures.
- Evidence of teaching across school is sequential with a clear chronological log of action.
- End of year data shows good rates of progress and improving attainment data from March 2021 baseline on return from lockdown:
 - Progress across school – July 2021 – Whole school Averages = Combined: 90% expected, ~35% better

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

- than expected
- Attainment across school – July 2021 – Whole school Averages = Combined: ~70% ARE expected, ~15% Greater Depth
- Reading: ~77% ARE expected, ~25% Greater Depth
- Writing: ~70% ARE expected, ~17% Greater Depth
- Maths: ~77% ARE expected, ~20% Greater Depth

Personal Developments

- Positive attitude to learning aided by approach to Remote Learning. High levels (~75%) of engagement with online learning. Rest of children accessing paper pack resources.
- Behaviour of children continues to be of a high standard both in school and in online forums.
- 95.9% attendance (excluding bubble closures) - very good attendance on return from Covid lockdowns.
- Core and British Values mentioned regularly during PSHE and RSE lessons and through cross curricular and theme-based activities.
- Continued focus on Wellbeing activities particularly after lockdowns to ensure children settled back into school life effectively.
- Enhanced links with Hagley following formation of Emmaus MAC.

EYFS

LM1 To develop provision of new Pre-school and ensure a financially viable model with good outcomes for all children.

QoE1 To ensure the assessments of children's progress in reception are used to plan next steps in learning more fully.

QoE2 To improve and use the outdoor play area more effectively.

- High attendance at Pre-school. Break even reached and profitable pre-school in place by year end.
- Evidence of pupils progress tracked during the year with the use of the new DC Pro tracker.
- Evidence collected throughout the year by all members of reception staff, contributing to children's learning journeys. Assessments to demonstrate the impact of teaching and learning.
- Spring/summer assessments moderated with EYFS leads and monitored by SLT.
- Improvements in the EYFS outdoor learning environment – making outdoor learning more purposeful and creating more outdoor learning opportunities with better outcomes for children.
- More access to outdoor learning opportunities has had positive impact on children's learning in all areas of learning and positive pastoral, social and emotional outcomes along with improved GLD %

St Joseph's Catholic Primary School:

Catholic Life:

- Links with the school and new parish priest were developed through holding Masses at school (Autumn 202) and then remotely from the Spring term onwards.
- Information from the School and Parish (Our Lady and All Saints) have been published through weekly newsletters to continue joint evangelisation.
- Parent programme on the Sacraments was conducted remotely via videos created by the Parish Priest. These were uploaded onto the school website.
- Sacramental programmes for Years 3, 4 and 6 were celebrated in the Summer term for Reconciliation, First Holy Communion and Confirmation.
- RE lead attended Diocesan Cluster Meetings and then disseminated relevant information to staff and governors on Catholic Life, RE and Collective Worship. The RE lead also completed the 'Building the

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Strategic report (continued)

Achievements and performance (continued)

Kingdom' programme centred around Catholic Social Teaching which was also shared with staff and governors.

RE and Collective Worship:

- Collective Worship opportunities signposted to teachers through updates from the Birmingham Diocesan Education Service (BDES) advisors i.e. One Life Music, CAFOD, Staffroom Noticeboard, Daily Saints PP etc. All teachers have access to Diocesan approved 'Ten:Ten' resources to support with Collective Worship.
- Continued professional learning through termly staff meeting schedule which included an RE focus at least on a termly basis.
- RE entitlement of 10% of the curriculum has been maintained and was part of the remote education provision as a core subject during the lockdown and school closures.
- Parish Priest celebrated Mass in school to individual classes (Autumn term 2020) and other whole-school Masses to classes have been livestreamed through Church.
- All teachers have continued to follow the Strategy in terms of the delivery of RE. Support has been provided by the BDES regarding resources to support the Strategy and Assessment 1.

Leadership and Management:

- An audit conducted by the external MAC SIP on 04.05.21 highlighted the following strengths of the LGB.
 - The Chair of Governors provides effective leadership.
 - The Governance of the school is sound with elements of strong governance.
 - The Governors showed commitment to the review process. The feedback session was well attended.
 - Governors are committed to ensuring that pupils enjoy learning and achieve well.
 - At interview, it was evident that Governors are supportive of the school's and MAC's vision and of the Principal, and have the interests of the children at heart.
 - Governors are very reflective and recognise the areas that the board needs to do to further improve.
 - Governors have engaged with training relating to the core roles of governance, and for their designated governor roles.
- SENCo continued to provide support for staff in school and through the use of external providers/agencies to support identified SEN children. Some essential face-to-face assessments from these external partners continued during periods of lockdown. Teachers have created and monitor SMART targets for all SEN children.
- Continued professional development programme in place for all members of staff. Opportunities for staff to complete online modules with the National College, which is a MAC wide provision. Birmingham Catholic Primary Partnership (BCPP) ongoing programme of professional development has continued during the academic year. Autumn term sessions allowed subject coordinators to attend 'Deep Dive' sessions on their subject. This best practice was then shared with all staff at a designated staff meeting in the latter part of the Autumn term. Senior leaders have also had the opportunity to complete other remote sessions i.e. Managing Difficult Parents, Building the Kingdom (multi module programme on developing the curriculum in a Catholic school).
- INSET professional development programme scheduled across the academic year. This included the annual safeguarding training for all staff as well as support on mental health and wellbeing. The second INSET day allowed staff to complete Performance Management reviews and set targets for 2020-21. The third INSET at the beginning of the Spring term, was a MAC wide event on Curriculum and Assessment. In particular, this included information about the formation of the new MAC (Emmaus) as well as meetings between subject coordinators across the primaries and secondary school. Working groups were also established between MAC subject coordinators. Additional INSET days were used for preparing reporting information to parents, subject coordinator monitoring and a review of the school curriculum.
- The school successfully completed the next phase of the Maths Mastery programme 'Developing to

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

Embedding' with support from key staff in school as well as the maths specialist from the local Maths Hub.

Quality of Education

- Upon the children's initial return, teachers assessed the children against the essential components in each subject i.e. Key Instant Recall Facts (KIRFs) in maths, sentence structure in English and core strength and fitness in PE (fundamentals). Whole-school focus text was used as part of the children's reintegration to school in September and March.
- Autumn term 1 base line assessment focused on missed learning and Key Performance Indicators (KPIs) from the previous academic year. This was shared with parents in a report format. These key core areas were also RAG rated to show parents the strengths and areas for development moving forwards.
- Revision of Rosenshine's Principles during the Autumn term – Action Based Reflection, which also then continued during the national lockdown through remote learning provision (information on best practice from Tom Sherrington and Doug Lemov shared with all staff). Best practice in terms of remote education was shared with teachers to enhance the remote learning provision (blended, asynchronous approach etc.)
- Good progress was made with the targets set by the external School Improvement Partner (SIP) from the two focus days on the Quality of Education, as follows:

Continue to develop Maths, through the provision of quality CPD for teachers so that progress measures show an increase in 2021 SATS and internal data.

Progress against this target has been good. The embedding programme has continued through virtual meetings with staff. Maths co-ordinator continuing to support and ensuring staff have appropriate CPD. Autumn data shows continued progress. Deep dive training has been carried out and provided by the Birmingham Catholic Primary Partnership. SLT members have carried out English focused NPQSL projects to ensure richer vocabulary and understanding.

Continue to measure the impact of interventions in light of CV19 for impact measures through progress and attainment.

There has been good progress against this target. The support provided through the online portal is differentiated. Video lessons were provided for all children. The school works through an online portal. Accurate assessments will be completed to ensure correct targeted interventions are in place.

- During the periods of school closure, the use of the school website platform enabled children and parents to access a blended approach of recorded videos and tasks as well as maintaining the provision for critical worker parents. The school ensured that the DfE recommendations of time planned each day equated to at least 3 hours.

Pupil Outcomes

- End of phase attainment – Summer 2021

EYFS:

- GLD – 93%
- Reading – 93%
- Writing – 93%
- Number – 93%

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

- Shape, Space and Measures – 93%

Year 1 Phonics Screening Check (conducted in Autumn with Year2)

- 80% of pupils achieved threshold (32 out of 40)

Year 2:

- Reading – 83% (Juniper* average – 69%)
- Writing – 69% (Juniper average – 61%)
- Maths – 71% (Juniper average – 69%)

Year 6:

- Reading – 87% (Juniper average – 77%)
- Writing – 97% (Juniper average – 69%)
- Maths – 87% (Juniper average – 73%)

* Juniper – Target Tracker Schools (large sample of schools nationally)

- Whole-school attainment (at on track and higher) across the Core subjects:
 - Reading – 72%
 - Writing – 62%
 - Maths – 71%
- Whole-school progress measures (six steps of progress)
 - Reading – 79%
 - Writing – 71%
 - Maths – 76%
- All subjects are now monitored using the Target Tracker assessment tool. Discussion about assessment across the MAC schools and subjects was shared on the MAC wide INSET day in January 2021.
- Key focus on the development of reading and the teaching of vocabulary during the academic year. This included staff CPD, a review of resources and strategies etc. which resulted in a greater percentage of both girls and boys using Tier 2 (transferable vocabulary) across the school (evidenced in book looks).

Personal Development

- The mental health and well-being of both staff and children was a primary focus since the full opening back in September 2020. Staff INSET day focus on mental health including how to access relevant resources (Anna Freud Centre). Principal attended seminars led by the Anna Freud Centre and the NAHT on supporting staff mental health and well-being. Key information was shared with all staff on an ongoing basis i.e. Education Support Charity (free confidential counselling advice).
- External sports providers focused on the fundamentals of physical activity upon children's return to school in order to develop their base level of fitness. Autumn term competitions were conducted remotely through the School Games programme – activities were completed in school and the data then sent to be collated remotely. Virtual competitions continued throughout the academic year. Maths on the Move programme was also implemented from Autumn 2020 – this more structured programme had an impact on the children's attainment after a six-week period of work.
- Support from external providers such as 'Mentor Link' resumed in the Autumn term and after the lock down period in March 2021, the Behaviour Support Service (The Sycamore Centre) supported identified children who were struggling to manage their emotions and behaviour.
- Introduction of Mentor Dog after the period of lockdown in March 2021 supported with identified children's

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

transition back into school, as well as supporting other children with behavioural and emotional needs. The Mentor Dog was also used to support with the Chief Medical Officer's recommendation of 30 minutes of physical activity in school via the 'Daily k' challenge, whereby groups of children would walk the dog around the playing fields for 1km each day.

- Implementation of the Active Black Country Rainbow Hour programme supported pupils in school and at home during the lockdown period with activities to support mental health and well-being, as well as physical activity and games.

St Mary's Catholic Primary School:
Catholic Life

- Through collective worship and staff encouraging regular discussion and links to elements of Catholic life, children are confident to discuss the school's faith and actions we take when following Jesus' footsteps
- Behaviour of pupils is good- SIP visit July 2021.
- New RSE scheme successfully implemented in Summer Term; parent consultation informed key decisions, resulting in pupils developing a good understanding of healthy relationships and personal development, in line with the Church's teachings (July book trawl).
- staff encouraging pupils to consider ways to help God's people and world. As a result, pupils request certain activities in light of Jesus' teachings e.g.: litter picking/fund raising.
- Catholic Life is a priority for leaders- feeding back on and reviewing at all LGB meetings and staff meetings.

RE and Collective Worship

- Quality of pupils' work is good and work in books is well presented.
- Most pupils are engaging with questions and learning linked to Attainment target 2, deepening understanding.
- During remote learning, R.E. provision was very strong- children were engaged, interested and received high quality feedback and teaching. Progression over this period (for those whom attended remote lessons) was positive.
- Pupils in most classes are confident to lead collective worship and are planning whole sessions independently in some year groups.

Leadership and Management

- Leaders have a good understanding of strengths and areas for development within their areas of responsibilities and actions taken place to drive improvement.
- Pupil Premium children made good progress in relation to their starting points.
- Through wellbeing surveys, most staff recognise steps which have been taken to reduce workload.
- "Leaders have acted to improve the attendance of disadvantaged pupils," SIP Visit July 2021.
- "Leaders support pupils' personal development well," SIP Visit July 2021.

Quality of Education

- Books show clear progression and a clear learning journey towards a cumulatively sufficient knowledge and skills for next year's learning. The learning journey has been adapted where needed after disruptions from the pandemic to result in this.
- The school's remote education provision during lockdown in the spring term received overwhelmingly positive feedback from parents and the school's SIP.
- Children's work and presentation, across the curriculum, is of good quality, showing pride in their work and improvement of internal outcomes.

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

Pupil Outcomes

Whole school attainment and progress (RWM):

	Progress (exp+)		Attainment	
	2019-20 (Aut-Spr)	2020-21 (Whole year)	2019-20 (Aut-Spr)	2020-21 (whole year)
Reading	72%	93%	89%	76%
Writing	69%	94%	77%	70%
Maths	73%	93%	78%	74%

Personal Development

- Within the confines of the pandemic, pupils have had opportunities to take part in experiences outside of the National Curriculum outcomes – Gardening Club, Multi-sports after school club, variety of tasks for fundraising, Sports Day, virtual visitors (e.g. an architect) during Vocations Week.
 - Pupils enjoyed sharing their cultural backgrounds during Diversity Day- pupils stated they felt a better understanding of the cultures they had learnt about.
 - Most pupils are confident in discussing the British Values and what actions they can undertake to uphold these.
 - PSHE is taught regularly across school and books show a progress in understanding of healthy living.

EYFS

- Most children use their knowledge of phonics to read accurately and with increasing speed and fluency.
- Pupils enjoy, listen attentively and respond appropriately to familiar stories, rhymes and songs.
- The outdoor area is clear, inviting, organised and well resourced, and so provides valuable learning experiences.

St Philip's Catholic Primary School:

Catholic Life

- Monitoring and evaluating Catholic Life has been a positive achievement through an excellent evidence base.
- The school has continued to support charitable outreach throughout the pandemic.
- Staff have fully contributed to retreat opportunities during staff meetings and a retreat day in October 2020 led by the Diocese.
- Catholic Social Teaching strands have been introduced through staff insets.
- Mini-Vinnies group has been re-established and planned charity activities have been arranged to support catholic Life.
- Pupil voice shows that children are proud of the school mission and live this out within the school.
- Staff are committed to the mission of the school through their actions – this has been evident through remote learning throughout the pandemic and the school's commitment to working with parents and home and at school.
- Themed initiatives and activities that enhance the Catholic Life of the school community have made an impact on children and families.
- Within bubble classes, the children who lead in the Mission team and prayer leaders have continued to lead and contribute to CL within the school.
- The Mission team have led on monitoring CL in their classes and in designated areas of school. The evaluation forms were further monitored by the RE leader and SLT.

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

- Children's behaviour has been exceptional, understanding the importance of living the Gospel message. This has been done through assemblies on Teams and B-tails leading on themed assemblies.
- Ten Ten training and use of resources are evident in classes.

Collective Worship and RE

- Pupil-led gatherings continued to take place consistently throughout the pandemic where classes led a form of worship and theme which was filmed and shared with the rest of the school community.
- Children's knowledge and understanding of different forms of worship is strong.
- RE leader disseminated Diocesan half-termly resources to support with whole-school/class approaches with the result that:
 - Children still achieved a sound understanding of the liturgical year, seasons and feasts of the school year.
 - Pupils participated very well with CW both at home and in school with parent contributions also.
 - Children's understanding of the liturgical year is stronger.
 - The monitoring of books/lessons continued during the pandemic with the evaluation that teaching continues to be good with some outstanding areas.
 - Monitoring has identified that the teaching of RE has consistently improved across the school and that areas identified for development in the raising attainment plan were met:
 - Year 6 – 95% ARE
 - Year 2 – 92.3% ARE
 - Reception – 90%
 - Termly reports to the link governor ensures that relevant leaders are held effectively to account.

Leadership and Management

- Curriculum leaders have worked with the Vice Principal on curriculum coverage and given management time to audit resources and curriculum coverage.
- Deep dives were completed involving subject leaders.
- The National Curriculum and progression of skills documents were completed which were validated by the external SIP.
- Monitoring included lesson drop-ins, pupil questionnaires and pupil progress meetings.
- Staff inset focussed on Rosenshine's Principles and the quality of resources, carefully chosen to meet the needs of the children.
- Year-end data proved positive from the children's starting points at baseline.
- Remote learning folders evidence that the high expectations set by SLT were maintained throughout the pandemic.

Quality of Education

- Curriculum intent and implementation was a clear focus for the school.
- Curriculum maps and skill progression and assessments were completed.
- All children working remotely and attending school received a full and balanced curriculum.
- On return to school after lockdown, children's knowledge of curriculum areas was a positive.
- Disadvantaged children outperformed non-disadvantaged children in reading, writing and combined.

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

Pupil Outcomes

Target	Achievement	Impact
At the end of KS2 to be in line with the national average (2019) in reading, writing and maths.	3 assessments of the year, clearly gave a clear picture of attainment and progress of children.	Reading – ARE – 82% Writing – 75% Maths – 76%
At the end of KS2 to be above the expected standard based on the national average (2019) in reading, writing and maths	3 assessments of the year, clearly gave a clear picture of attainment and progress of children.	Reading – 14% Writing – 13% Maths – 14%
At the end of KS1 to be in line with the national average (2019) in reading, writing and maths.	3 assessments of the year, clearly gave a clear picture of attainment and progress of children.	Reading – 66% Writing – 60% Maths – 72%
At the end of KS1 to be above the expected standard based on the national average (2019) in reading, writing and maths	3 assessments of the year, clearly gave a clear picture of attainment and progress of children.	Reading – 18% Writing – 4% Maths – 18%
Phonic screening check at the end of Year 1	In house data completed.	83%

Behaviour and Personal Development

- Children were supported and grew in confidence to improve in all aspects of the school throughout the pandemic by the well-being hour daily in school, creative time, through assemblies and art work. The impact of this was that:
 - Children felt happy and safe.
 - Children's health and wellbeing throughout the pandemic was positive and children who found this difficult were given extra support.
 - Therapeutic services supported vulnerable children and children/families affected by the pandemic.
 - The Learning Mentor worked closely with families and 1:1 with children throughout the pandemic, calling families weekly during the pandemic to offer help.
 - During the pandemic and for the summer term first two weeks, the creative hour was continued. This had a positive and sustained impact on pupils' behaviour.
 - Planned theme days/activities supported pupils and highlighted that they take pride in their work and show a deep respect for themselves and others.

EYFS

- NELI programme was introduced and had a clear impact.
- Phonic interventions were in place and had a clear impact.
- GLD improved:
 - 72% GLD
 - 83% achieved the expected standard in writing
 - 93% achieved the expected standard in reading

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

- A wide range of experiences are available to support inside and outdoor provision to develop children's physical and emotional health.
- Through the Nursery Blog, high quality remote learning resources.

St Wulstan's Catholic Primary School:

Catholic Life

- The new mission statement was evaluated by pupils leading to children knowing, understanding and being able to discuss their response to the mission of the school.
- RE Coordinator presented to Local Governing Body to ensure increased understanding on practices and procedures in school.
- Children were able to experience virtual retreats and visits from vocational speakers which replaced the planned pre-COVID programme. This deepened the children's understanding of the meaning of vocation and their own personal calling.
- Section 48 training was undertaken by the Chair of the LGB, the RE link Governor, the Principal and RE Lead. Relevant leaders have necessary knowledge and understanding of inspection criteria and expectations.

RE and Collective Worship

- Frequent and rigorous monitoring and evaluation of RE and Collective Worship took place over the year. Leaders and the Local Governing Body had access to full range of information in order to set targets to drive further improvement.
- A new LGB link representative for RE, Catholic Life and Collective Worship was appointed and contact made with RE Lead.
- The Sacraments of Confirmation and the Eucharist that had been previously been delayed due to COVID took place over a series of weekends.
- Remote Learning opportunities were provided for children to continue their development of knowledge and understanding of the Virtues and Values. Feedback from Seesaw indicated strong family involvement in this and in acts of worship.

Leadership and Management

- Training from the National College on the roles and responsibilities of link Governors and BDES/Emmaus induction training for new governors was undertaken. Training on school's assessment methods and systems was also provided. Members of the LGB are confident in their responsibilities and can ask challenging questions to drive improvement.
- A standardised format for link Governor visits is now being used to ensure accurate and consistent monitoring and evaluation.
- A substantive Vice Principal and SENCO was appointed ensuring a continued strong and effective leadership team.
- Middle Leaders presented to LGB to secure a greater understanding of core subjects as well as the wider curriculum.
- Target Tracker was used to assess core and non-core subjects enabling leaders to ensure coverage of knowledge and skills in all subject areas.

Quality of Education

- Maths Mastery staff training delivered by Maths Lead and relevant resources were purchased. A coherent and well-resourced approach to the teaching of maths is now evident across the school leading to improved outcomes. A smoother transition of pupils is expected due to the same format for maths lessons used in each year group.
- Curriculum overview 2020-21 in place across school including opportunities for enrichment of cultural capital. Adjustments were made to visits/visitors in light of COVID.

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

Strategic report (continued)

Achievements and performance (continued)

- Representations of different cultures, race and religions were included in the curriculum for 2020-2021 notably with a built-in Multi-Cultural Week and the launch of Catholic Social Teaching leading to improved tolerance and understanding of other cultures, races and religions.
- Extra Read Write Inc resources were purchased to target children in Key Stage 2 who had not met the expected standard in Phonics as a result of the March 2020 closure of schools. These children have been supported and provided with key knowledge that is regularly revisited in order to enable them to reach expected standard in Phonics.

Pupil Outcomes

- Baseline assessments were analysed (gap analysis) and children in need of intervention were identified, particularly disadvantaged children – support was focussed on Years 5 and 6. This led to greatly improved outcomes:

Year	Reading Expected+		Maths Expected+	
	Spring	Summer 2	Spring	Summer 2
5	55%	74%	44%	68%
6	48%	90%	39%	81%

- Target children for phonics interventions were identified in preparation for Autumn 2021 phonic check and relevant interventions were delivered. Again, this led to greatly improved outcomes.

Year	Baseline Expected+	Summer 2 Expected+
1	25%	80%
2	71%	89%

Personal Development

- Catholic Education Service SRE Audit was completed and areas to develop were identified. Ten Ten programme was purchased and introduced.
- Stakeholders' consultation conducted prior to the introduction of the Ten Ten programme. Pupils receive age appropriate SRE curriculum in line with national statutory requirements.
- SRE Policy was written and presented to the LGB who now have secure knowledge and understanding of the expectations of schools in relation to providing and SRE curriculum.

EYFS

- Staff used time during lockdown and partial reopening to deep clean and decorate EYFS and develop the Outside Learning area, enhancing the learning environment for all EYFS pupils.
- New resources purchased for outside area to develop weak gross motor skills of children which were a result of school closures.
- Increased SEN staffing in EYFS has resulted in vulnerable learners making good progress both in attitude to and in their learning and behaviour.

Achievements and Performance in formal key stage examinations/assessments

In line with the DfE decision to cancel all formal Key Stage 1 and 2 tasks and tests and the publication of Primary school performance tables in 2020, there is no formal assessment data for Emmaus Catholic MAC primary pupils, owing to the Covid-19 pandemic. However, the Principal evaluations for each academy, in the previous sections, do give an indicator of pupil outcomes during 2020/21.

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

Strategic report (continued)

Achievements and performance (continued)

Pupils at Key Stages 4 and 5, owing to Covid-19, were awarded Teacher Assessed Grades (TAGs). Despite the fact that the government has not published league tables for these groups of pupils, as the results are in the public domain, the MAC has decided to publish the very strong results for this cohort of pupils as outlined below:

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

Strategic report (continued)

Achievements and performance (continued)

A Level Results 2021 (Including Extended Project)

The figures below have been generated by SISRA which uses DFE guidance documents. Where relevant, figures from 2020 have been added in brackets

Cohort Summary	2021	2020
Cohort Size	- 108	(100)
A Level Cohort	- 107	(99)
Academic Cohort	- 108	(99)
Applied General Cohort	- 30	(36)
Tech Level Cohort	- 13	(1)
KS4 Prior Attainment	- 6.01	(5.99)

Overall Performance Summary (Academic and Vocational)

Overall APS per pupil	- 124.65	(125.29)
Overall APS per entry	- 38.58	(39.91)
Overall APS per entry (female)	- 41.57	(41.14)
Overall APS per entry (male)	- 35.31	(38.65)
Overall Average Grade per Entry	- B	(B)

AAB Measure %

A Level Students achieving A Levels at grades AAB or higher in at least 2 facilitating subjects
- 38.0 (47.5)

A Level Students achieving A Levels at grades AAB or higher in at least 3 facilitating subjects
- 12.7 (14.8)

Students included in AAB measure - 64.5 (59.8)

Percentage of Entries

Percentage of entries achieving A*-A	- 35.7	(36.6)
Percentage of entries achieving A*-B	- 61.0	(61.1)
Percentage of entries achieving A*-C	- 86.6	(83.9)
Percentage of entries achieving A*-E	- 99.3	(99.9)

Grade Counts

Percentage of A Level Entries Achieving Each Grade:

A* = 15.1	(16.3)	D = 10.5	(11.3)
A = 20.6	(20.3)	E = 2.2	(4.7)
B = 25.2	(24.4)	U = 0.7	(0.1)
C = 25.7	(22.8)	X = 0	(0)

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

Strategic report (continued)

Achievements and performance (continued)

GCSE 2021

The figures below have been generated by SISRA which uses DFE guidance documents.
Where relevant, figures from 2020 have been added in brackets.

*Unvalidated Progress 8 score based on 2019 national data.

Cohort Summary

	2021	2019
Cohort Size	182	(163)
Number of Disadvantaged	17	(19)
Male	90	(78)
Female	92	(85)
KS2 Prior Attainment	5.10	(5.01)

Overall Performance Summary

Average Total Attainment 8	58.38	(58.55)
Disadvantaged Average Total Attainment 8	49.12	(44.92)
Progress 8*	0.48	(0.64)
Disadvantaged Progress 8*	-0.10	(-0.27)
Students achieving 9-7 in English and Maths	22.0%	(27.0%)
Disadvantaged students achieving 9-7 in English and Maths	0%	(10.5%)
Students achieving 9-7 in English	46.2%	(43.6%)
Students achieving 9-7 in Maths	25.3%	(31.9%)
Students achieving 9-5 in English and Maths	67.0%	(66.3%)
Disadvantaged students achieving 9-5 in English and Maths	47.1%	(36.8%)
Students achieving 9-5 in English	86.8%	(83.4%)
Students achieving 9-5 in Maths	68.1%	(67.5%)
Students achieving 9-4 in English and Maths	86.3%	(82.2%)
Disadvantaged students achieving 9-4 in English and Maths	82.4%	(57.9%)
Students achieving 9-4 in English	94.5%	(92.6%)
Students achieving 9-4 in Maths	86.8%	(82.8%)
Students achieving 5 strong passes (5+) inc Eng and Maths	66.5%	(66.3%)
Students achieving 5 standard passes (4+) inc Eng and Maths	85.2%	(82.2%)

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

Strategic report (continued)

Achievements and performance (continued)

Students Entered for the Ebacc	67.6%	(54.0%)
Students in cohort achieving a standard pass in the Ebacc (4+)	56.0%	(48.5%)
Students in cohort achieving a strong pass in the Ebacc (5+)	42.9%	(39.9%)
Average Points Score EBACC	5.42	(5.35)

Percentage of Grades Awarded 9-1 GCSE (or equivalent)

9 – 7.1 (8.9)	6 – 20.3 (17.2)	3 – 6.9 (7.1)	U – 0.2 (0.3)
8 – 11.1 (11.7)	5 – 22.8 (20.6)	2 – 2.2 (3.0)	
7 – 15.3 (16.9)	4 – 13.5 (13.2)	1 – 0.6 (1)	

The Multi Academy Company uses a number of benchmarks or performance indicators to evaluate its financial performance and drive budgetary control and monitoring.

A key financial performance indicator for the Multi Academy Company is the level of reserves held at the balance sheet date and, in particular, the amount of unrestricted reserves plus restricted income reserves at year end. At 31 August 2021, the balance of the unrestricted and restricted income reserves was £4,574,000 (2020: £2,238,000). Further details on the level of reserves held by the Multi Academy Company are set out in the Reserves Policy section below.

As the majority of the Multi Academy Company's funding is based on pupil numbers, pupil numbers are also a key performance indicator. The total number of pupils during the year ended 31 August 2021 was over 3,100 pupils. This is an increase of over 1,000 pupils from the previous year owing to the four Sandwell primary schools joining Emmaus Catholic MAC.

Staffing costs are another key performance indicator for the Multi Academy Company and the percentage of total staff costs to total educational grant funding (being GAG funding plus other operating educational grants from the ESFA and / or Local Authority) for the year was 82.6% (2020: 80.4%), while the percentage of staff costs to total costs (excluding depreciation and LGPS FRS102 pension cost charges) was 80.3% (2020: 80.6%).

b. Going concern

On 1 February 2021, Emmaus Catholic MAC moved to new DfE documentation, including the Church Supplemental Agreement, which resulted in the land and buildings being de-recognised.

The pension reserve fund has a deficit balance at 31 August 2021 of (£14,110,000), which represents the deficit in the LGPS at the balance sheet date. The effect of the LGPS deficit is that the Company is required to make additional pension contributions over a number of years in order to fund the deficit. Those additional contributions are determined by the pension scheme trustees, who use different assumptions to those utilised in calculating the deficit balance of (£14,110,000). These additional pension contributions will be funded from the Company's annual recurring income, which could adversely impact its ability to continue to deliver its educational outcomes with the available public funding it receives if the current basis for determining the level of additional contributions were to change detrimentally. The Directors have concluded that, at present, there is no reason to believe that the future basis of calculating such additional contributions will change significantly when the LGPS deficit falls to be revalued in 2022, and have noted that the Government has provided a guarantee that in the event of the Company's dissolution, any outstanding LGPS liabilities would be met by the DfE.

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

Strategic report (continued)

Achievements and performance (continued)

The Directors consider that the net current assets balance is a more accurate reflection of the financial health of the Company, which was recorded as £4,789,000 at the period end. Revenue reserves are held above the Company's target level.

The Balance Sheet is in a net liability position of £8,640,000 due to the inclusion of a defined benefit pension scheme deficit which is ultimately guaranteed by the Department of Education.

c. Promoting the success of the company

The Trustees/Directors have acted in the way which they consider, in good faith, promotes the success of the Multi Academy Company for the benefit of its pupils and their parents, the Department for Education and the Education and Skills Funding Agency as principal funders and regulators, its suppliers and local wider school community as a whole, and in doing so have given regard to (amongst other matters):

Our educational business relationships and community

With a highly committed and dedicated workforce, the Multi Academy Company takes great pride in listening to the views of our pupils, parents and local community and continues to provide the level of education outcomes and results that they have come to expect. The Multi Academy Company continues to evolve and to adapt to the ever-changing educational environment, leading to the continued increase in the awareness of the Multi Academy Company's overall activities and educational performance.

As an educational focused charitable organisation, public benefit is also at the heart of all we do. The details in the "Objectives and Activities" and "Achievements and Performance" section of the Trustees' report above provide full details of the impact of our activities and our achievements for the year.

With regard to suppliers, the Multi Academy Company's policy for the payment of suppliers is to agree to terms of payment in advance in line with normal commercial practices and, provided a supplier performs in accordance with the agreement, to abide by such terms.

The Multi Academy Company, as outlined in our five year Strategic Plan, is also committed to sustainability and contributing towards combating the threat of global warming by using energy efficient measures to reduce CO2 emissions throughout its buildings, facilities and operations.

Our stakeholders

In addition to our pupils, parents, suppliers and wider local community, the Trustees/Directors also recognise the importance of their relationship with the Department for Education (DfE) and the Education and Skills Funding Agency (ESFA), as principal funders, regulators and stakeholders. The Trustees/Directors are committed to the effective engagement with the DfE and the ESFA (and their representatives) and recognise that its success depends on the Trustees/Directors and senior management's ability to engage with them effectively and to work with them constructively, taking into account their guidance and best practice initiatives, whilst also working in line with the specific requirements of the Multi Academy Company's funding agreement and the Academy Trust Handbook.

Our people

Emmaus Catholic MAC's key asset is its people. It employs over 400 staff, including agency workers, and it is only through the combined effort of this workforce, together with our supporters and volunteers, that we can make a positive difference to the lives of the children in our care. The Multi Academy Company encourages the involvement of all employees in decision making processes that impact on them directly and further details on our engagement with our people is detailed in the "Engagement with Employees (including Disabled Persons)" section of the Trustees/Directors' report above.

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

Strategic report (continued)

Achievements and performance (continued)

Our Members

The Trustees/Directors are committed and openly engaged with our Members through the Archdiocese of Birmingham and the Birmingham Department for Education Service. The Members and their representatives are actively engaged in understanding and supporting our strategy and vision for the future, our Catholic culture and ethos, our people and our educational performance and standards.

Maintaining a reputation for high standards

The company is committed to continual improvement, which it achieves in a number of ways, including improvement planning, review meetings, continual professional development, lesson observations, performance management, self-evaluation, data analysis, action planning and external validation via an independent School Improvement Partner. The Multi Academy Company also continually develops strategies to maintain and grow its pupil base, including looking for new schools and academies to join the MAC, and further improve relationships with our suppliers.

The information in the "Achievements and Performance" section of the Trustees'/Directors' report above provides full details of our achievements during the year and, the standards of educational performance we have achieved for all our stakeholders.

We have made a concerted effort to ensure that the COVID-19 outbreak has not had a detrimental effect on our promotion of the success of the Multi Academy Company. We have responded to the current pandemic with creativity and flexibility and have found new remote ways of connecting with our stakeholders to promote our success.

Financial review

For the year ended 31 August 2021, the Multi Academy Company's total income (excluding capital grants and the net assets transferred on conversion / net assets transferred from academies joining the MAC in the year) was £15,624,000 (2020: £11,186,000) while the total expenditure (excluding depreciation and LGPS FRS102 pension cost charges) was £14,649,000 (2020: £10,638,000), resulting in a net operating surplus for the year of £975,000 (2020: £2,238,000).

The balance of reserves at 31 August 2021, excluding the restricted fixed asset funds and LGPS liability fund was £4,574,000 (2020: £548,000).

The net book value of fixed assets at 31 August 2021 were £681,000. The fixed assets held by the Multi Academy Company are used exclusively for providing education and associated support services to the pupils of the Multi Academy Company.

Furniture and equipment, other assets and the LGPS deficit were transferred to the Multi Academy Company from those academies joining the Multi Academy Company during the year. The total value of these net liabilities transferred, as included in the Statement of Financial Activities, were £4,627,000. The details of the net liabilities transferred and the basis of their valuations are set out in Note 31 to the financial statements.

Included within the Multi Academy Company's balance sheet at year end is a defined benefit pension scheme liability of £14,110,000 (2020: (£6,963,000)), which arises from the deficit in the Local Government Pension Scheme ("LGPS") that is attributable to the Academy(ies). Further details regarding the deficit in the LGPS at 31 August 2021 are set out in note 26 to the financial statements.

We continually monitor and update key financial policies during the period including the Financial Regulations, which lay out the framework for the Multi Academy Company's financial management, including financial responsibilities of the Board of Trustees/Directors, Catholic Senior Executive Leader/Chief Executive Officer, Principals, managers, budget holders and other staff, as well as the delegated authorities for spending. The other financial policies reviewed and adopted during the period included Value for Money Statement, Investment Policy and Reserves.

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

Strategic report (continued)

a. Reserves policy

The Trustees/Directors review the reserve levels of the Multi Academy Company annually. This review encompasses the nature of the income and expenditure streams, the need to match income with commitments and the nature of reserves. The Trustees/Directors also take into consideration the future plans of the Multi Academy Company, the uncertainty over future income streams and other key risks identified during the risk review.

The Trustees/Directors have determined that the appropriate level of free cash reserves should be approximately 10% of total GAG funding which equates to six months of non-GAG expenditure in the current company setting. The reason for this is to provide sufficient working capital to cover delays between spending and receipts of grants and to provide a cushion to deal with unexpected emergencies such as urgent maintenance, long term staff absences etc.

The Multi Academy Company's current level of reserves at 31 August 2021 is £(8,640,000) (2020: £11,551,000), of which £4,574,000 (2020: £2,238,000) is free reserves (that is, total funds less the amount held in restricted funds for capital and pension).

Although the current level of free reserves is above the target level identified above, the Trustees/Directors' expectation is that these reserves will be utilised over the next few years to fund the ongoing development, including the need to retain key staff in light of the increasing cost pressures in future years.

In addition, a net amount of £273,000 has been allocated by Trustee/Directors from Reserves to Designated funds for agreed future expenditure.

The value of the restricted fixed asset fund at 31 August 2021 is £896,000 (2020: £16,276,000), which is represented by the fixed assets that are used exclusively for providing education and associated support services to the pupils of the Multi Academy Company and unspent capital grant balances. These funds can only be realised by disposing of the associated tangible fixed assets.

The pension reserve fund has a deficit balance at 31 August 2021 of £14,110,000, which represents the deficit in the LGPS at the balance sheet date. The effect of the LGPS deficit is that the Multi Academy Company is required to make accelerated and additional pension contributions over a number of years in order to fund the deficit. These accelerated and additional pension contributions will be funded from the Company's annual recurring income, which may significantly impact its ability to continue to deliver its educational outcomes with the available public funding it receives. The Trustees/Directors have noted however that the Government has provided a guarantee that in the event of an academy closure, any outstanding LGPS liabilities would be met by the Department for Education.

b. Investment policy

Up to £1,000,000 of surplus funds are invested to optimal effect by the Multi Academy Company with the objective of ensuring maximum return on assets invested but with minimal risk. This is via a ninety-day low risk banking investment. Given the increased revenue surplus for August 2021, the Trustees/Directors will be increasing the investment to ensure a larger return on revenue investments.

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

c. Principal risks and uncertainties

The Trustees/Directors have assessed the major risks to which the Multi Academy Company is exposed, especially in the operational areas, such as teaching, health & safety, safeguarding and school trips, and in relation to the control of finances and strategical development of the Multi Academy Company. They have introduced systems, including operational procedures and internal financial controls in order to minimise risk and have agreed a Risk Management Strategy and Risk Management Plan, which incorporates a Risk Register.

Where significant financial risk still remains, the Trustees/Directors have ensured the Multi Academy Company has adequate insurance cover in place. The Risk Management Plan is constantly reviewed in light of any new information and formally reviewed annually.

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

Educational

The continuing success of the Multi Academy Company 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 Trustees/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. During the Covid-19 restrictions, the company had to find creative ways to deliver quality remote learning and communicate effectively with our local community.

Safeguarding and child protection

The Trustees/Directors continue to ensure that the highest standards are maintained in the areas of selection and monitoring of staff, the operation of safeguarding and child protection policies and procedures, health & safety and discipline. During the COVID-19 period, the Multi Academy Company amended its safeguarding and child protection procedures in line with advice from relevant local authority advisors and other external agencies.

Financial

The Multi Academy Company has considerable reliance on continued Government funding through the ESFA (and Local Authority). In the year, approximately 96% of the Multi Academy Company'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 in to the National Funding Formula for schools.

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

The Trustees/Directors examine the financial health of the Multi Academy Company formally every month, reviewing performance against budgets and overall expenditure by means of regular update reports at all Full Board and Resources and Audit Committee meetings.

At the balance sheet date, the Multi Academy Company had no significant liabilities arising from trade creditors or debtors where there would be a significant effect on the Academy Trust's liquidity.

The Trustees recognise that the LGPS deficit represents a significant potential liability to the Multi Academy Company. However, as the Trustees consider the Multi Academy Company is able to meet its known annual contribution commitments for the foreseeable future, the risk from this liability is minimised.

Staffing

The success of the Multi Academy Company is reliant on the quality of its staff so the Trustees/Directors monitor and review policies and procedures to ensure continued development and training of staff as well as ensuring

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

there is clear succession planning. This strategy continued during the COVID-19 partial closure period.

Failures in governance and / or management

The risk in this area arises from the potential failure to effectively manage the Multi Academy Company's finances, internal controls, compliance with regulations and legislation, statutory returns etc. The Trustees/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.

Fraud and mismanagement of funds

The Multi Academy Company has engaged DRB as its internal auditor to carry out additional checks and perform a program of work aimed at checking and reviewing the financial systems and records as required by the Academies Financial Handbook. All finance staff receive training to keep them up to date with financial practice requirements and to develop their skills in this area.

Fundraising

Emmaus Catholic Multi Academy Company does not employ fundraising agencies, professional fundraisers, street fundraisers, or undertake telephone fundraising programmes. The Company works closely with the respective Parent Teacher Association of each of our academies. Their aim is to foster social interaction through a programme of events that raise funds to support activities at a given academy.

As part of our Catholic ethos and Catholic Social Teaching, we encourage our young people to raise funds for those in need and donate collections to nominated charities. Periodically, the individual academies will organise fundraising events such as for CAFOD. All money collected is counted with two members of staff present. If the PTA, or any such organisation, holds a fundraising event, it is the responsibility of the event organiser to control the funds prior to them being handed to academy staff, after which it is dealt with in accordance with the procedures in the Academy Trust Handbook.

Fundraising is undertaken in line with the Fundraising Regulator's Code of Fundraising Practice and is monitored by the central finance function of the Company. The Multi Academy Company is mindful of the requirement to protect the public, particularly vulnerable people, from unreasonably intrusive or persistent fundraising approaches or undue pressure to donate. Fundraising events are carefully controlled by senior management and are staggered throughout the year to ensure that our community of support is not bombarded with requests.

Covid-19 has continued to have a detrimental impact on our academies' ability to fundraise during the year 2020/21, although we still continued to engage wherever possible in supporting local charities via, for example, donations to local food banks.

No complaints have been received in respect of fundraising activities. In the event of a complaint, the Emmaus Catholic Multi Academy Company Complaints Policy and Procedure would apply.

Streamlined energy and carbon reporting

The Multi Academy Company's greenhouse gas emissions and energy consumption for the year are:

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

Streamlined energy and carbon reporting (continued)

UK Greenhouse gas emissions and energy use data for 1 September 2020 to 31 August 2021	
Energy consumption used to calculate emissions (kWh)	2,548,987.46
Energy consumption break down	
Gas [kwh]	1,886,427
Electricity [kwh]	659,030
Transport Fuel [miles]	3,000
Scope 1 emissions in metric tonnes CO²e	
Gas consumption	345.52
Owned transport – mini-buses	0.88
Total scope 1	346.40
Scope 2 emissions in metric tonnes CO²e	
Purchased electricity	139.93
Scope 3 emissions in metric tonnes CO²e	
Business travel in employee owned vehicles	0.00
Total gross emissions in metric tonnes CO²e	486.33
Intensity ratio Tonnes CO²e per pupil	0.16

Quantification and Reporting Methodology

We have followed the 2019 HM Government Environmental Reporting Guidelines. We have also used the GHG Reporting Protocol – Corporate Standard and have used the 2021 UK Government's Conversion Factors for Company Reporting.

Intensity measurement

CO²e per pupil based on 3,137 students and Total gross emissions in metric tonnes CO²e of 486 tonnes = 0.16 | Tonnes CO²e per pupil

Measures planned to improve energy efficiency

- We are planning to install smart meters across all sites to improve our understanding of energy consumption
- We are looking to procure our electricity from green suppliers
- We plan to an energy audit in our academy and understand the actions we need to take to reduce our carbon footprint

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

Plans for future periods

As stated previously in this report, the detailed MAC strategy is set out in the five year Strategic Plan. The plans for future periods below are outlined in the MAC operational development plan 2021/22:

- All schools to achieve at least in line with national averages at all key stages.
- The Emmaus Learning Journey will be created outlining what a child in an Emmaus MAC school can expect to receive from age 3 – 19.
- Through partnership with the Haybridge Teaching School Hub, Emmaus MAC will continue to offer innovative, high quality teaching programmes which attract a continuous supply of quality teaching staff and improve teaching and learning in our schools.
- Emmaus ICT strategy 2021 – 2024 will be presented to Directors and approved in the Autumn Term 2021. The ICT strategy will take account of lessons learned in relation to remote education during the pandemic.
- The MAC digital footprint will be maximised ensuring a comprehensive, current, appealing and informative brand
- Sustainability will be a key priority in line with the government Carbon Net Zero initiative. This will be reflected in the MAC Estates Management Plan.
- To continue to streamline and embed Emmaus operational processes and new ways of working following MAC growth and preparation for further future growth.
- An Emmaus wellbeing strategy will be created and implemented.
- A talent development and CPD programme is implemented, supporting staff development, to improve the quality of teaching and learning and aid staff retention.

Funds held as custodian on behalf of others

The Multi Academy Company and its Trustees/Directors do not act as Custodian Trustees of any other charity.

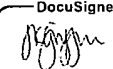
Hagley Catholic High School does, however, hold Post 16 Bursary Funds on behalf of the ESFA, which are distributed to students as required and in line with the terms and conditions of the funds.

Disclosure of information to auditor

Insofar as the Directors are aware:

- there is no relevant audit information of which the charitable company's auditor is unaware, and
- that 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.

The Directors' report, incorporating a strategic report, was approved by order of the Board of Directors, as the company directors, on 6 December 2021 and signed on its behalf by:

DocuSigned by:

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J Griffin
Chair of the Trust Board

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GOVERNANCE STATEMENT

Scope of responsibility

As Trustees/Directors, we acknowledge we have overall responsibility for ensuring that Emmaus Catholic Multi Academy Company 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.

As Trustees/Directors, we have reviewed and taken account of the guidance in DfE's Governance Handbook and Competency Framework for Governance.

The Board of Trustees/Directors has delegated the day-to-day responsibility to the Chief Executive Officer/Catholic Senior Executive Leader, 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 Emmaus Catholic Multi Academy Company and the Secretary of State for Education. They are also responsible for reporting to the Board of Trustees/Directors any material weaknesses or breakdowns in internal control.

Governance

The information on governance included here supplements that information that is described in the Directors' Report and in the Statement of Directors' Responsibilities. The composition of the Board changed during 2020/21 owing to St Catherine of Sienna Catholic MAC joining St Nicholas Owen Catholic MAC from 1 February 2021, now known as Emmaus Catholic MAC. The two Boards had worked closely together since 1 April 2020 via the formation of a Shadow Board.

The Board of Directors has formally met 8 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
J Griffin, Chair	6	8
J Rowe, Vice Chair	8	8
D Finucane	2	2
D Kehoe	7	8
S Horan	8	8
P Parry	8	8
G Taylor-Smith	8	8
F Foley	5	6
M O'Brien	4	6
J Gardner	3	6

The Board of Trustees reviewed the Multi Academy Company's governance structure during the year, prior to the merger between St Nicholas Owen and St Catherine of Siena, to evaluate its impact and effectiveness. A Director profile was created and a skills audit was conducted to ensure that the Board has a wide range of skills that contribute to the successful governance of the Multi Academy Company. The Board is satisfied that the current structure in place is appropriate and effective for Emmaus Catholic MAC. The Board also commissioned an external audit of governance of the Local Governing Bodies across all ten schools by the MAC external school improvement partner who is Ofsted trained and a National Leader in Education. The outcome of these reviews have been built into the MAC-wide and individual School Development Plans for 2021/22.

The Resources and Audit Committee is a sub-Committee of the Board of Trustees/Directors. Its purpose is to provide oversight, guidance and assistance to the Board of Trustees/Directors on all matters related to finance, resources and audit within the Multi Academy Company. The meetings take place in two halves; the Resources Committee meeting whose purpose is to provide oversight, guidance and assistance the Board of Trustees/Directors on all matters related to finance, resources meets first. This meeting is then declared closed and the audit meeting commences. The purpose of the Audit Committee is to maintain an oversight of the Trust's governance, risk management, internal control and value for money framework.

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

GOVERNANCE STATEMENT (CONTINUED)

Governance (continued)

Attendance during the year at meetings was as follows:

Director	Meetings attended	Out of a possible
J Rowe (Chair)	6	6
D Finucane	3	3
D Kehoe	5	6
F Foley	1	3
G Taylor-Smith	6	6
J Gardner	2	3
J Griffin	4	6
M O'Brien	3	3
P Parry	4	6
S Horan (CEO/CSEL & Director until 31 January, 2021)	6	6

The Resources and Audit Committee role for the academic year 2020/21 has included:

- To act as the co-ordinating body for spending committees, preparing and recommending to the Board of Directors an Annual Budget Plan and cash flow forecasts for each academy approval.
- To give consideration to decisions taken at committee/board level and the impact on the academies' financial position.
- To consider the financial implications relative to school improvement plans and priorities.
- To give consideration to approve expenditure items as described in the Scheme of Delegation.
- To annually review the Academy Financial Regulations and Scheme of Delegation.
- To ensure that the Register of Business Interests is kept up to date.
- To ensure that the academies have sound financial controls in place.
- To review appropriate benchmarking data, budget projections, medium/long-term financial plans to ensure that the academies budgets are realistic and sustainable.

Personnel:

- To have knowledge of the number of staff, both teaching and non-teaching and levels of salaries, allowances and enhancements and pay progression within the MAC Improvement Plan.

Pay:

- To draw up a pay policy for recommendation to the Board of Directors and thereafter to review the policy.

Resources:

- To be responsible for the effective use of MAC resources.
- To ensure that purchases of resources conform to best value and financial procedures.
- To carry out an annual review of the use of resources effectively.

The Audit element of the Committee's purpose is to maintain an oversight of the Multi Academy Company's governance, risk management, internal control and value for money framework. It reports its findings annually to the Board of Trustees/Directors and the Accounting Officer as a critical element of the Multi Academy Company's annual reporting requirements. During the year the Resources and Audit Committee reviewed the reports received from Emmaus Catholic Multi Academy Company in relation to the MAC's systems of internal control and the actions undertaken to address the control weaknesses identified.

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

GOVERNANCE STATEMENT (CONTINUED)

Governance (continued)

The Compliance Committee met three times during the year 2020/21 to maintain an oversight of such compliance issues as Health and safety, Estates Management and Safeguarding.

Attendance at meetings of the Compliance Committee during the year was:

Director	Meetings attended	Out of a possible
G Taylor-Smith (Chair)	3	3
D Kehoe	1	3
F Foley	1	2
J Gardner	1	2
M O'Brien	2	2
P Parry	2	3
S Horan (CEO/CSEL & Director until 31 January, 2021)	3	3

The Performance Committee met five times during 2020/21 to maintain oversight of performance and school improvement issues.

Attendance during the year at meetings was as follows:

Director	Meetings attended	Out of a possible
J Griffin (Chair from 1 February 2021)	5	5
C Beech	2	5
D Finucane (Chair until resignation 31 January 2021)	4	4
F Foley	2	2
M O'Brien	1	2
D Kehoe	1	5
S Horan (CEO/CSEL & Director until 31 January, 2021)	5	5

Review of value for money

As Accounting Officer, the Chief Executive Officer/Catholic Senior Executive Leader has responsibility for ensuring that the Multi Academy Company 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 Multi Academy Company's use of its resources has provided good value for money during each academic period, and reports to the Board of Trustees/Directors where value for money can be improved, including the use of benchmarking data where available. The Accounting Officer for the Multi Academy Company has delivered value for money during the year by:

- Challenging providers to give better rates (insurances).
- Comparing prices paid for goods and services across six schools (Service level agreements and larger contracts).
- Reviewing and realignment of staffing structures to ensure that they are delivering effective support and pupil progress.
- Providing MAC wide training events for secure continuity of approach in the teaching of maths across all four schools
- Embedding and building the robustness of financial systems and controls.

Whilst doing this, we have continued to ensure that the goods and services contracted meet the requirements of our Value for Money Statement.

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

GOVERNANCE STATEMENT (CONTINUED)

Review of value for money (continued)

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 ongoing process designed to identify and prioritise the risks to the achievement of the Multi Academy Company's 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 MAC continues to procure the services of an internal audit bi-annually to reassure the Trustees/Directors that all internal controls are being met.

The system of internal control has been in place in Emmaus Catholic Multi Academy Company for the period from 1 September 2020 to 31 August 2021 and up to the date of approval of the annual report and financial statements.

Capacity to handle risk

The Board of Trustees/Directors has reviewed the key risks to which the Multi Academy Company is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Board of Trustees/Directors is of the view that there is a formal on-going process for identifying, evaluating and managing the Multi Academy Company's significant risks that has been in place for the period from 1 September 2020 to 31 August 2021 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Trustees/Directors.

The risk and control framework

The Multi Academy Company'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 Trustees;
- regular reviews by the Resources and Audit Committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes;
- 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 decided to employ DRB as internal auditor.

Since converting to Multi Academy Company status in 2014, the Trustees/Directors have always ensured that internal scrutiny is completed by a body independent of our external auditors. The Board of Trustees/Directors employs DRB as internal auditor who carry out two internal control checks per year

The internal auditor's role includes giving advice on financial matters and performing a range of checks on the Multi Academy Company's financial systems. In particular, the checks carried out in the current year included:

- review of and testing of income recognition and recording systems and procedures
- review of and testing of payroll systems and procedures
- review of and testing of procurement systems and procedures
- review of and testing of bank control procedures
- Review of management information preparation procedures, including information prepared for and presented to the Board of Trustees/Directors.

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

GOVERNANCE STATEMENT (CONTINUED)

The risk and control framework (continued)

On a bi-annual basis, the internal auditor reports to the Board of Trustees/Directors through the Resources and Audit Committee on the operation of the systems of control and on the discharge of the Board of Trustees/Directors' financial responsibilities and prepares an annual summary report to the committee outlining the areas reviewed, key findings, recommendations and conclusions to help the committee consider actions and assess year on year progress.

The internal auditor has delivered their program of work during the year ended 31 August 2021 as planned. While no significant internal control weaknesses were identified from the work completed, the Trustees/Directors and management have developed an action plan to continue to strengthen and improve internal controls over the next twelve months.

Review of effectiveness

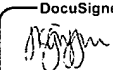
As accounting officer, the Catholic Senior Executive Leader/Chief Executive Officer has responsibility for reviewing the effectiveness of the system of internal control.

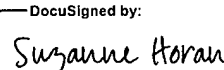
During the year in question the review has been informed by:

- the work of the internal auditor;
- the work of the external auditor;
- the financial management and governance self-assessment process;
- the school resource management self-assessment tool;
- the work of the executive managers within the Company 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 committee and a plan to ensure continuous improvement of the system is in place.

Approved by order of the members of the Board of Directors and signed on their behalf by:

DocuSigned by:

3381D8D48B794E9...
J Griffin
Chair of the Trust Board
Date: 6 December 2021

DocuSigned by:

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S Horan
Accounting Officer

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

STATEMENT ON REGULARITY, PROPRIETY AND COMPLIANCE

As accounting officer of Emmaus Catholic Multi Academy Company I have considered my responsibility to notify the Company Board of Directors and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of all funding received by the Company, under the funding agreement in place between the Company 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 2020.

I confirm that I and the Company Board of Directors are able to identify any material irregular or improper use of all funds by the Company, or material non-compliance with the terms and conditions of funding under the Company's funding agreement and the Academies Financial Handbook 2020.

I confirm that the following instances of material irregularity, impropriety or funding non-compliance discovered to date have been notified to the Board of Directors and ESFA. If any instances are identified after the date of this statement, these will be notified to the Board of Directors and ESFA:

Matter 1:

As referenced in Note 29 the company transacted with Diocesan Education Service, a related party. The company omitted to notify the ESFA ahead of entering into Service Level Agreements totalling £7,759. The company retrospectively notified the ESFA of the transaction in FY2021/22.

DocuSigned by:

EB54296C23FD490...
S Horan
Accounting Officer
Date: 6 December 2021

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

STATEMENT OF DIRECTORS' RESPONSIBILITIES
FOR THE YEAR ENDED 31 AUGUST 2021

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 and 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 of the Charities SORP 2019 and the Academies Accounts Direction 2020 to 2021;
- 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;
- 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 and signed on its behalf by:

DocuSigned by:

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J Griffin
Chair of the Trust Board
Date: 6 December 2021

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

**INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF
EMMAUS CATHOLIC MULTI ACADEMY COMPANY**

Opinion

We have audited the financial statements of Emmaus Catholic Multi Academy Company (the 'charitable company') for the year ended 31 August 2021 which comprise the Statement of Financial Activities, the balance sheet, the statement of cash flows and the related notes, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice), including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Charities SORP 2019 and the Academies Accounts Direction 2020 to 2021 issued by the Education and Skills Funding Agency.

In our opinion the financial statements:

- give a true and fair view of the state of the Company's affairs as at 31 August 2021 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; and
- have been prepared in accordance with the requirements of the Companies Act 2006, the Charities SORP 2019 and the Academies Accounts Direction 2020 to 2021 issued by the Education and Skills Funding Agency.

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 Company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the United Kingdom, including the Financial Reporting Council'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

In auditing the financial statements, we have concluded that the Directors' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the Company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the Directors with respect to going concern are described in the relevant sections of this report.

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF
EMMAUS CATHOLIC MULTI ACADEMY COMPANY (CONTINUED)

Other information

The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. The Directors are responsible for the other information contained within the annual report. 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. 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 course of 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 this gives rise to a material misstatement in the financial statements themselves. 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.

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 Directors' Report including the Strategic Report for the financial year for which the financial statements are prepared is consistent with the financial statements.
- the Directors' Report and the Strategic Report have been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of our knowledge and understanding of the Company and its environment obtained in the course of the audit, we have not identified material misstatements in the Directors' Report including the Strategic Report.

We have nothing to report in respect of the following matters in relation to which 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 Directors' 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 directors' responsibilities statement, the Directors (who are also the directors of the 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 Directors 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 Directors are responsible for assessing the Company'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 Directors either intend to liquidate the Company or to cease operations, or have no realistic alternative but to do so.

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

**INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF
EMMAUS CATHOLIC MULTI ACADEMY COMPANY (CONTINUED)**

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 an auditor's report 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.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

Our assessment focussed on key laws and regulations the Company has to comply with and areas of the financial statements we assessed as being more susceptible to misstatement. These key laws and regulations included but were not limited to compliance with the Companies Act 2006, Charities Act 2011, the Academies Financial Handbook 2020, the Academies Accounts Direction 2020 to 2021, taxation legislation, data protection, anti-bribery and employment legislation.

We are not responsible for preventing irregularities. Our approach to detecting irregularities included, but was not limited to, the following:

- obtaining an understanding of the legal and regulatory framework applicable to the company and how the company is complying with that framework, including agreement of financial statement disclosures to underlying documentation and other evidence;
- obtaining an understanding of the Company's control environment and how the Company has applied relevant control procedures, through discussions with Directors and other management and by reviewing the reports on the internal scrutiny work commissioned by the trust in relation to the year and by performing walkthrough testing over key areas;
- obtaining an understanding of the company's risk assessment process, including the risk of fraud;
- reviewing meeting minutes of those charged with governance throughout the year; and
- performing audit testing to address the risk of management override of controls, including testing journal entries and other adjustments for appropriateness, evaluating the business rationale of significant transactions outside the normal course of business and reviewing accounting estimates for bias.

Whilst considering how our audit work addressed the detection of irregularities, we also considered the likelihood of detection based on our approach. Irregularities arising from fraud are inherently more difficult to detect than those arising from error.

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. This risk increases the more that compliance with a law or regulation is removed from the events and transactions reflected in the financial statements, as we will be less likely to become aware of instances of non-compliance. The risk is also greater regarding irregularities occurring due to fraud rather than error, as fraud involves intentional concealment, forgery, collusion, omission or misrepresentation.

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 auditor's report.

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

**INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF
EMMAUS CATHOLIC MULTI ACADEMY COMPANY (CONTINUED)**

Use of our report

This report is made solely to the charitable Company'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 charitable Company'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 charitable Company and its members, as a body, for our audit work, for this report, or for the opinions we have formed.



Simon Atkins FCA (senior statutory auditor)

for and on behalf of

Cooper Parry Group Limited

Chartered Accountants

Statutory Auditor

One Central Boulevard

Blythe Valley Business Park

Solihull

West Midlands

B90 8BG

16 December 2021

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

**INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO EMMAUS
CATHOLIC MULTI ACADEMY COMPANY AND THE EDUCATION AND SKILLS FUNDING AGENCY**

In accordance with the terms of our engagement letter dated 22 September 2020 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2020 to 2021, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Emmaus Catholic Multi Academy Company during the year 1 September 2020 to 31 August 2021 have been applied to the purposes identified by Parliament and the financial transactions conform to the authorities which govern them.

This report is made solely to Emmaus Catholic Multi Academy Company and ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Emmaus Catholic Multi Academy Company and 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 Emmaus Catholic Multi Academy Company and ESFA, for our work, for this report, or for the conclusion we have formed.

**Respective responsibilities of Emmaus Catholic Multi Academy Company's accounting officer
and the reporting accountant**

The accounting officer is responsible, under the requirements of Emmaus Catholic Multi Academy Company's funding agreement with the Secretary of State for Education dated 1 July 2014 and the Academies Financial Handbook, extant from 1 September 2020, 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 2020 to 2021. 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 year 1 September 2020 to 31 August 2021 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 Framework and Guide for External Auditors and Reporting Accountant of Academy Trusts issued by 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 Company's income and expenditure.

The work undertaken to draw our conclusions included:

- Reviewing the internal control policies and procedures implemented by the Company and evaluating their design and effectiveness to understand how the Company has complied with the framework of authorities;
- Reviewing the minutes of meetings of the Directors, relevant sub-committees and other evidence made available to us, relevant to our consideration of regularity;
- Enquiries of the Accounting Officer, including reviewing the work undertaken by the Accounting Officer in relation to their Statement on Regularity, Propriety and Compliance; and

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

**INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO EMMAUS
CATHOLIC MULTI ACADEMY COMPANY AND THE EDUCATION & SKILLS FUNDING AGENCY
(CONTINUED)**

- Detailed testing of the income and expenditure of the Company based on our assessment of the risk of material irregularity, impropriety and non-compliance. This work was integrated with our audit of the financial statements where appropriate and included analytical review and detailed substantive testing of transactions.

Conclusion

In the course of our work, except for the matters listed below nothing has come to our attention which suggest in all material respects the expenditure disbursed and income received during the year 1 September 2020 to 31 August 2021 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Matter 1:

As referenced in Note 29 the company transacted with Diocesan Education Service, a related party. The company omitted to notify the ESFA ahead of entering into Service Level Agreements totalling £7,759. The company retrospectively notified the ESFA of the transaction in FY2021/22.



Reporting Accountant
Cooper Parry Group Limited
Chartered Accountants
Statutory Auditor
One Central Boulevard
Blythe Valley Business Park
Solihull
West Midlands
B90 8BG

Date: 16 December 2021

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

**STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT)
FOR THE YEAR ENDED 31 AUGUST 2021**

		Unrestricted funds 2021 £000	Restricted funds 2021 £000	Restricted fixed asset funds 2021 £000	Total funds 2021 £000	Total funds 2020 £000
	Note					
Income from:						
Donations and capital grants:	4					
Transfer from existing academy trust		-	(4,743)	116	(4,627)	-
Other donations and capital grants		20	-	139	159	91
Charitable activities	5	15	15,221	-	15,236	10,888
Teaching schools	32	-	33	-	33	-
Other trading activities	6	335	-	-	335	271
Investments	7	-	-	-	-	1
Total income		370	10,511	255	11,136	11,251
Expenditure on:						
Charitable activities	8	391	14,883	272	15,546	11,407
Teaching schools		-	25	-	25	-
Other expenditure	9	-	-	15,767	15,767	-
Total expenditure		391	14,908	16,039	31,338	11,407
Net expenditure		(21)	(4,397)	(15,784)	(20,202)	(156)
Transfers between funds	19	(14)	(390)	404	-	-
Net movement in funds before other recognised gains/(losses)		(35)	(4,787)	(15,380)	(20,202)	(156)
Other recognised gains/(losses):						
Actuarial gains/(losses) on defined benefit pension schemes	26	-	11	-	11	(388)
Net movement in funds		(35)	(4,776)	(15,380)	(20,191)	(544)

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT)
(CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2021

	Unrestricted funds 2021 £000	Restricted funds 2021 £000	Restricted fixed asset funds 2021 £000	Total funds 2021 £000	Total funds 2020 £000
Note					
Reconciliation of funds:					
Total funds brought forward	1,524	(6,249)	16,276	11,551	12,095
Net movement in funds	(35)	(4,776)	(15,380)	(20,191)	(544)
Total funds carried forward	<u>1,489</u>	<u>(11,025)</u>	<u>896</u>	<u>(8,640)</u>	<u>11,551</u>

The Statement of Financial Activities includes all gains and losses recognised in the year.

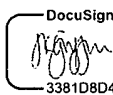
The notes on pages 66 to 98 form part of these financial statements.

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)
REGISTERED NUMBER: 09174154

BALANCE SHEET
AS AT 31 AUGUST 2021

	Note	2021 £000	2020 £000
Fixed assets			
Tangible assets	16	681	16,054
Current assets			
Debtors	17	1,146	442
Cash at bank and in hand		5,496	3,001
		<u>6,642</u>	<u>3,443</u>
Creditors: amounts falling due within one year	18	(1,853)	(983)
Net current assets		4,789	2,460
Net assets excluding pension liability		<u>5,470</u>	<u>18,514</u>
Defined benefit pension scheme liability	26	(14,110)	(6,963)
Total net assets		<u><u>(8,640)</u></u>	<u><u>11,551</u></u>
Funds of the Trust			
Restricted funds:			
Fixed asset funds	19	896	16,276
Restricted income funds	19	3,085	714
Pension reserve	19	(14,110)	(6,963)
Total restricted funds	19	(10,129)	10,027
Unrestricted income funds	19	1,489	1,524
Total funds		<u><u>(8,640)</u></u>	<u><u>11,551</u></u>

The financial statements on pages 62 to 98 were approved and authorised for issue by the Directors and are signed on their behalf, by:

DocuSigned by:

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J Griffin
Chair of the Trust Board
Date: 6 December 2021

The notes on pages 66 to 98 form part of these financial statements.

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 AUGUST 2021

	Note	2021 £000	2020 £000
Cash flows from operating activities			
Net cash provided by operating activities	21	2,906	957
Cash flows from investing activities	22	(411)	2
Change in cash and cash equivalents in the year		2,495	959
Cash and cash equivalents at the beginning of the year		3,001	2,042
Cash and cash equivalents at the end of the year	23, 24	5,496	3,001

The notes on pages 66 to 98 form part of these financial statements

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021

1. General information

Emmaus Catholic Multi Academy Company is a private limited company, limited by guarantee, incorporated in England and Wales and domiciled in England.

The company registration number is 09174154 and the registered office is Hagley Catholic High School, Brake Lane, Hagley, Worcestershire, DY8 2XL.

2. Accounting policies

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

2.1 Basis of preparation of financial statements

The financial statements of the Company, which is a public benefit entity under FRS 102, have been prepared under the historic 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 the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2020 to 2021 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

2.2 Going concern

At the time of signing the accounts the trustees have considered the effect of COVID 19 on the going concern position, and consider that the Academy will continue to operate for a period of at least 12 months from the date of signing these accounts. At the balance sheet date the Academy held significant cash balances. The Academy has significant reserves, enough of which are unrestricted and are sufficient to absorb short-term in year deficits, if required. The financial forecasts prepared show that the Academy will be able to pay its liabilities as they fall due. On this basis the Directors have prepared these financial accounts as a going concern basis.

The Directors consider that the net current assets balance is a more accurate reflection of the financial health of the Company, which was recorded as £4,789,000 at the period end. Revenue reserves are held above the Company's target level.

The Directors do not consider that there are any sources of estimation uncertainty at the reporting date that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next reporting period.

2.3 Income

All incoming resources are recognised when the Company 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 year is deducted from income and recognised as a liability.

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021

2. Accounting policies (continued)

2.3 Income (continued)

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.

- **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 year it is receivable and to the extent the Company has provided the goods or services.

- **Transfer of existing academies into the Company**

Where assets and liabilities are received on the transfer of an existing academy into the Company, the transferred assets are measured at fair value and recognised in the balance sheet at the point when the risks and rewards of ownership pass to the Company. An equal amount of income is recognised for the transfer of an existing academy into the Company within 'Income from Donations and Capital Grants' to the net assets acquired.

2.4 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.

- **Charitable activities**

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

All resources expended are inclusive of irrecoverable VAT.

2.5 Interest receivable

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the Company; this is normally upon notification of the interest paid or payable by the institution with whom the funds are deposited.

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021

2. Accounting policies (continued)

2.6 Taxation

The Company 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 Company is potentially exempt from taxation in respect of income or capital gains received within categories covered by Part 11, chapter 3 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.

2.7 Tangible fixed assets

Assets costing £1,000 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

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:

Depreciation is provided on the following bases:

Long leasehold land	- Over the length of the lease
Long-term leasehold property	- Shorter of 50 years or length of the lease
Furniture and equipment	- Over 5 years
Computer equipment	- Over 3 years
Motor vehicles	- Over 5 years

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.

The Company occupies some land and buildings which are provided to it and owned by the Trustees for the Diocese of Birmingham (the Site Trustees). The Company occupies this land and buildings under the terms of a Supplemental Agreement between the Birmingham Diocesan Board of Education, the Site Trustees and the Company. This Supplemental Agreement, which amounts to a mere licence, provides the Company with the right to use the land and buildings for an indefinite period, subject to a 2-year termination notice period. Having considered the fact that the Company occupies the land and buildings by a mere licence, which transfers to the Company no rights or control over the sites save that of occupying it at the will of the Site Trustees under the terms of the relevant site trust, the Trustees have concluded that the value of the land and buildings occupied by the Company will not be recognised on the balance sheet of the Company from 29 January 2021 when the agreement was signed.

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021

2. Accounting policies (continued)

2.8 Debtors

Trade and other debtors are recognised at the settlement amount after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

2.9 Cash at bank and in hand

Cash at bank and in hand includes cash and short-term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

2.10 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 Company 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.

2.11 Financial instruments

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

Financial assets - trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 17. 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 note 18. 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.

2.12 Operating leases

Rentals paid under operating leases are charged to the statement of financial activities on a straight line basis over the lease term.

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021

2. Accounting policies (continued)

2.13 Pensions

Retirement benefits to employees of the Company 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 Company 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. 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 Company 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 recognised gains and losses.

2.14 Agency arrangements

The multi academy company 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 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 30.

2.15 Fund accounting

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

Designated funds comprise unrestricted funds that have been set aside by the Directors for particular purposes. The aim and use of each designated fund is set out in the notes to the financial statements.

Restricted fixed asset funds are resources which are to be applied to specific capital purposes imposed by the 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.

Investment income, gains and losses are allocated to the appropriate fund.

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021

3. Critical accounting estimates and areas of judgment

Estimates and judgments 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 Company makes estimates 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 or income for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 26, 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 2019 has been used by the actuary in valuing the pensions liability at 31 August 2021. 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.

Tangible fixed assets are depreciated over their economic useful lives taking into account residual values where appropriate. The actual lives of the assets and residual values are assessed annually and may vary depending on a number of factors.

Critical areas of judgment:

The classification of expenditure between restricted and unrestricted funds is deemed as a critical area of judgment as certain expenditure can be applied to both funds. Where this is the case and the amounts in question are considered material the expenditure is apportioned to both funding streams on an appropriate basis.

The Company obtains use of fixed assets as a lessee. The classification of such leases as operating or finance lease requires the Company to determine, based on an evaluation of the terms and conditions of the arrangements, whether it retains or acquires the significant risks and rewards of ownership of these assets and accordingly whether the lease requires an asset and liability to be recognised in the Balance Sheet.

The Company occupies land and buildings held under Church supplemental agreements. Under Church supplemental agreements the Company is permitted occupancy of the premises with a notice period of two years, and no rental is payable under this arrangement. The Directors do not consider that the Company is able to exercise control over the property and therefore the property does not meet the definition of an asset of the Company and has not been recognised as a fixed asset in these financial statements. Accordingly, improvements to property held under Church supplemental agreements are capitalised in the year cost are incurred. The market value of the donated facilities has not been recognised in the financial statements as the Trustees consider that no reliable measure is available.

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021

4. Income from donations and capital grants

	Unrestricted funds 2021 £000	Restricted funds 2021 £000	Restricted fixed asset funds 2021 £000	Total funds 2021 £000	Total funds 2020 £000
Donations					
Transfer from existing academy trust	-	(4,743)	116	(4,627)	-
Donations	20	-	-	20	26
Capital Grants	-	-	139	139	65
Subtotal	<u>20</u>	<u>-</u>	<u>139</u>	<u>159</u>	<u>91</u>
	<u>20</u>	<u>(4,743)</u>	<u>255</u>	<u>(4,468)</u>	<u>91</u>
Total 2020	<u>26</u>	<u>-</u>	<u>65</u>	<u>91</u>	

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021**

5. Funding for the Company's educational activities

	Unrestricted funds 2021 £000	Restricted funds 2021 £000	Total funds 2021 £000	Total funds 2020 £000
DfE/ESFA grants				
General Annual Grant	-	12,397	12,397	9,327
Other DfE/ESFA grants				
Pupil premium	-	589	589	358
Teachers' Pension grant	-	444	444	352
Other DfE Group grants	-	632	632	406
	-	14,062	14,062	10,443
Other Government grants				
Other government grants	-	94	94	52
SEN funding	-	358	358	161
	-	452	452	213
Other income from the Company's educational activities	15	468	483	232
COVID-19 additional funding (DfE/ESFA)				
Catch-up Premium	-	239	239	-
	-	239	239	-
	15	15,221	15,236	10,888
Total 2020	38	10,850	10,888	

Following the reclassification in the Academies Accounts Direction 2020/21 of some grants received from the Department of Education and ESFA, the company's funding for Teachers' Pension grant and Pupil Premium is no longer reported under the Other DfE Group grants heading, but as separate lines under the Other DfE/ESFA grants heading. The prior year numbers have been reclassified.

The academy received £239,000 of funding for catch-up premium and costs incurred in respect of this funding totalled £204,000, with the remaining £35,000 to be spent in 2021/22.

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021**

6. Income from other trading activities

	Unrestricted funds 2021 £000	Total funds 2021 £000	Total funds 2020 £000
Other income	162	162	139
Hire of facilities	69	69	71
Before and after school club	104	104	61
Total 2021	<u>335</u>	<u>335</u>	<u>271</u>

7. Investment income

	Unrestricted funds 2021 £000	Total funds 2021 £000	Total funds 2020 £000
Bank interest	-	-	1
	<u>-</u>	<u>-</u>	<u>1</u>

8. Expenditure

	Staff Costs 2021 £000	Premises 2021 £000	Other 2021 £000	Total 2021 £000	Total 2020 £000
Educational activities:					
Direct costs	9,789	-	665	10,454	7,626
Allocated support costs	2,649	1,182	1,261	5,092	3,781
Teaching school	23	-	2	25	-
Other expenditure (Note 9)	-	-	15,767	15,767	-
Total 2021	<u>12,461</u>	<u>1,182</u>	<u>17,695</u>	<u>31,338</u>	<u>11,407</u>
Total 2020	<u>8,815</u>	<u>1,107</u>	<u>1,485</u>	<u>11,407</u>	

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021

9. Other expenditure

	Restricted funds 2021 £000	Total funds 2021 £000	Total funds 2020 £000
De-recognition of leasehold land and buildings	15,767	15,767	-

10. Analysis of expenditure by activities

	Activities undertaken directly 2021 £000	Support costs 2021 £000	Total funds 2021 £000	Total funds 2020 £000
Educational activities	10,454	5,092	15,546	11,407
Total 2020	7,626	3,781	11,407	

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021

10. Analysis of expenditure by activities (continued)

Analysis of support costs

	Educational activities 2021 £000	Total funds 2021 £000	Total funds 2020 £000
Pension interest	170	170	113
Staff costs	2,649	2,649	1,781
Depreciation	272	272	415
Technology costs	222	222	203
Staff development	35	35	31
Recruitment and support	12	12	3
Maintenance of premises and equipment	406	406	311
Cleaning	188	188	151
Rent and rates	75	75	52
Energy costs	181	181	135
Insurance	60	60	43
Security and transport	4	4	5
Catering	383	383	204
Other support costs	329	329	293
Auditor's remuneration	33	33	10
Professional fees	73	73	31
Total 2021	5,092	5,092	3,781

Included within professional fees are legal and professional costs relating to academy transfers of £30,000 (2020: £Nil) and legal and professional costs relating to all other matters of £43,000 (2020: £31,000).

11. Net expenditure

Net expenditure for the year includes:

	2021 £000	2020 £000
Operating lease rentals	2	5
Depreciation of tangible fixed assets	272	415
Fees paid to auditor for:		
- audit	21	12
- other services	4	6

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021

12. Staff

a. Staff costs

Staff costs during the year were as follows:

	2021 £000	2020 £000
Wages and salaries	8,616	6,256
Social security costs	723	544
Pension costs	2,654	1,751
	11,993	8,551
Agency staff costs	468	264
	12,461	8,815

b. Staff numbers

The average number of persons employed by the Company during the year was as follows:

	2021 No.	2020 No.
Teachers	140	112
Administration and support	184	131
Management	13	11
	337	254

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021

12. Staff (continued)

c. Higher paid staff

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

	2021 No.	2020 No.
In the band £60,001 - £70,000	4	6
In the band £70,001 - £80,000	2	1
In the band £90,001 - £100,000	-	1
In the band £110,001 - £120,000	1	-
	<u>1</u>	<u>-</u>

d. Key management personnel

The key management personnel of the Company comprise the Directors and the senior management team as listed on page 1. 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 Company was £939,000 (2020 £810,000).

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021

13. Central services

The Company has provided the following central services to its academies during the year:

- External audit
- Internal audit
- Accountancy (relating to consolidation of accounts)
- Pension returns and audits
- Academy accounts return
- PS Financials licence
- School improvement programme
- Central staff
- Central office administration (postal costs, photocopying etc)
- Directors' meeting
- ICT services

The Company charges for these services on the following basis:

The Directors set an annual Central Services budget for approved centralised arrangements and costs, as part of the normal annual budget setting process. The total net cost of Central Services are then shared equitably amongst all academies within the Company on a pro-rata basis using a per pupil rate.

The per pupil rate for each financial year is calculated as follows:

- The number of funded pupils (pre and post 16), as set out in the relevant ESFA Annual Funding Statement, for each constituent academy within the Company, is added together to arrive at a sum total of funded pupils within Emmaus Catholic Multi Academy Company.
- The approved Central Services budget/cost for distribution, for the related financial year, is divided by the sum total of funded pupils to arrive at a per pupil rate.
- The annual charge against each individual academy will be the product of the per pupil rate multiplied by the number of pupils funded in their respective ESFA annual funding statement.

The actual amounts charged during the year were as follows:

	2021	2020
	£000	£000
St Ambrose Catholic Primary School	41	40
Hagley Catholic High School	280	262
St Joseph's Catholic Primary School	42	42
St Mary's Catholic Primary School	45	44
Our Lady Fatima Catholic Primary School	45	44
St Wulstan's Catholic Primary School	35	35
St Francis Xavier Catholic Primary School	41	-
St Gregory's Catholic Primary School	44	-
Our Lady and St Hubert's Catholic Primary School	66	-
St Philip's Catholic Primary School	45	-
Total	684	467

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021

14. Directors' remuneration and expenses

One or more Directors has been paid remuneration or has received other benefits from an employment with the Company. The CSEL only receives remuneration in respect of services they provide undertaking the roles of CSEL under their contracts of employment. The value of Directors' remuneration and other benefits was as follows:

		2021	2020
		£000	£000
S Horan (CSEL) (Directorship ended 31 January 2021)	Remuneration	45 - 50	90 - 95
	Pension contributions paid	10 - 15	20 - 25

During the year, retirement benefits were accruing to 1 Directors (2020 - 1) in respect of defined benefit pension schemes.

During the year ended 31 August 2021, no Director expenses have been incurred (2020 - £NIL).

15. Directors' and Officers' insurance

The Company 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 Directors 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 Directors and officers indemnity element from the overall cost of the RPA scheme membership.

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021**

16. Tangible fixed assets

	Long-term leasehold property £000	Furniture and equipment £000	Computer equipment £000	Motor vehicles £000	Total £000
Cost or valuation					
At 1 September 2020	17,869	402	153	28	18,452
Additions	-	479	71	-	550
Acquired on transfer from other Schools	-	305	104	-	409
Disposals	(17,869)	-	-	-	(17,869)
At 31 August 2021	-	1,186	328	28	1,542
Depreciation					
At 1 September 2020	1,964	271	135	28	2,398
Charge for the year	138	96	38	-	272
On disposals	(2,102)	-	-	-	(2,102)
Acquired on transfer from other Schools	-	238	55	-	293
At 31 August 2021	-	605	228	28	861
Net book value					
At 31 August 2021	-	581	100	-	681
At 31 August 2020	15,905	131	18	-	16,054

On 29 January 2021, a Supplemental Agreement between the Birmingham Diocesan Board of Education and the Company was signed which transferred the ownership of the land and buildings to the Diocese of Birmingham (the Site Trustees).

This Supplemental Agreement, which amounts to a mere licence, provides the Company with the right to use the land and buildings for an indefinite period, subject to a 2-year termination notice period. Having considered the fact that the Company occupies the land and buildings by a mere licence, which transfers to the Company no rights or control over the sites save that of occupying it at the will of the Site Trustees under the terms of the relevant site trust, the Trustees have concluded that the value of the land and buildings occupied by the Company will be removed from the balance sheet of the Company.

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FOR THE YEAR ENDED 31 AUGUST 2021

17. Debtors

	2021	2020
	£000	£000
Trade debtors	112	40
Other debtors	560	151
Prepayments and accrued income	474	251
	<u>1,146</u>	<u>442</u>

18. Creditors: Amounts falling due within one year

	2021	2020
	£000	£000
Trade creditors	659	310
Other taxation and social security	212	139
Pension payable	249	161
Other creditors	58	30
Accruals and deferred income	675	343
	<u>1,853</u>	<u>983</u>

	2021	2020
	£000	£000
Deferred income at 1 September 2020	207	144
Resources deferred during the year	224	207
Amounts released from previous periods	(207)	(144)
	<u>224</u>	<u>207</u>

Deferred income at the balance sheet date is represented by grant funds and other educational activities funds received in advance which relate to activities that will be undertaken during the year ending 31 August 2022.

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19. Statement of funds

	Balance at 1 September 2020 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2021 £000
Unrestricted funds						
Designated funds						
Covid-19	100	-	-	-	-	100
Other capital projects	200	-	-	42	-	242
Merger, Central Office & transformation projects	112	-	-	60	-	172
School Improvement Fund	15	-	-	25	-	40
Our Lady of Fatima - capital and other projects	48	-	-	72	-	120
Other curriculum projects	-	-	-	74	-	74
	<u>475</u>	<u>-</u>	<u>-</u>	<u>273</u>	<u>-</u>	<u>748</u>
General funds						
General Funds	<u>1,049</u>	<u>370</u>	<u>(391)</u>	<u>(287)</u>	<u>-</u>	<u>741</u>
Total Unrestricted funds	<u>1,524</u>	<u>370</u>	<u>(391)</u>	<u>(14)</u>	<u>-</u>	<u>1,489</u>

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NOTES TO THE FINANCIAL STATEMENTS
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19. Statement of funds (continued)

	Balance at 1 September 2020 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2021 £000
Restricted general funds						
General Annual Grant (GAG)	714	12,397	(11,449)	1,246	-	2,908
Pupil premium	-	589	(589)	-	-	-
Teachers' pension grant	-	444	(444)	-	-	-
Catch-up premium	-	239	(204)	-	-	35
Teaching School	-	33	(25)	129	-	137
Other DfE/ESFA grants	-	632	(632)	-	-	-
Other government grants	-	452	(447)	-	-	5
Other restricted funds	-	468	(468)	-	-	-
Income inherited on academies joining the MAC	-	1,765	-	(1,765)	-	-
Pension reserve	(6,963)	(6,508)	(650)	-	11	(14,110)
	<u>(6,249)</u>	<u>10,511</u>	<u>(14,908)</u>	<u>(390)</u>	<u>11</u>	<u>(11,025)</u>
Restricted fixed asset funds						
DfE/ESFA Capital Grants	405	200	(157)	404	-	852
Inherited funds	15,871	-	(15,871)	-	-	-
Other capital grants	-	55	(11)	-	-	44
	<u>16,276</u>	<u>255</u>	<u>(16,039)</u>	<u>404</u>	<u>-</u>	<u>896</u>
Total Restricted funds	<u>10,027</u>	<u>10,766</u>	<u>(30,947)</u>	<u>14</u>	<u>11</u>	<u>(10,129)</u>
Total funds	<u><u>11,551</u></u>	<u><u>11,136</u></u>	<u><u>(31,338)</u></u>	<u><u>-</u></u>	<u><u>11</u></u>	<u><u>(8,640)</u></u>

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19. Statement of funds (continued)

The specific purposes for which the funds are to be applied are as follows:

The General Annual Grant funding must be used for the normal running costs of the Multi Academy Company in line with the Trust's charitable objects and the terms and conditions of the Multi Academy Company's funding agreement.

Other grants and income, which include other ESFA / DfE grants (including The pupil premium funding which must be used to support children from families on low income or children in care, Universal Infant Free School Meal grants, Teacher Pay grants and Teachers' Pension grants), Local Authority funding, and other restricted income, are all used in accordance with the specific restrictions of the individual grants and funding provided.

The Pension reserve represents the Local Government Pension Scheme deficit.

Restricted fixed asset funds represent the investment in fixed assets, net of accumulated depreciation, and includes the value of fixed assets transferred to the Multi Academy Company on conversion of the Schools within the Multi Academy Company and the value of fixed assets transferred from academies joining the Multi Academy Company in the current or previous years, together with any capital expenditure funded from restricted or unrestricted funds. Unspent capital grants and capital income are also held in this fund and their use is restricted to the capital projects for which the grant awarded.

£42,000 was designated in the year by the Directors to increase the Other capital projects fund (previously referred to as Hagley Sixth Form Project and Hagley Capital fund), to support the future costs associated with planned developments across the MAC sites.

£74,000 was designated in the year by the Directors to increase the Merger, Central Offices and transformation project fund, to support the future costs associated with planned developments. £14,000 was spent in the year on capital projects and transferred to restricted fixed asset funds.

£25,000 was designated in the year by the Directors to increase the School Improvement Fund, to support the academies with any additional School Improvement needs.

£72,000 was designated in the year by the Directors to increase the Our Lady of Fatima - capital & other project fund, to support the future costs associated with planned developments.

£74,000 was designated in the year by the Directors to establish an Other curriculum project fund, to support the future costs associated with planned developments.

£404,000 was transferred into restricted fixed asset funds, to represent the funding of fixed asset additions from revenue reserves (£14,000 from designated funds, £390,000 from General Annual Grant).

The revenue surplus of £1,765,000 on transfer from other schools joining the MAC was transferred to General Annual Grant (£1,636,000) and Teaching School fund (£129,000) to represent the net fund balances transferred in the period.

Under the funding agreement with the Secretary of State, the Company was not subject to a limit on the amount of GAG it could carry forward at 31 August 2021.

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19. Statement of funds (continued)

Comparative information in respect of the preceding year is as follows:

	Balance at 1 September 2019 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2020 £000
Unrestricted funds						
Designated funds						
Covid-19	-	-	-	100	-	100
Other capital projects	-	-	-	200	-	200
Merger, Central Office & transformation projects	-	-	-	112	-	112
School Improvement Fund	-	-	-	15	-	15
Our Lady of Fatima - capital and other projects	-	-	-	48	-	48
	<u>-</u>	<u>-</u>	<u>-</u>	<u>475</u>	<u>-</u>	<u>475</u>
General funds						
General Funds	<u>1,439</u>	<u>336</u>	<u>(251)</u>	<u>(475)</u>	<u>-</u>	<u>1,049</u>
Total Unrestricted funds	<u>1,439</u>	<u>336</u>	<u>(251)</u>	<u>-</u>	<u>-</u>	<u>1,524</u>

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19. Statement of funds (continued)

	Balance at 1 September 2019 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2020 £000
Restricted general funds						
General Annual Grant (GAG)	251	9,327	(8,864)	-	-	714
Pupil premium	-	1,116	(1,116)	-	-	-
Teachers' pension grant	-	213	(213)	-	-	-
Catch-up premium	-	194	(194)	-	-	-
Pension reserve	(6,221)	-	(354)	-	(388)	(6,963)
	<u>(5,970)</u>	<u>10,850</u>	<u>(10,741)</u>	<u>-</u>	<u>(388)</u>	<u>(6,249)</u>
Restricted fixed asset funds						
Dfe/ESFA Capital Grants	423	65	(83)	-	-	405
Inherited funds	16,203	-	(332)	-	-	15,871
	<u>16,626</u>	<u>65</u>	<u>(415)</u>	<u>-</u>	<u>-</u>	<u>16,276</u>
Total Restricted funds	<u>10,656</u>	<u>10,915</u>	<u>(11,156)</u>	<u>-</u>	<u>(388)</u>	<u>10,027</u>
Total funds	<u>12,095</u>	<u>11,251</u>	<u>(11,407)</u>	<u>-</u>	<u>(388)</u>	<u>11,551</u>

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NOTES TO THE FINANCIAL STATEMENTS
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19. Statement of funds (continued)

Total funds analysis by academy

Fund balances at 31 August 2021 were allocated as follows:

	2021	2020
	£000	£000
Hagley Catholic High School	972	708
Our Lady of Fatima Catholic Primary School	249	321
St Ambrose Catholic Primary School	244	231
St Joseph's Catholic Primary School	228	213
St Mary's Catholic Primary School	475	448
St Wulstan's Catholic Primary School	234	238
St Philip's Catholic Primary School	644	-
St Francis Xavier Catholic Primary School	389	-
St Gregory's Catholic Primary School	239	-
Our Lady and St Hubert's Catholic Primary School	710	-
Central services	190	79
Total before fixed asset funds and pension reserve	4,574	2,238
Restricted fixed asset fund	896	16,276
Pension reserve	(14,110)	(6,963)
Total	(8,640)	11,551

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021**

19. Statement of funds (continued)

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 £000	Other costs excluding depreciation £000	Total 2021 £000	Total 2020 £000
Hagley Catholic High School	3,880	694	294	775	5,643	5,288
Our Lady of Fatima Catholic Primary School	795	150	55	187	1,187	1,158
St Ambrose Catholic Primary School	660	118	40	162	980	933
St Joseph's Catholic Primary School	646	123	52	141	962	946
St Mary's Catholic Primary School	776	131	52	181	1,140	1,067
St Wulstan's Catholic Primary School	580	87	28	148	843	793
St Philip's Catholic Primary School	551	84	27	84	746	-
St Francis Xavier Catholic Primary School	431	91	18	95	635	-
St Gregory's Catholic Primary School	536	83	26	69	714	-
Our Lady and St Hubert's Catholic Primary School	796	158	43	121	1,118	-
Central services	152	459	29	41	681	807
Company	9,803	2,178	664	2,004	14,649	10,992

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**NOTES TO THE FINANCIAL STATEMENTS
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20. Analysis of net assets between funds

Analysis of net assets between funds - current year

	Unrestricted funds 2021 £000	Restricted funds 2021 £000	Restricted fixed asset funds 2021 £000	Total funds 2021 £000
Tangible fixed assets	-	-	681	681
Current assets	1,489	4,938	215	6,642
Creditors due within one year	-	(1,853)	-	(1,853)
Provisions for liabilities and charges	-	(14,110)	-	(14,110)
Total	1,489	(11,025)	896	(8,640)

Analysis of net assets between funds - prior year

	Unrestricted funds 2020 £000	Restricted funds 2020 £000	Restricted fixed asset funds 2020 £000	Total funds 2020 £000
Tangible fixed assets	-	-	16,054	16,054
Current assets	1,524	1,697	222	3,443
Creditors due within one year	-	(983)	-	(983)
Provisions for liabilities and charges	-	(6,963)	-	(6,963)
Total	1,524	(6,249)	16,276	11,551

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2021

21. Reconciliation of net expenditure to net cash flow from operating activities

	2021 £000	2020 £000
Net expenditure for the year (as per statement of financial activities)	(20,202)	(156)
Adjustments for:		
Depreciation	272	415
Capital grants from DfE and other capital income	(139)	(65)
Interest receivable	-	(1)
Defined benefit pension scheme obligation inherited	6,508	-
Defined benefit pension scheme cost less contributions payable	480	241
Defined benefit pension scheme finance cost	170	113
(Increase)/decrease in debtors	(704)	464
Increase/(decrease) in creditors	870	(54)
Fixed assets transferred from existing academy trust	(116)	-
De-recognition of leasehold Land and Buildings held by the Diocese	15,767	-
Net cash provided by operating activities	2,906	957

22. Cash flows from investing activities

	2021 £000	2020 £000
Dividends, interest and rents from investments	-	1
Purchase of tangible fixed assets	(550)	(64)
Capital grants from DfE and other capital income	139	65
Net cash (used in)/provided by investing activities	(411)	2

23. Analysis of cash and cash equivalents

	2021 £000	2020 £000
Cash in hand and at bank	5,496	3,001
Total cash and cash equivalents	5,496	3,001

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**NOTES TO THE FINANCIAL STATEMENTS
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24. Analysis of changes in net debt

	At 1 September 2020 £000	Cash flows £000	At 31 August 2021 £000
Cash at bank and in hand	3,001	2,495	5,496
	<u>3,001</u>	<u>2,495</u>	<u>5,496</u>

25. Capital commitments

	2021 £000	2020 £000
Contracted for but not provided in these financial statements		
Acquisition of tangible fixed assets	<u>135</u>	<u>93</u>

26. Pension commitments

The Company'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 Worcestershire County Council and the West Midlands Pension Fund. Both are multi-employer defined benefit schemes.

The latest actuarial valuation of the TPS related to the period ended 31 March 2016 and of the LGPS 31 March 2019.

Contributions amounting to £249,000 were payable to the schemes at 31 August 2021 (2020 - £161,000) and are included within creditors.

Teachers' Pension Scheme

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pension Scheme Regulations 2014. Membership is automatic for full-time teachers in academies. All teachers have the option to opt-out of the TPS following enrolment.

The TPS is an unfunded scheme to which both the member and employer makes contributions, as a percentage of salary - these contributions are credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

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NOTES TO THE FINANCIAL STATEMENTS
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26. Pension commitments (continued)

Valuation of the Teachers' Pension Scheme

The Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the TPS in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury every 4 years. The aim of the review is to specify the level of future contributions. Actuarial scheme valuations are dependent on assumptions about the value of future costs, design of benefits and many other factors. The latest actuarial valuation of the TPS was carried out as at 31 March 2016. The valuation report was published by the Department for Education on 5 March 2019. The key elements of the valuation and subsequent consultation are:

- employer contribution rates set at 23.68% of pensionable pay (including a 0.08% administration levy)
- total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £218,100 million and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £196,100 million, giving a notional past service deficit of £22,000 million
- the SCAPE rate, set by HMT, is used to determine the notional investment return. The current SCAPE rate is 2.4% above the rate of CPI, assumed real rate of return is 2.4% in excess of prices and 2% in excess of earnings. The rate of real earnings growth is assumed to be 2.2%. The assumed nominal rate of return including earnings growth is 4.45%.

The next valuation result is due to be implemented from 1 April 2023.

The employer's pension costs paid to TPS in the year amounted to £1,323,000 (2020 - £1,025,000).

A copy of the valuation report and supporting documentation is on the Teachers' Pensions website (<https://www.teacherspensions.co.uk/news/employers/2019/04/teachers-pensions-valuation-report.aspx>).

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

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 2021 was £969,000 (2020 - £574,000), of which employer's contributions totalled £810,000 (2020 - £475,000) and employees' contributions totalled £ 159,000 (2020 - £99,000). The agreed contribution rates for future years are 20.3 to 22.6 per cent for employers and 5.5 to 12.5 per cent for employees.

As described in note the LGPS obligation relates to the employees of the Company, who were the employees transferred as part of the conversion from the maintained school and new employees who were eligible to, and did, join the Scheme in the year. The obligation in respect of employees who transferred on conversion represents their cumulative service at both the predecessor school and the Company at the balance sheet date.

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.

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**NOTES TO THE FINANCIAL STATEMENTS
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26. Pension commitments (continued)

Principal actuarial assumptions

	2021	2020
	%	%
Rate of increase in salaries	3.90 - 4.20	3.60
Rate of increase for pensions in payment/inflation	2.80 - 2.90	2.40
Discount rate for scheme liabilities	1.65 - 1.70	1.70

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

	2021	2020
	Years	Years
Retiring today		
Males	21.6 - 22.7	21.9 - 22.6
Females	24.0 - 25.1	24.1 - 25.0
Retiring in 20 years		
Males	23.4 - 24.4	23.8 - 24.2
Females	25.8 - 27.1	26.0 - 27.0

Sensitivity analysis

	2021	2020
	£000	£000
Discount rate +0.1%	(535)	(228)
Discount rate -0.1%	545	233
Mortality assumption - 1 year increase	943	353
Mortality assumption - 1 year decrease	(907)	(341)

Share of scheme assets

The Company's share of the assets in the scheme was:

	2021	2020
	£000	£000
Equities	6,642	2,332
Gilts	594	338
Corporate bonds	443	175
Property	625	249
Cash and other liquid assets	333	208
Derivatives	1,273	527
Total market value of assets	9,910	3,829

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**NOTES TO THE FINANCIAL STATEMENTS
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26. Pension commitments (continued)

The actual return on scheme assets was £1,217,000 (2020 - £210,000).

The amounts recognised in the Statement of Financial Activities are as follows:

	2021 £000	2020 £000
Current service cost	(1,290)	(692)
Past service cost	-	(24)
Interest income	109	58
Interest cost	(275)	(171)
Administrative expenses	(4)	-
Total amount recognised in the Statement of Financial Activities	(1,460)	(829)

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

	2021 £000	2020 £000
At 1 September	10,792	9,484
Current service cost	1,290	692
Interest cost	275	171
Employee contributions	159	99
Actuarial losses	1,097	535
Benefits paid	(62)	(213)
Past service costs	-	24
Transferred in on existing academies joining the trust	10,469	-
At 31 August	24,020	10,792

Changes in the fair value of the Company's share of scheme assets were as follows:

	2021 £000	2020 £000
At 1 September	3,829	3,263
Transferred in on existing academies joining the trust	3,961	-
Interest income	109	58
Actuarial gains	1,108	147
Employer contributions	810	475
Employee contributions	159	99
Benefits paid	(62)	(213)
Administration expense	(4)	-
At 31 August	9,910	3,829

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**NOTES TO THE FINANCIAL STATEMENTS
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27. Operating lease commitments

At 31 August 2021 the Company had commitments to make future minimum lease payments under non-cancellable operating leases as follows:

	2021 £000	2020 £000
Not later than 1 year	1	2
Later than 1 year and not later than 5 years	-	1
	<u>1</u>	<u>3</u>

28. 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.

29. Related party transactions

Owing to the nature of the Company and the composition of the Board of Directors being drawn from local public and private sector organisations, transactions may take place with organisations in which the directors have an interest. All transactions involving such organisations are conducted in accordance with the requirements of the Academies Financial Handbook, including notifying the ESFA of all transactions made on or after 1 April 2019 and obtaining their approval where required, and with the Company's financial regulations and normal procurement procedures relating to connected and related party transactions.

The MAC paid £7,759 (2020: £8,818) to the Archdiocese of Birmingham for support services. These services are deemed to have taken place at cost in line with the prevailing guidance in the Academy Financial Handbook, relating to services to secure the academy trust's religious character and ethos. Please refer to the Accounting Officer's statement on Regularity, Propriety and Compliance, and the Independent Reporting Accountant's Assurance Report on Regularity in relation to the breach of the AFH in respect of the Company's requirement to notify the ESFA of related party transactions ahead of the transaction arising. Further amounts of £780 (£780) were paid to the Archdiocese of Birmingham for rental costs on agreements inherited on conversion to Academy status.

30. Agency arrangements

The multi academy company distributes 16 - 19 bursary funds to students as an agent for the ESFA. In the accounting period ending 31 August 2021 the trust received £18,132 (2020: £14,505) and disbursed £3,392 (2020: £8,045) from the fund. An amount of £30,699 (2020: £15,959) is included in other creditors relating to undistributed funds that is repayable to the ESFA.

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NOTES TO THE FINANCIAL STATEMENTS
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31. Transfer of existing academies into the company

On 31 January 2021 St Catherine of Siena Multi Academy Company transferred its academies and all activities to Emmaus Catholic Multi Academy Company.

The transfer has been accounted for as a combination that is in substance a gift. The assets and liabilities transferred were valued at fair value and recognised in the balance sheet under the appropriate headings with a corresponding net amount recognised as a net expense in the Statement of Financial Activities.

The following table sets out the fair values of the identifiable assets and liabilities transferred and an analysis of their recognition in the SOFA:

	Value reported by transferring trust £000	Transfer in recognised £000
Tangible fixed assets		
Furniture and equipment	70	70
Computer equipment	46	46
Current assets		
Debtors due after one year	175	175
Cash at bank and in hand	2,104	2,104
Liabilities		
Creditors due within one year	(514)	(514)
Pensions		
Pensions - pension scheme assets	3,961	3,961
Pensions - pension scheme liabilities	(10,469)	(10,469)
Net liabilities	<u>(4,627)</u>	<u>(4,627)</u>

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NOTES TO THE FINANCIAL STATEMENTS
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32. Teaching school trading account

	2021	2021
	£000	£000
Income		
Direct income		
Grant funding	13	
Other income		
Teaching income	20	
Total income		33
Expenditure		
Direct expenditure		
Direct staff costs	14	
Other expenditure		
Other staff costs	9	
General expenditure	2	
Total other expenditure	11	
Total expenditure		25
Transfers between funds (inherited on transfer from other schools)		129
Surplus from all sources		137
Teaching school balances at 1 September 2020		-
Teaching school balances at 31 August 2021		<u>137</u>