

**EMMAUS CATHOLIC MULTI ACADEMY COMPANY**

**(A company limited by guarantee)**

**ANNUAL REPORT AND FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 AUGUST 2023**

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

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**EMMAUS CATHOLIC MULTI ACADEMY COMPANY**  
(a company limited by guarantee)

**REFERENCE AND ADMINISTRATIVE DETAILS**

**Members**

Canon. J. Veasey  
E. Kirwan  
J. Francis  
P. Vella  
C. Loughran

**Trustees/Directors**

J Griffin	Chair (Chair of Performance Committee)
J Rowe	Vice Chair (Chair of Resources & Audit Committee)
C Beech	
J Edgecombe	(appointed 14 June 2023)
F Foley	(resigned 11 April 2023)
D Kehoe	(resigned 7 November 2022)
B King	(appointed 26 April 2023)
M O'Brien	(resigned 23 April 2023)
P Parry	(Chair of Compliance Committee)
A Pearce	(appointed 5 June 2023)
G Poole	(appointed 3 January 2023, resigned 11 July 2023)
G Taylor-Smith	(resigned 28 February 2023)

**Company Secretary**

A Hodder

**Executive Leadership Team (at 31 August 2023 unless stated)**

**Chief Executive Officer/Catholic Senior Executive Leader**

Suzanne Horan

**Chief Finance and Operations Officer**

Amanda Hodder

**Principals**

J Hodgson	Hagley Catholic High School
D Simmons	Our Lady of Fatima Catholic Primary School
E Brocklesby	St Ambrose Catholic Primary School, Principal until 31 August 2023; Executive Principal of St Ambrose Catholic Primary School and St Wulstan's Catholic Primary School from 1 September 2023
S Laskey	St Ambrose Catholic Primary School, Head of School 1 September 2023
C Hancox	St Gregory's Catholic Primary School, Interim Principal 1 Jan 2022; substantive Principal from 25 April 2022, resigned 16 April 2023
M Paine	St Gregory's Catholic Primary School, appointed 17 April 2023
G Linford	St Francis Xavier Catholic Primary School, Interim Principal from 5 September 2022 until 31 August 2023
L Marshall	St Francis Xavier Catholic Primary School, appointed 1 September 2023
A Carry	St Joseph's Catholic Primary School, resigned 31 December 2022
A Wilkes	St Joseph's Catholic Primary School, appointed 1 January 2023
O O'Beirne	Our Lady and St Hubert's Catholic Primary School
I Borriello	St Mary's Catholic Primary School
C Hinton	St Philip's Catholic Primary School
K Savage	St Wulstan's Catholic Primary School, retired 31 August 2023)
E Warnett	St Wulstan's Catholic Primary School, Head of School 1 September 2023

**Company name**

Emmaus Catholic Multi Academy Company (name change on 1 February 2021 - previously St Nicholas Owen Catholic Multi Academy Company).

**EMMAUS CATHOLIC MULTI ACADEMY COMPANY**  
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**REFERENCE AND ADMINISTRATIVE DETAILS (CONTINUED)**

**Principal and Registered Office**

Registered Office: Hagley Catholic High School, Brake Lane, Hagley, Worcestershire, DY8 2XL  
Principal Operating Office: 4 Hagley Court North, Level Street, Waterfront East, Brierley Hill, DY5 1XF

**Company Registered Number**

09174154

**Independent Auditor**

Cooper Parry Group Limited, Cubo Birmingham, Office 401, 3<sup>rd</sup> Floor, Two Chamberlain Square, Birmingham, B3 3AX

**Bankers**

Lloyds Bank plc, PO Box 1000, BX1 1LT

**Solicitors**

Winckworth Sherwood  
Minerva House  
5 Montague Close  
London  
SE1 9BB

**EMMAUS CATHOLIC MULTI ACADEMY COMPANY**  
(a company limited by guarantee)

**DIRECTORS' REPORT**  
**FOR THE YEAR ENDED 31 AUGUST 2023**

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 2022 to 31 August 2023. The annual report serves the purposes of both a Trustees' report and a Directors' report, including a strategic report, under company law.

Emmaus Catholic Multi Academy Company operates nine primary schools and one secondary school situated within the local authorities of Birmingham, Dudley, Sandwell and Worcestershire as follows:

**Primary Schools:**

**Our Lady and St Hubert's Catholic Primary School, Oldbury** (Sandwell LA); This school has capacity for 420 pupils and an additional 26 (FT) pupils in nursery. The October 2022 Census recorded 414 pupils on roll, the January 2023 Census recorded 419 pupils on roll and the October 2023 Census recorded 419 pupils on roll. There were 29 children in attendance in Nursery in October 2022, January 2023 and October 2023.

**Our Lady of Fatima Catholic Primary School, Birmingham** (Birmingham LA) has capacity for 210 pupils. The October 2022 census recorded 209 pupils on roll, the January 2023 census recorded 211 pupils on roll and 209 pupils were recorded on roll in the October 2023 census.

**St Ambrose Catholic Primary School, Kidderminster** (Worcestershire LA) has capacity for 210 pupils. The October 2022 census recorded 189 pupils on roll, the January 2023 census recorded 193 pupils on roll and 200 pupils were recorded on roll in the October 2023 census. The previously external onsite Nursery became part of the school from 1<sup>st</sup> September 2023 and had 20 pupils on roll in the October 2023 census.

**St Gregory's Catholic Primary School, Smethwick** (Sandwell LA) has planned 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 2022 Census recorded 241 pupils on roll, the January 2023 Census recorded 238 pupils on roll and the October 2023 Census recorded 235 pupils on roll. In terms of nursery, in October 2022, there were 13 children in attendance, 20 in January 2023 and 22 in October 2023.

**St Francis Xavier Catholic Primary School, Oldbury** (Sandwell LA) has capacity for 210 pupils in Reception to Year 6 and an additional 26 (FT) pupils in nursery. The October 2022 Census recorded 201 pupils on roll, 204 pupils in January 2023 and 192 pupils in October 2023. In terms of nursery, in October 2022, there were 12 children in attendance, 19 in January 2023 and 10 in October 2023.

**St Joseph's Catholic Primary School, Stourbridge** (Dudley LA) has capacity for 210 pupils. The October 2022, January 2023 and October 2023 census' recorded 207 pupils on roll.

**St Mary's Catholic Primary School, Brierley Hill** (Dudley LA) has capacity for 210 pupils. The October 2022 census recorded 200 pupils on roll, the January 2023 census recorded 200 pupils on roll and 199 pupils were recorded on roll in the October 2023 census.

**St Philip's Catholic Primary School, Smethwick** (Sandwell LA) has capacity for 210 pupils and an additional 26 (FT) pupils in nursery. The October 2022 Census recorded 205 pupils on roll, the January 2023 Census recorded 207 pupils on roll and the October 2023 Census recorded 207 pupils on roll. In terms of nursery, in October 2022, there were 19 children in attendance, 25 in January 2023 and 19 in October 2023.

**St Wulstan's Catholic Primary School, Stourport-on-Severn** (Worcestershire LA) has capacity for 210 pupils. The October 2022 Census recorded 159 pupils on roll, the January 2023 Census recorded 153 pupils on roll and the October 2023 recorded 147 pupils on roll.

**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 2022 Census recorded 1,083 pupils on roll, the January 2023 Census recorded 1,087 pupils on roll and the October 2023 recorded 1,112 pupils on roll.

**EMMAUS CATHOLIC MULTI ACADEMY COMPANY**  
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**DIRECTORS' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2023**

The combined planned capacity of all nine primary schools from Reception to Year 6 is 2,100 pupils. The planned capacity of the secondary school is 1,033. The total combined planned 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 2023 was 3,207 compared to 3,212 in January 2023 and 3,181 in October 2022.

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 school 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 school. 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 website, 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**

### **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. 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 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 of approval of this report and the financial statements are included in the Reference and Administrative Details on page 1.

### **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.

### **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/Directors 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.

### **Method of Recruitment and Appointment or Election of Trustees**

The Articles of Association detail the type, number and process of appointing Trustees/Directors. The minimum total number of Trustees/Directors is three but there is no maximum specified (Article 45).

## EMMAUS CATHOLIC MULTI ACADEMY COMPANY

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### DIRECTORS' REPORT (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2023

All Trustees/Directors must, upon appointment, or election, and before exercising any duties, sign a written undertaking to the Diocese of Birmingham Trustees (Birmingham Roman Catholic Diocesan 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 48 to 49 and 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 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. Directors/Trustees recognise the importance of reviewing the effectiveness of the Board and have commissioned an external governance review which will take place during the Autumn Term 2023.

#### **Policies and Procedures Adopted for the Induction and Training of Trustees**

New Trustees/Directors and Local Governing Body members are written to formally on appointment and, in addition to information from the Archdiocese of Birmingham, are provided with copies of such documents as: the Articles of Association, The Master Funding Agreement, The Supplemental Funding Agreement which they will have read and understood. They are given access to a dedicated web portal (Governor Hub) 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.

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.

**EMMAUS CATHOLIC MULTI ACADEMY COMPANY**  
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**DIRECTORS' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2023**

**Organisational Structure**

Emmaus Catholic MAC comprised the following individual academies at 31 August 2023:

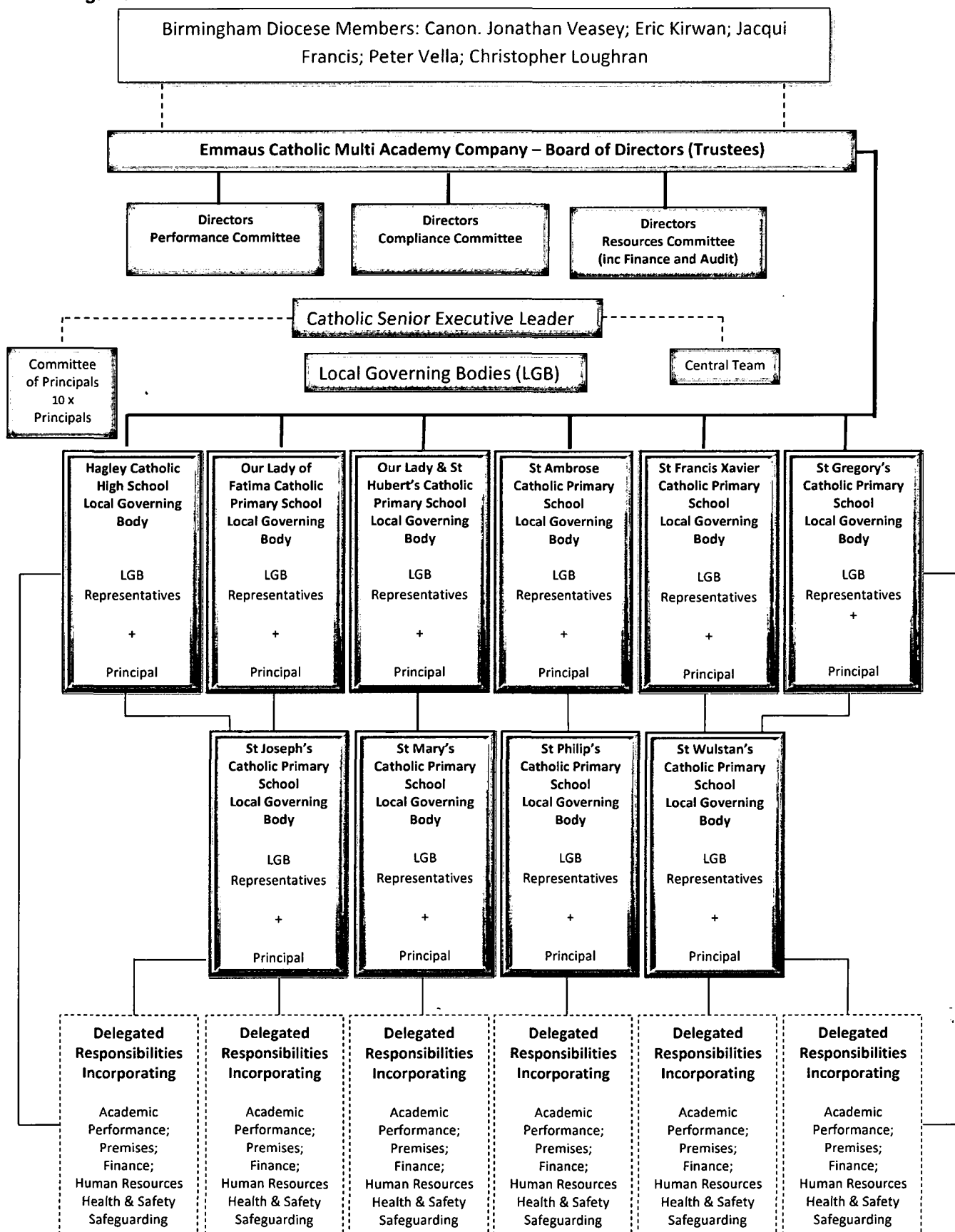
- Hagley Catholic High School, Hagley
- Our Lady and St Hubert's Catholic Primary School, Oldbury
- Our Lady of Fatima Catholic Primary School, Birmingham
- St Ambrose Catholic Primary School, Kidderminster
- St Gregory's Catholic Primary School, Bearwood
- St Francis Xavier Catholic Primary School, Smethwick
- 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, Stourport-on-Severn



**EMMAUS CATHOLIC MULTI ACADEMY COMPANY**  
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**DIRECTORS' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2023**

**Organisational Structure**



**EMMAUS CATHOLIC MULTI ACADEMY COMPANY**  
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**DIRECTORS' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2023**

The work of the Trustees/Directors during 2022/23 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.

During the academic year 2022/23, the Board of Trustees/Directors met at least six times 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/Directors may from time to time establish working groups to perform specific tasks over a limited timescale.

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.

**EMMAUS CATHOLIC MULTI ACADEMY COMPANY**  
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**DIRECTORS' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2023**

**Core Function of the Directors' Subcommittees**

Performance	Compliance	Resource and Audit	
Key Responsibilities			
<ul style="list-style-type: none"><li>• Educational performance</li><li>• Educational standards</li><li>• Professional performance</li><li>• Leadership development and succession</li></ul>	<ul style="list-style-type: none"><li>• Legal, regulatory, statutory and contractual compliance</li><li>• Effectiveness of governance</li><li>• Buildings and grounds</li><li>• Health, Safety and Wellbeing</li><li>• Risk recognition and management</li></ul>	<ul style="list-style-type: none"><li>• Financial Planning</li><li>• Financial Performance</li><li>• Financial Management</li><li>• Risk Management</li><li>• Personnel/HR</li></ul>	<ul style="list-style-type: none"><li>• Internal Control</li><li>• Value for Money</li><li>• Audit</li><li>• Contracts</li><li>• Asset Management</li></ul>

Core Functions To:			
<ul style="list-style-type: none"> <li>• consider the Catholic character of Emmaus Catholic Multi Academy Company schools and make recommendations to sustain, nourish and develop it further in line with the Catholic Schools' Inspection framework</li> <li>• consider the schools' performance [attainment /pupil progress/ safeguarding/ Ofsted/CSI gradings] and to assess their implications for the Company</li> <li>• contribute to the formulation of each School Development / Improvement Plan with due consideration of financial priorities and stated aims and objectives of the Company</li> <li>• make recommendations to the Board and to the individual Local Governing Bodies on issues relating to the educational character and mission of member schools</li> <li>• receive and consider reports from the CSEL as internal SIP and any other appointed School Improvement Partners and to oversee the implementation of their recommendations and to review, in conjunction with the relevant LGB, CSEL and Principal, their impact</li> <li>• have strategic oversight of standards and performance across all Emmaus Catholic Multi-Academy Schools including the following aspects:- <ul style="list-style-type: none"> <li>&gt; Achievement and Progress for all groups of learners</li> <li>&gt; Disadvantaged, Gifted &amp; Talented and Disabled &amp; Special Educational Needs Learners</li> <li>&gt; Whole School Reviews (External and Internal)</li> <li>&gt; Progress and Achievement data at all levels: external and, as appropriate, internal</li> <li>&gt; Ofsted and CSI Inspections and reports</li> <li>&gt; School Development / Improvement Plans</li> <li>&gt; School Profiles and Self Evaluations</li> <li>&gt; Staff, Parent and Learner Questionnaires</li> <li>&gt; Target Setting for End of Key Stage</li> <li>&gt; Statutory Testing / Public Examinations</li> <li>&gt; Curriculum and Assessment policies and practice</li> <li>&gt; Reporting to parents</li> </ul> </li> <li>• ensure the induction of all new staff is professionally and rigorously carried out</li> <li>• ensure that the professional needs of all staff are being properly addressed</li> <li>• oversee the annual performance management processes for the CSEL and for Principals as delegated to the CSEL</li> <li>• ensure all relevant communications are maintained by the MAC with the communities it serves</li> </ul>	<ul style="list-style-type: none"> <li>• ensure compliance with safer recruitment procedures</li> <li>• ensure appropriate consultation with recognised trade unions and other recognised representatives</li> <li>• ensure health and safety compliance with current regulation and company policy</li> <li>• ensure compliance with statutory and regulatory maintenance of buildings and equipment</li> <li>• ensure relevant and effective communication with the communities served</li> <li>• ensure a unified approach is applied to communications with the media</li> <li>• review Company policies and advise schools and LGBs as required</li> <li>• monitor the effective and consistent implementation of Company policies and procedures</li> <li>• monitor the effectiveness of schools and LGBs in promoting effective safeguarding and child protection policies and procedures</li> <li>• review and monitor the Company risk register reporting any major issues to the BoD</li> <li>• monitor and advise LGBs on risk management</li> <li>• monitor the Company's compliance with regulations together with adherence to both Charity and Company law</li> </ul> <p><b>Safeguarding</b></p> <ul style="list-style-type: none"> <li>• review the Company strategy and action plan and make recommendations to the BoD as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• consider indicative grant funding to assess its implications for the Company</li> <li>• perform the initial review of the annual budget and make recommendation to the BoD</li> <li>• contribute, to the formulation of each School Development Plan</li> <li>• receive and make recommendations on budget headings to be adopted each year, including the level and use of reserve funds</li> <li>• monitor and review expenditure to ensure compliance with financial plans and the regulations</li> <li>• liaise with and receive reports from the other Committees and to make recommendations</li> <li>• monitor and review financial policies &amp; procedures</li> <li>• review the Draft Statutory Annual Financial Statement and Reports and recommend for acceptance</li> <li>• receive Internal Audit / Responsible Officer reports and to recommend corrective actions to the BoD</li> <li>• make recommendation to the BoD in respect of capital expenditure</li> <li>• approve the awarding of any contracts or purchase orders over limits defined within the financial regulations</li> <li>• ensure that the Company receives value for money from all goods and services procured or contracted</li> <li>• monitor the integrity of the financial statements of the Company</li> <li>• consider and advise the BoD on the Company's annual and long-term audit programme</li> <li>• to make recommendations regarding the appointment, reappointment and removal of the external auditor</li> <li>• discuss with the external auditor the nature and scope of each audit and the findings of the audit once completed</li> <li>• consider all relevant reports by the Accounting Officer</li> <li>• monitor the implementation of action to address adverse control findings</li> <li>• review the effectiveness of the Company's internal control system</li> <li>• review the operation of the Company's codes of practice</li> <li>• contribute to the continuing development of workforce and human resource strategies that support the company's strategic objectives</li> <li>• ensure that the company is fraud aware and maintains extreme vigilance against fraud</li> <li>• monitor fraud and attempted fraud, and to ensure appropriate zero tolerance action is taken in response</li> </ul>	

**EMMAUS CATHOLIC MULTI ACADEMY COMPANY**  
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**DIRECTORS' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2023**

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 school (Executive) Principals and such central team staff as the Chief Finance and Operations Officer. The Catholic Senior Executive Leader/Chief Executive Officer line manages some of the Central Team staff and the (Executive) Principals in each of the ten schools. The Senior Leadership Team (SLT) of individual schools, generally comprises (Executive) Principal, Head of School or Vice Principal and each school Business Manager/Partner where applicable.

The Catholic Senior Executive Leader/Chief Executive Officer works on behalf of the Trustees/Directors to ensure that the strategic vision of the Multi Academy Company is realised. The Catholic Senior Executive Leader/Chief Executive Officer, as the Multi Academy Company's Accounting Officer, has overall responsibility for the day-to-day financial management of the Multi Academy Company. The Catholic Senior Executive Leader/Chief Executive Officer is also directly responsible for development progress and attainment of pupils within the MAC and works collaboratively with leaders, staff and pupils in the ten schools on improving quality of education including teaching and learning, curriculum, assessment and outcomes. 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 schools 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/CSI 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.

**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. Details of Trustees'/Directors' remuneration and expenses are disclosed in note 13 of the financial statements respectively.

The pay of the senior management team is reviewed annually by the Board of Trustees/Directors' Pay Committee in line with the Multi Academy Company's pay and remuneration policy, by reference to published pay scales for both teaching and administrative support staff and, where applicable, by reference to available information on similar roles in other similar sized Academy Trusts and advice from the MAC external HR provider.

**Trade Union Facility Time**

**Relevant union officials**

Number of employees who were relevant union officials during the relevant period	Full-time equivalent employee number
6	5.4

**Percentage of time spent on facility time**

Percentage of time	Number of employees
0%	6
1%-50%	0
51%-99%	0
100%	0

**EMMAUS CATHOLIC MULTI ACADEMY COMPANY**

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**DIRECTORS' REPORT (CONTINUED)  
FOR THE YEAR ENDED 31 AUGUST 2023****Trade Union Facility Time (continued)****Percentage of pay bill spent on facility time**

Total cost of facility time	£152.67
Total pay bill	£13,640,894.66
Percentage of total pay bill spent on facility time	0.001%

**Paid trade union activities**

Time spent on paid trade union activities as a percentage of total paid facility time hours	100%
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**Related Parties and Other Connected Charities and Organisations**

The Board of Directors, Local Governing Body members, executive and senior leaders complete a pecuniary interest and related party declaration on an annual basis which sets out any relationship with the MAC that is not directly related to its duties as a Board/LGB member or executive/senior leader. Each person is required to declare a potential 'conflict of interest' if it arises between such declarations. Once such a declaration is made, the person takes no further part in any decision relating to the matter declared.

Owing to the nature of the MAC and the composition of the Board of Directors being drawn from local public and private sector organisations, transactions may take place or there may be a relationship with organisations in which the Directors have an interest. A Register of Interests is, therefore, included on the Emmaus Catholic MAC website and individual school websites.

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. The MAC has a relationship with Haybridge Teaching School Hub and the Catholic Senior Executive Leader/Chief Executive Officer sits on the Strategic Board.

The Archdiocese of Birmingham including the Diocesan Education Service is a related party with whom transactions are undertaken. The transactions support school improvement including development of the religious character/nature of the schools.

**Engagement with Employees (including Disabled Persons)**

Emmaus Catholic MAC recognises that effective and regular communication with employees is essential for both the efficient operation of the company and positive employee relations. Therefore, all staff are regularly briefed by senior leaders through face-to-face meetings, employee email and regular bulletins and trade unions, as appropriate to the issue and setting.

All updated or new policies relating to staff are accessible to all employees via 'Every', the company policy management system and staff are required to sign electronically to confirm that they have read, understood, and will comply with the relevant policies.

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 setting 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, 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. Applications for employment by disabled persons are always fully considered, bearing in mind the aptitudes of the applicant concerned.

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**DIRECTORS' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2023**

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.

**Engagement with Suppliers, Customers and Others in a Business Relationship with the Trust**

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 2023. This is reflected in the Emmaus Strategic Plan 2021 – 2026 and the Emmaus Operational Development Plan 2022-2023.

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 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**

**Objects and Aims**

The principal object and aims of Emmaus Catholic Multi Academy Company are specifically restricted to the following: to advance for the public benefit education in the United Kingdom, in particular but without prejudice by establishing, maintaining, carrying on, managing and developing Catholic schools, offering a broad range of curriculum and conducted as Catholic schools in accordance with the code of Canon Law of the Latin Church and the doctrinal social and moral teachings of the Catholic Church. We follow the directives and policies issued by the diocesan bishop to ensure that the formation, governance and education of our Multi Academy Company schools are based on the principles of Christian 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.

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### **DIRECTORS' REPORT (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2023**

For the academic year 2022/23, the mission, vision and values of the MAC continued to be 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.

**Values:**

<b>Believe</b>	Christ and the teaching of the Catholic Church are at the centre of all we do. We believe there is no limit to what, with Christ, we can attain.
<b>Achieve</b>	We encourage our staff and young people to: be curious about the world, embrace new ideas, meet challenges and aspire to reach the highest standards.
<b>Sustain</b>	As responsible stewards of our people, resources and environment, we promote sustainability to preserve Catholic education and protect our communities.
<b>Share</b>	We work collaboratively, with integrity and respect, to share expertise, training opportunities and best practice for the benefit of all.
<b>Serve</b>	We recognise the Christian call to serve within our schools and wider communities. By caring for others and putting their needs first, we acknowledge the gifts God has given us and recognise Christ in those we meet.

Along with our mission and vision, our values drive our culture and strategic approach as set out at MAC wide level through the Strategic Plan and Operational Development Plan and at individual school level via the School Development Plan (SDP). Each school 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 relevant school.

**Public Benefit**

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

Examples of additional activities offered within our local communities during the academic year 2022/23 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.

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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**

As of 1 October 2023, the MAC is in its ninth year of operation since conversion to a Multi Academy Company, having grown to a MAC of 10 schools on 1 February 2021 and re-branded as Emmaus Catholic Multi Academy Company.

The MAC takes every opportunity to respond and adapt to the ever-changing educational landscape and is committed to continuous improvement, looking inward to secure wise development and outward to seize innovation to make a positive difference to the children and families we serve. Continuous school improvement is achieved in a number of ways, including improvement planning, review meetings, continuous professional development and formation (CPDF), lesson observations, learning walks and drop-ins, performance management, coaching and mentoring, self-evaluation, data analysis and action planning. There are an increasing number of cross-MAC school improvement initiatives in operation to add capacity, expertise and consistency to our various teams of colleagues. 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.

The Central Team structure, together with operating systems and processes, are under constant 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 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 2022/23, the MAC has continued to focus on its strategic priorities and an unrelenting focus on teaching and learning, particularly the continued recovery of lost learning as a result of the pandemic and the adaptation of the curriculum in line with the contextual needs of each school. Over the year, each school was allocated four School Improvement visits with our external School Improvement Partner who validated each 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.

**Key Performance Indicators**

There were four Ofsted inspections conducted in Emmaus primary schools during the academic year 2022/23. St Ambrose, St Joseph and St Mary's Catholic Primary Schools continue to be judged as 'Good' schools whilst St Wulstan's was judged as Requires Improvement (RI) for Quality of Education and Leadership and Management which resulted in an overall grading of RI. The MAC has taken immediate and rapid action to address this. In addition, owing to the retirement of the previous Principal, from September 2023, a different leadership structure has been put in place. The Principal of St Ambrose has been appointed as Executive Principal over St Wulstan's and St Ambrose and is using capacity and expertise from both schools, in addition to external curriculum experts, to improve the Quality of education in all subjects at St Wulstan's to solidly Good. As outlined below, St Ambrose was judged as a Good school in its Section 5 inspection in November 2022.

Progress continues to be made at St Francis Xavier as it moves forward on its school improvement journey from Requires Improvement to Good. During the academic year 2022/23 an Interim Principal and Vice Principal supported the school and, with additional capacity provided via the MAC and DfE Trust School Improvement Programme, began addressing the Ofsted recommendations. From September 2023, further stability has been brought to the school as a result of the appointment of a substantive Principal and Vice Principal who have made transformative changes to the school within a very short timescale. Whilst a 'snapshot in time' the recent School Improvement Visit in October 2023 by our external SIP, who is an NLE and Ofsted trained, judged all aspects of the visit as Good in line with the current Ofsted framework.



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The data below shows the current grading of each of our schools and the date of the most recent published inspection reports:

<b>Academy</b>	<b>Date of Inspection</b>	<b>Ofsted Grading</b>
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 Ambrose Catholic Primary School	November 2022	Good
St Francis Xavier Catholic Primary School	March 2022	Requires Improvement
St Gregory's Catholic Primary School	March 2019	Outstanding
St Joseph's Catholic Primary School	February 2023	Good
St Mary's Catholic Primary School	March 2023	Good
St Philip's Catholic Primary School	May 2018	Good
St Wulstan's Catholic Primary School	November 2022	Requires Improvement

During the academic year 2022/23, our Lady of Fatima Catholic Primary School, St Mary's Catholic Primary School and Hagley Catholic High School all received a Catholic School Inspection (CSI). All three schools achieved a 'Good' overall judgement with seven out of nine categories judged to be Outstanding.

**Individual School Achievements:**

The summary below outlines an evaluation of each school's key achievements against its 2022/23 School Development Plan:

**Hagley Catholic High School:**

<b>Target</b>	<b>Achievement</b>	<b>Impact</b>
<b>Catholic Life</b>		
Develop an ethos of encounter and accompaniment; ensuring every contact is an opportunity to live out the Emmaus story.	Common thread in all Principal speeches, presentations. Training with staff on encounter and accompaniment. New Wall art in reception.	Outstanding judgement in CSI April 2023 (see CSI report on HCHS website).
Increase and improve student ability to articulate mission, Catholic social teaching and virtues and values.	Outstanding judgement in CSI April 2023.	Outstanding judgement in CSI April 2023 (see CSI report on HCHS website).
Collaboration with leaders of different subjects to make connections across the curriculum to Catholicism.	Outstanding judgement in CSI April 2023.	Outstanding judgement in CSI April 2023 (see CSI report on HCHS website).
<b>Collective Worship</b>		
Ensure students are able to better recognise the influence of prayer and liturgy on curriculum and school life.	Outstanding judgement in CSI April 2023.	Outstanding judgement in CSI April 2023 (see CSI report on HCHS website).
Develop department prayers to be said at end of every school day.	All departments have developed new dept prayers. All prayers are published in every subject related classroom.	Outstanding judgement in CSI April 2023 (see CSI report on HCHS website).
Develop more explicit CPD for staff on the centrality of prayer and liturgy in the life of the school.	CPD on leading prayer held three times in year including carousel of modelling prayer in school led by RE team.	Outstanding judgement in CSI April 2023 (see CSI report on HCHS website).
<b>RE</b>		
Develop student recall in speaking about what they have learned, demonstrating curiosity and deep learning.	Opportunities built into lessons. Student voice held routinely in RE.	Outstanding judgement in CSI April 2023 (see CSI report on HCHS website).
Develop greater flexibility in planning to respond to students' current assessment.	New trackers in place to monitor outcomes and adapt planning accordingly.	Outstanding judgement in CSI April 2023 (see CSI report on HCHS website).

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	Increase in team planning within dept. Collaboration across 2 other secondaries on shared planning for new KS3 curriculum.	
<b>Leadership &amp; Management</b>		
Continue to develop a program of challenge and scrutiny in Middle Leader Quality Assurance.	Far more rigorous programme of line management in place to include centralised agendas and monitoring documents for quality assurance by SLT. Programme of dept quality assurance now in place across the school by dept leads.	Annual review meeting with SLT QoE leads has found a greater knowledge and understanding of dept priorities, performance, strengths and areas for development.
Continue to ensure Governor engagement, challenge and scrutiny is maximised.	Full membership of LGB and all LGB members have now completed at least one school visit this year and completed reports on visits.	Outstanding judgment in all areas of Leadership and Governance in CSI April 23.
Develop a system of online Appraisal through Arbor to include lesson observation.	All support staff appraisal is now completed in Arbor with targets set and reviews completed in Arbor.	Faster more efficient and user friendly system that allows for closer scrutiny and QA.
Create and develop new opportunities to promote a positive culture of staff wellbeing.	New Emmaus initiatives brought in this year to include: PPA at home; New dress code, wellbeing and communication policy footer on all emails.	74 requests (over 100 hours) for PPA at home granted since February, staff voice is overwhelmingly positive about new initiatives, poor wellbeing related absence is low.
Ensure a comprehensive and inclusive range of recovery initiatives are in place.	Growth in volume of interventions to include more online tutoring, additional face to face hours of intervention in school, interventions are tracked in Arbor.	Over 2,000+ hours of intervention completed this year. GCSE outcomes to follow.
<b>Quality of Education</b>		
Ensure opportunities for modelling and scaffolding are more explicit in Schemes of Work and observed in lessons.	Routine CPD built in throughout the year to explore techniques. SoWs now identify opportunities for modelling and scaffolding.	Lesson observations and learning walks across year identify strengths in modelling and scaffolding. 89% of all lessons observed showed effective use of modelling. 87% of all lessons observed showed effective use of scaffolding (73% last year).
Develop a new whole school feedback, assessment and homework policy.	Collaborative work with Curriculum Leadership Team to develop new policies in all areas throughout year. New policies all in place by end of academic year.	Feedback and assessment policies redrafted to ensure greater impact on outcomes and reduced workload. Greater consistency across all depts of policies.
Build horizontal and diagonal sequencing across the curriculum to include Catholic Social Teaching and British Values.	Guidance shared on identifying CST in curriculum areas. Audit of CST across the curriculum held.	CSI April 23 report is overwhelmingly complimentary about CST and its place across the curriculum and around school.
Sequenced learning journey visuals are in place for all curriculum areas.	Learning journey visuals developed for all depts and displayed in all classrooms and online.	Learning journey visuals are used to direct and explain sequences of learning and as a teaching aid.
Ensure that the intervention strategies in place have broad impact for all groups of learners.	Mid-year reports suggest that target groups are making improved progress in Y11 English as a result of tutoring.	Impact to be seen in GCSE outcomes.
Ensure a robust structure for the provision for SEND students is in place that maximises access and outcomes.	New ILSPs in place for all SEND learners and pinned in Arbor. All Access arrangements published in Arbor. Increased specialism in SEND team with appointment of HLTA.	All staff can access ILSPs more readily and thus apply strategies. Successful Access Arrangements audit. In-house intervention and targeted provision has increased.
<b>Behaviour &amp; Attitudes</b>		
Ensure Whole School attendance returns to pre-pandemic levels.	Revised target for WSA to be at least 2.5% above national average (Jan 23). Attendance clinics routinely held. Tracking in Arbor of target groups.	WSA at Whitsun 2023 - 93.3% (NA 90.8%).
Reduce persistence absence to be below pre-pandemic national average.	Revised target for PA to be at least 2.5% below national average (Jan 23).	PA at Whitsun 2023 - 19.3% (NA 27.5%).

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	Attendance clinics routinely held. Tracking in Arbor of target groups.	
Develop a more visible diversity and anti-bullying culture to include an anti-racism charter.	Anti-racism workshops held in school with students. Student led anti-racism assemblies held.	New antiracism charter agreed by students and published. Incidents of racism are very low.
<b>Personal Development</b>		
Ensure that an understanding of British Values is underpinned by more explicit learning opportunities.	Students are voting in year groups for their Lenten charities (democracy). Assemblies on Holocaust Memorial linked to mutual respect and tolerance. Assemblies on Ramadan linked to mutual respect and tolerance.	Students have a greater understanding of BV. Opportunities to explore BV are more routinely built into framework of school life.
Create wider opportunities to celebrate diversity through multi faith events.	Non-Christian faith events built into school calendar. Muslim students held talks and assemblies about their faith and visited feeder primaries. Prayer spaces for Ramadan now created in school.	Students have a greater knowledge and understanding of wider faith within our community. Lots of recognition from families for developing prayer space in Ramadan.
Develop a broader range of inclusive enrichment opportunities that build cultural capital.	Increased number of trips and residential in year to include, but not limited to: Sixth form team building day. Y7 outward bounds day. RSC theatre trip. Y9 Soli House residential. Y9 Warhammer trip. Growth of DofE numbers. And the return of Auschwitz, Sicily, London and skiing for 23/24.	All year groups have at least one residential per year that they can be part of. All year groups have at least one cultural capital experience that they can be part of.
<b>Sixth Form</b>		
Build a stronger culture of accountability around Sixth Form recruitment, retention and results.	All Y11 students attend 6th form taster day. Y11 Sixth Form taster afternoons held. Revamped Sixth Form Open Evening developed.	Sixth Form applications increase to circa 150. 120 applications are viable. 150+ families attend Open Evening.
Ensure provision for Core RE is in line with Diocesan Directives.	New Core RE programme developed and delivered this year. Year 12 attendance for core RE in line with whole year group attendance.	Confirmed as met in CSI Report April 23.
Ensure that work experience is a compulsory part of the curriculum for Year 12.	Work experience built into calendar and relaunched for Year 12. New Careers advisor monitoring and tracking.	80% confirmed to complete one weeks work experience.
Broaden the enrichment provision on Wednesday afternoon.	New additions to enrichment curriculum to include mindfulness sessions on Wednesday afternoons.	Students have a broader selection of activities to engage in in their downtime from academic study.

**Our Lady and St Hubert's Catholic Primary School:**

Target	Achievement	Impact
<b>Catholic Life</b>		
To help pupils to understand and embrace the distinctive Catholic identity, charism, and mission of our school, ensuring that they understand its great value and can tell its unique story as part of the local and universal Church. Our children's active participation significantly enhances the Catholic life and mission of the school.	Pupils have successfully articulated the core principles and values of the Catholic faith: Most pupils can demonstrate a comprehensive understanding of the Catholic identity, charism, and mission of the school by effectively communicating its core principles and values. LBG Governor visits. BDES Advisor has reviewed school practices.	Pupils' understanding and embracing of the Catholic identity led to increased active participation in Catholic practices. They eagerly engage in sacraments, prayer, and liturgical celebrations, fostering a vibrant and meaningful Catholic life within the school.

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	RE Lead has presented to Governors and responded to challenging questions.	
To ensure we celebrate the presence of those from various cultures and belief traditions, going the extra mile to understand their needs and enable them to live and pray in fidelity to their own commitments.	Use of Padlet has effectively captured the prayer life of a wide range of children from around our school at home. Active involvement in prayer groups and spiritual retreats: Pupils actively join prayer groups and spiritual retreats offered by the school. They engage in group prayer, reflection, and discussions, creating a supportive environment for spiritual growth and fostering a sense of community within the school.	Pupils are nurturing a personal prayer life. Pupils are actively involved in prayer groups and spiritual retreats encourages pupils to develop and maintain a personal prayer life. Pupils have learnt different forms and styles of prayer, receive guidance on deepening their prayer practice, and gain inspiration from the shared experiences of others, leading to a more meaningful connection with God.
To enable our pupils to take a leading role in responding to the demands of Catholic Social Teaching and to be proactive in finding ways of responding, locally, nationally, and globally. To ensure our children can clearly articulate the theology underpinning their actions and to provide extensive, creative, and high-quality opportunities for the spiritual and moral development of the staff.	Integration of Catholic Social Teaching across the curriculum. Pupils have seen the integration of Catholic Social Teaching principles throughout their academic studies. Teachers have incorporated these principles into various subjects, fostering a holistic approach to education that helps pupils connect their learning to real-world issues and challenge.	Pupils have become empowered leaders who actively engage in addressing social issues guided by Catholic Social Teaching. Pupils demonstrate a strong sense of social responsibility and take initiative to create positive change in their communities.
To develop the chaplaincy of our school, its leadership roles for the pupils and to participate in the opportunities provided by the school.	Seesaw demonstrates mostly consistent practice of Prayer in the classroom. Children know a range of traditional prayers and can talk about their experiences in the classroom.	Pupils are nurturing a lifelong faith journey. The chaplaincy, with its leadership roles for pupils and the opportunities it provides, helps nurture a lifelong faith journey. Pupils who actively engage with the chaplaincy and participate in its offerings develop a strong foundation of faith and values that can sustain them throughout their lives.
<b>Collective Worship</b>		
Staff, including senior leaders, are inspiring models of exemplary practice to other staff and pupils as participants in and leaders of prayer and liturgy.	The Principal and Vice Principal have regularly led high quality assemblies for the children throughout the year. The RE Lead has led assemblies, retreats and insets for parents and children this year, receiving excellent feedback from parents (and children).	Staff members' active participation in and leadership of prayer and liturgy has a significantly positive impact on both the school community and individuals within it. Staff have provided inspiring examples, devotion, and commitment to prayer and liturgy contribute to a strong sense of community, spiritual growth, and the formation of a positive and inclusive environment.
<b>RE</b>		
To ensure that, through careful modelling, our children produce work of a consistently high quality, demonstrating excellent presentation, individuality, and creativity.	Good improvements have mostly been sustained throughout the year.	Through RE careful modelling, pupils have developed critical thinking skills that enable them to analyse and interpret religious concepts and themes. Pupils have fostered a deeper understanding and engagement with the subject matter, allowing them to produce work that reflects a high level of critical thinking and analysis.
<b>Leadership &amp; Management</b>		
Governors fully understand their role and carry this out effectively.	Change in Governor Link roles and visits have been carried out. Plan for next academic year.	All Governors are logged into Governor Hub. Governor visits have taken place and shared at Governors meetings. Minutes highlight challenge.
Monitoring of practices within school is highly effective, leading to accelerated progress for all pupils.	Knowledge organisers are now in place for all foundation subjects for this term. Clear difference between both key stages (EYFS	The monitoring of practices within the school ensures that teaching and learning strategies are

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	KS1 Ninja vocab, new word). KS2 words are linked to their reading sessions- root word and build on the root word as the week goes on- displayed on walls. All foundation subjects have been reviewed – guidance and procedures.	effective and tailored to meet the diverse needs of all pupils. Pupils, including those with SEND and those eligible for pupil premium funding, experience accelerated progress in their academic achievement. The identification of specific areas of improvement and targeted interventions contribute to closing the attainment gap and enabling pupils to reach their full potential.
Subject Leaders are highly effective, ensuring that the school curriculum is embedded and monitored effectively.	Focus for Governors with Subject Effectiveness report from all subject leaders.	Subject leaders have a greater understanding and confidence of the intent, implementation and impact of their subject. Middle leaders able lead CPD to share knowledge, expertise and because of the developments within the curriculum this year, the children are experiencing a broad and balanced curriculum that supports them to know more and remember more over time. As a result of the monitoring that has taken place this year, leaders can strategically plan for next development phase in the SDP.
<b>Quality of Education</b>		
Pedagogical approach is embedded across the school and is evident in lessons.	All foundation subjects have had book looks and some pupil voice activities carried out. Modelling of lessons have taken part for ECTs and ECTs have observed other staff (SC). Increase in check-ins in books, more developed than last term. Feedback policy reviewed again in Phase Lead meetings. Intervention programmes in place throughout the school.	Consistency in teaching and learning. Enhanced pupils understanding. An embedded pedagogical approach across the school, is evident in lessons, encompasses consistency in teaching and learning. Increased pupil engagement, enhanced understanding, development of essential skills, skills preparation for lifelong learning.
To improve the percentage of children achieving the expected standard in the Year 1 phonics screening test – developing staff and children's understanding of phonics across the school.	Predicted 82% pass rate. Interventions are robust 1:1 and groups by trained member of staff. Parent workshop carried out for Maths and Phonics. All children have an RWInc book that matches their current set sound.	2022 Phonics 61%; 2023 85%. In 2023 resits, 19 out of 22 children passed their resits compared to 7 out of 14 in the previous academic year.
To improve the percentage of children achieving last year in the year 4 multiplication check.	New Maths Lead in place. Class teacher carried out times tables lunchtime clubs. Times table's practice built into timetable.	School achieved 75% pass rate. 20% achieved 25 out of 25.
<b>Behaviour &amp; Attitudes</b>		
Pupils are committed to their learning, know how to study effectively and do so with increasing independence – developing a love of learning through skills for the future. Pupils attitude towards their education is positive.	Teachers making the 6Cs more prominent in their lessons and feedback is helping the children work more effectively. Presentation in books has improved. Nurturing nature – Spring 2 is enquiry led therefore pupils have an element of control over the direction of some of the learning (unit starts with a question and pupils can draw their own conclusions from evidence found in their learning). Sway sent home to inform parents of current learning in school- lots of content created by the children.	The impact of pupils being committed to their learning, knowing how to study effectively, and developing a love of learning through skills for the future encompasses improved academic achievement.
<b>Personal Development</b>		
A rich experience of education is developed for all pupils regardless of	School has taken part in local school sports' day.	Pupils have opportunities to engage in a wide range of extracurricular activities, such as sports,

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year group. An experience that stretches beyond the classroom and daily lessons.	Science & Maths Themed days. Geography Day.	arts, music, drama, and community service, allowing them to explore their interests, talents, and passions. A rich educational experience captures the interest and imagination of pupils, leading to increased engagement and motivation. Pupils have opportunities to apply their knowledge and skills in authentic situations, making learning meaningful and relevant.
<b>Early Years</b>		
To fully embed the EYFS curriculum consistently across EYFS.	Learning journey across EYFS. EYFS Lead has shared how EYFS objectives transition into KS1 curriculum.	EYFS Lead has shared with KS1 how EYFS objectives transition into KS1 objectives- shared with all Subject Leads. A Learning journey which is a positive way to demonstrate active learning and children's progress over time.
Continue to develop phonics across EYFS with new staff.	Staff training in Oct 2022 for RWINC. Resources audited by Phonics Lead.	GLD up by 4% compared to last academic year.

**Our Lady of Fatima Catholic Primary School:**

Target	Achievement	Impact
<b>Catholic Life</b>		
Present pupils with the opportunity to enhance relationships with the community enabling them to pursue the common good and serve those around us.	Children active in raising monies and donating food to local community as well as CAFOD and wider world. Mini Vinnies created Christmas cards and donated to Hagley as part of drive to support the homeless at Christmas. Build up to Lent we have taken part in the CAFOD Big Lent Walk. All classes have a CST focus ranging from a cake sale, inviting grandparents in to share a meal and litter picking around the local grounds surrounding school. Planned events leading across the year has led to replication of outreach in the coming year. Wider range of visitors into the school to share in celebrations. Sustainable approach that will be altered and improved upon yearly.	Outreach across community increased. Letters from neighbours thanking the school for gifts of generosity and from local foodbank in appreciation of support. Larger uptake in PTA events with more parents supporting the school in events across the year. Visit from MP to support school and enhance local community – litter picking. Arranging trips to Parliament in new year with children – new network of support. Fundraising across school has resulted in changes to school grounds – community support and contributions to these projects.
Committees and Pupil Voice enable all to be proactive to local, national and international occurrences.	Committees have led and plan to lead events across the school. Eco Team have asked for and put in place Recycle Bins across the school. New litter pickers have been purchased and members often litter pick across the school – next step is across the community local area. School Committee have led pupil surveys across the school and also led during Anti Bullying Week. Wellbeing Committee have led the school through World Wellbeing week. Jr Safety Officers have monitored the school and won a competition (2 members winning £50 each). Eco team have led sustainable workshops across school – weeding	Pupil Voice strong impact on school surrounds – impact in 23/24 overview for year with projects planned for next academic year. Jr Safety Officers new for 22/23 – heightened awareness for children across the school in being safe. Renewed focus each year recapping knowledge and tackling changing themes. Children have contributed to refreshing and enhancing the school environment – reducing litter, planting veg and flowers. Welcoming environment for all – school pride. Further enhanced networks with Hagley High.

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	flower beds and planting seeds in class. Minnie Vinnies take part in prayer groups in school and with those in Hagley. MVs also leading stations of the cross at OLF and at Hagley. School Council talking with new Kitchen company, voice in new equipment around the school and also invited MP to talk to them about school concerns and local area. Pupil voice collected in minutes across the school. Twitter being used to celebrate pupil work and celebrations in school. Range of celebrations firmly in place across the school – planning for 23/24 already in place.	
Further embedding of RSE across the school to ensure a well-planned and reflective approach.	RSE monitored as part of CSI Inspection. This was judged to be in place across all classes. Continue to monitor and reflect on across the year.	Platform to continue outstanding practice across the school as identified in CSI.
<b>Collective Worship</b>		
Planned prayer types across the school which is reflected up, critiqued and shared to enable pupils to have a full, active and conscious participation in a range of engaging and creative experiences.	During CSI – CW was judged as Outstanding. Children led CW well and confidently. Next steps to ensure purposefully choice of artifacts to support CW. Prayer used consistently and well across the school – key development to the Rosary over the course of the year. Planned prayer and focuses across the year – would like to further develop pupil voice to guide wider prayer across the school/ prayer areas and corridor focuses.	Platform to continue outstanding practice across the school. Planned focused across the school which links to wider learning and themes embedded into the school – children exposed to wider prayer and leading in linking to everyday life.
Further CPD to ensure all staff are able to lead pupils to plan and lead a well constructed prayer and liturgy.	CPD planned across the year with support from Diocese (BIG Zoom meetings x2). Cluster meetings attended to support RE lead and school.	Teachers have been developed to include wider range of prayer in life – focus and guidance on scaffolding prayer with clear themes. Children exposed to prayer from adults which has improved their practice also.
Embed use of Music and Art within Collective Worship so it significantly enhances the experience of all participants.	Adapted curriculum to embed the skills of Art and or DT in RE during Spring 2. Celebrate Art on new display walls. New hymns being taught in hymn practice and through Pyramid concert. Range of music / hymns introduced and being used in CW.	Children exposed to prayer to further stimulate and encourage them to be more involved. Seeing art and music more in their CW. Children confident in leading new music in Mass and other CWs.
<b>RE</b>		
CPD and monitoring from leaders to ensure teachers are continuing to consolidate knowledge in lessons but also extending pupils knowledge and understanding so they learn extremely well.	Management timetable in place to monitor books / CL and CW – feedback given as whole school and individual. Staff meetings to focus on Greater Depth – share good practice RE lead monitoring and feedback – 1:1 support where needed	Timetabling and management time focus and support has generated a focus on GD seeing more in books and challenge in wider curriculum. Assessment showing increase in GD across the school.
Using the monitoring cycle, Governors are active in monitoring and evaluating the pupils knowledge, attainment and progress through a planned use of learning walks, book trawls and pupil voice.	Monitoring taken place through CSI and feedback shared with all staff. Regular monitoring of RE across the year – link visits and environment walks across the school taken place by Governor.	Deeper understanding from Governors on expectations within school, where the children are and next steps – transfer these skills into wider curriculum.

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Scaffolding in place to ensure children understand how well they are doing, what they need to do to improve and can fully articulate how they have made progress.	CSI showcased good practice of challenge identified with Purple Pens. SEND Audit shows all children catered for across the curriculum including RE.	Support shown for all pupils across the school raising attainment – embed and enhance further into new year.
<b>Leadership &amp; Management</b>		
Ensuring and embedding of new Governors to the role within the LGB including smooth transition of new Chair and Vice Chair.	Transition between old and new Chair. New Governors welcomed into LGB and on appropriate training. National College/Diocese training provided for all Governors. Guidance and support given during LGB meetings.	Well led Governance which has grown quickly over the year – now have full Governing body. Element of challenge seen in minutes. CPD in place to support Governors with targets in place to develop further into 23/24.
CPD and development of Subject Leaders across the school including those new to post of TLR.	Management time embedded into routines – clear guidance and expectations now in place across the school for all leaders. Clear feedback and next steps – ethos of school in place to develop and support from within.	Ethos supporting learning and feeding back to one another in a constructive way. Regular monitoring taking place – impact of which can be seen in books and learning.
Consistent approach to the monitoring of Rosenshine's Principles across the school from Subject Leaders and SLT while disseminating good practice.	Rosenshine's Questioning and Recap built into Learning Walks by SLT. Further developed with WalkThrus which will begin January 2023 for all teaching staff. Walkthru's set up – further training for SLT in April to push further still in Summer term. Rosenshine seen across monitoring – next steps to take further with Walk Thru's across the school and MAC.	Supportive CPD in place across phases within school – development of pedagogy for all teachers. School wide clusters to focus CPD for all staff.
<b>Quality of Education</b>		
Enhance the teachers' knowledge to ensure elements of challenge within their writing but also across all subjects for all pupils. Embed approach through monitoring and support.	CPD in place through Staff meetings to develop and establish a consistent approach to writing across school – this includes challenge. Led by English lead. Share moderation with St Greg's/OLSH – moderating own work from schools and sharing best practice. Support put in place for all teachers in regards to writing and consistent approach across the school. Challenge of more able evident in books however core focus for coming year now T4W embedded consistently across the school.	Pupils are challenged in their thinking and work resulting in a deep level of understanding and work produced. Opportunities and teaching practices embedded which enable all staff to present challenge each lesson and pupils behaviour for learning enables them to access challenge in lessons.
All pupils (including those with SEND and other key groups across the school) can access the ambitious curriculum in a way which promotes independence.	Curriculum updated and adapted over the course of the year. Recent SEND audit reported good evidence of all pupils being catered for across the curriculum. Continue to develop and monitor over 23/24.	SEND review showcases good practice in which every child in scaffolded and supported for in all lessons. Seen through monitoring and moderation.
Wider opportunities to embed community projects and outreach within the curriculum – to embed the school values and enable them to have the knowledge and cultural capital they need to succeed in life.	Opportunities for CST and wider learning now developed and planned into wider curriculum. Celebrations evidenced for all year groups. Support from parents and wider residents in these projects both inside and outside of school.	Wider activities led across the community – children involved and see the impact of their actions at a local level – inspired to do more and want to be involved in more next year.



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Targeted CPD to further enhance the Quality of education across all year groups.	Walkthru's set up – school wide cluster as a focus for all staff to improve teaching practice.	CPD timetable in place which can be adaptive and reactive to needs of staff across the school – wider CPD possibilities through WalkThru's.
Monitor and implementation of the Creative Curriculum by Subject Leaders and SLT to ensure a well-constructed and well taught curriculum leading to good attainment.	Management time in place, which includes training. Whole Staff meetings taken place to develop and agree on consistent approach to leading and monitoring subject area.	Consistent approach to monitoring and feedback enabling subject provision and teaching to improve – all are now stakeholders in curriculum implementation and design.
<b>Behaviour &amp; Attitudes</b>		
Embedding of the new Pupil School Charters: Behaviour and Online (including school prayer) to set shared expectations of behaviour across the school.	New school Charter and Online Charter referenced and referred to across the year. School prayer used within meeting and differing times of the day.	Pupils develop charters which they can relate to and be guided from. Clear expectations in regards to safety online and behaviour in and around school.
Expanding on the use of Pupil Voice across the school to create a positive environment where all skills, faiths and cultures are celebrated and respected.	Pupil Voice strong element to management times – range of subject leaders talking to the children about what they enjoy, what they have learnt and what they want to do next. Principal also meets those awarded a Principal Award to talk about school life, EBI and what's going well. Pupil input with Rosary groups, leading CW and monitoring prayer areas. Further voice needed to affect celebrations and prayer across the school.	Change in charters across the school. Pupil voice has influenced changes to the curriculum – SWAY development and resources to be used (green screens). Pupil input into equipment around the school – development of school grounds.
Use of myHappyMind to enable pupils to actively support themselves and each other in their Mental Health.	Emotion stations being adapted to be used further to encourage us to talk and share how we feel. Use of journals by most children – Mini Vinnies support pupils during playtimes. Celebrations of MyHappyMind in place. Opportunities to support on another and celebrate (Inspire workshops). Further reach now to embed this at home across the community.	Good attendance by parents for Inspire Workshops and uptake of App for MHM. Pastoral support able to adapt to meet needs of certain individuals.
<b>Personal Development</b>		
Embedding of Sports Values to compliment the British and Catholic Values across the school to enable pupils reflect their best selves in all areas of school life.	Sports Values evident in Sharing and Sports Days and end of every Sharing session across the school year.	Developing culture of sportsmanship in all year groups – continue to embed these values.
Implementation of myHappyMind across the school to give the pupils the skills they need to look after their mental health and wellbeing.	MyHappyMind embedded across the school – School received Bronze award for work done within school.	Opportunity in every class to focus on Mental Health – embedded across whole school. Parental opportunities for home life.
Further promote the pupils talents and interests in a planned way through a culture of a healthy life style - being active, eating well and a range extra curricular activities.	Planned events across the year cumulating in an Inspire Workshop event for parents focusing on Mental Health and Physical Health. Wider range of After School Clubs across the year – large uptake in pupil numbers.	Parental Inspire Workshops resulted in 100% enjoyment and 'useful' comments – focus on healthy eating/exercise and knowledge.
<b>Early Years</b>		
Enhancement of the outdoor environment to further motivate and	Final enhancements of play area to take place summer 23+. Additional resources	Children with severe barriers to learning and development have wider resources to support them in school.

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engage the pupils in their learning across EYFS.	have been purchased to support and new Learning Area installed. Sensory equipment to meet the needs of those with SEND.	EYFS children wider scope to learn in different and exciting ways.
Embedding of developed and ambitious curriculum to allow children to achieve (regardless of their barriers to learning).	Curriculum adapted and fully embedded across Reception class.	Wider range curriculum now in place which also presents opportunities to linked learning with the wider school – EYFS involved in sharing and curriculum celebration events.
Use of MyHappyMind and the school values to enable children to develop their social skills so they succeed in their journey through school.	MyHappyMind embedded and used across EYFS – celebrations in place / Happy Breathing.	Children are able to participate in 'Happy Breathing' – parental support and opportunities for them to use at home.

**St Ambrose Catholic Primary School:**

Target	Achievement	Impact
<b>Catholic Life</b>		
Sense of worth To ensure pupils can express an understanding that they are valued and cared for as unique persons, who are made in the 'image and likeness' of God.	Father Lamb led a subject knowledge session on what it means to be made in the 'image and likeness' of God for teaching staff. Super-learning day – pupils focussed on what it means to be made in the 'image and likeness' of God. Staff, when dealing with behaviour, reinforce the idea of valuing and caring for others, who are made in the 'image and likeness' of God. Behaviour monitored, analysed and interventions put in place to support children's understanding of valuing and respecting others.	90% of pupils can articulate what it means to be made in the 'image and likeness' of God. Reduction in behaviour incidents – when reflecting on behaviour pupils can articulate why they need to put their behaviour right. Evidence in RE books and class Prayer & Liturgy Reflection books of children's understanding. School environment reflects children's understanding – whole school display.
Chaplaincy (pupils and staff)  Provide a range of well-planned and effective opportunities for spiritual and moral development of pupils and staff.	Planned opportunities for pupils to go on trips relating to their House Saint – Pupils in St Wulstan's house went to Worcester Cathedral. Booked One Life Advent Retreat afternoon – providing pupils with the opportunity to prepare for the birth of Jesus. Mini Vinnies led different activities throughout the year. Well-being Friday – careers day. Children had the opportunity to come to school dressed for their future career – focus on vocations.	Pupils can talk more about their house saint and how they did 'their best by following Jesus' - our School Mission. Pupils had the opportunity to spiritually prepare for the birth of Christ. Pupils are aware of their vocation – display in school corridor. Pupils understand our mission and how 'we do our best by following Jesus'.
To work towards completing the Live Simply Award – to respond to Pope Francis' invitation in Laudato Si' to "work with generosity and tenderness in protecting this world which God has entrusted to us".	We have developed a Live Simply Award action plan which has been shared with pupils. We have a Live Simply Team who have planned a substantial action (something which involves either a significant change or a lot of people) and two smaller actions under each of these three headings: living simply, living sustainably and living in solidarity with people who are poor. Liturgy leaders and eco-warriors have worked in partnership with staff to write and implement actions on the Live Simply Award plan.	A clear action plan is in place and key points have been actioned. Pupils are able to articulate why we are working towards completing the award. Pupils want to help support a Y10 pupil from Hagley to care for our common home after she came to speak to us in an assembly – this had led to a Live Simply pledge day. Pupils can articulate why we need to care for our common home – evidence seen in Reflection and RE books. Lent Walk took place – pupils understood why we were walking in solidarity with our brothers and sisters.

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<b>Collective Worship</b>		
Collaborative planning, Pupil leadership and Evaluation Pupils to be supported better with opportunities to prepare engaging experiences of prayer and liturgy.	Timetables in place for when planning class worship. Liturgy leaders in Y6 and Y5 have supported younger pupils with planning alongside class teachers. New resources purchased to support pupils with planning 'gather' and 'listen' section. The delivery of prayer and liturgy experiences has been monitored and support provided to pupils when needed. Parents have joined us for prayer sessions this year (previously restricted due to Covid) and feedback obtained. Actions from monitoring have been actioned.	Monitoring shows that pupils are engaged in class worship (learning walks). Pupils talk enthusiastically about class worship sessions and they have planned these with their peers (pupil voice and evaluations). Parents attended prayer sessions across the academic year. Pupils involved in evaluations of Liturgy sessions. Positive feedback obtained from parents, staff and pupils on prayer sessions delivered across the year.
How well space and the physical environment are prepared to support pupils' experience of prayer and liturgy.  Develop a prayer area in our Saint Ambrose room so once again we have a dedicated prayer space that can be used regularly by pupils and staff.	Saint Ambrose room tidied and an area prepared for prayer. Staff provided opportunities for pupils to use Saint Ambrose room for prayer e.g. in lessons. Class worship sessions to take place in the Saint Ambrose room, if planned for by pupils. New 'prayer' stations around school to encourage children to pause for reflection.	St Ambrose room used for prayer sessions. New prayer stations used by pupils across the school – encouraging reflection and 'spontaneous' prayer. Prayer tables are well presented in classrooms (learning walks).
Resourcing: To allocate adequate time, staffing and resources to ensure high quality experience of prayer and liturgy are offered to pupils across the school.	New resources purchased to help support 'gather' and 'listen' aspects to planning. New prayer cloths purchased for prayer tables across school. Prayer CPD taken place led by Father Lamb for teaching staff.	Liturgy leaders using new resources to set up hall for acts of worship. Liturgy leaders using resources during Prayer and Liturgy sessions across the school. Prayer tables are well presented.
<b>RE</b>		
Self-Assessment: Ensure pupils have an understanding of how well they are doing, know what they need to do to improve and can articulate how they have made progress.	SLT meeting discussed what this will look like and shared with staff. Books monitored to ensure feedback is helping pupils improve in RE knowledge and skills. Pupil voice interviews taken place to review impact of actions. New self-assessment sheets created by RE lead for each unit header.	New self-assessment sheets embedded across school – pupils reflecting on what they have learnt in each unit. Pupil voice indicated that pupils are able to self-assess their knowledge and understanding and articulate progress they have made.
Celebration and Feedback: Leaders to ensure that in all classes pupil effort is celebrated and feedback is provided to pupils understand what they need to do to make progress in their learning.	Dedicated staff meeting time to ensuring staff understand children's starting points and where they need to get to. RE lead worked closely with staff to ensure they are planning effective lessons building on children's knowledge and skills. Weekly celebration assemblies – focussing on discipleship award took place. Pupil voice interviews ascertained whether pupil effort is celebrated and if feedback helps them with their learning.	Pupil voice indicated that pupils know when they are doing well and that they enjoy RE lessons. Pupils are rewarded for good work in RE and for demonstrating our Catholic Mission in celebration assemblies – this has continued to give RE high importance across the school.
Self-evaluation: Ensure SLT time is dedicated to self-evaluation of RE to enable further opportunities for strategic actions to	10% of timetable is dedicated to teaching of RE across the school (day extended). RE lead used management time to work with Principal to monitor, analyse and self-challenge.	Lesson observations show good teacher subject knowledge. All teachers teaching 10% RE – one lesson take place in the morning. This has ensured high importance is given to RE.

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be taken by the school which leads to good outcomes.	Proportion of SLT time used for self-evaluation. CPD opportunities provided for staff to develop their subject knowledge and pedagogical development.	CSED document up to date and regularly shared with RE Link Governor.
<b>Leadership &amp; Management</b>		
Ensure Governor engagement, challenge and scrutiny is maximised.	Governor Hub used by all LGB members. All communications and documentation is shared through Governor Hub. Governors have engaged in school visits. <i>Governors appointed to roles.</i>	All Governors are logged into Governor Hub and use routinely. At least 3 Governor visits each year are recorded. Minutes of all Governors meetings highlight examples of challenge. Governors are involved in exercises of quality assurance of provision.
<b>Quality of Education</b>		
Ensure the proportion of pupils who achieve age related and higher standards in reading, writing and maths continues to improve.	Regular development of pedagogical knowledge for all staff has taken place e.g. with Jonathan Hughes for maths and Sarah Lilley for writing. Staff trained in use of assessment data (using Arbor) and have used this to track attainment and progress for their class and subjects. Appropriate resources are available for all pupils. Targeted pupil progress meetings have taken place and strategies put into place as a result e.g. Third Space Learning intervention for Y6 and Y5 pupils. New tracking sheet for pupil progress meetings implemented. Staff to continue to use Rosenshine's principles in lessons, focus on revisit using flashback 4's— staff meeting time. dedicated to revise staff subject knowledge.	Improvement in number of pupils achieving ARE at end of KS2 (79% -2023 63%-2022). 41% of Y6 pupils achieved greater depth standard in reading. Learning walks show that pupils are challenged in lessons. The number of pupils achieving a GLD in the EY is 71% - from their starting points this cohort has made good progress.  KS1 (28 pupils)- Reading 71%, 35% GD. (2022 - 68%, 8% GD) Maths 78%, 25% GD.  (2022-72%, 12% GD), Writing 64%, GD 10%.  (2022- 68%, 8% GD).
Ensure senior and middle leaders are empowered to contribute strategically to enhance pupils' outcomes in Maths.	Bespoke programme of consultancy support/guidance for subject leader; to include: <ul style="list-style-type: none"> <li>Initial 'Deep Dive'</li> <li>Action planning and the evaluation process</li> <li>Whole school CPD</li> <li>Monitoring and evaluation strategies</li> </ul> Attendance at relevant MAC / external subject leadership training. Professional discussions/mentoring programme supported by the Principal. Establish cycle of professional development discussions and joint collaboration with identified maths Governor (JC).  Focus on: <ul style="list-style-type: none"> <li>Attendance at whole-school CPD/Parent workshops</li> <li>Evaluation of impact aligned to the SDP targets and success criteria</li> </ul>	Improved outcomes for all pupils evidenced in rise in ARE and GD. <i>KS1: Increased proportion of pupils attaining greater depth at 2023 in comparison to national data.</i> <i>KS2: improved attainment (2022 – 63%, 2023 – 79%) – 2023 attainment is above the national average.</i> Subject lead has triangulated evidence to demonstrate learning builds on prior knowledge. <i>As a consequence of a robust series of monitoring cycles, the subject leader reviews outcomes from learning walks, pupil voice, lesson observations and discussions with teachers to know where there are strengths and areas for development across the school; she uses these to influence the design of CPD/guidance for colleagues to support the improvement of pupils' outcomes.</i> Pupil voice indicates that children are building on prior knowledge and teachers are helping them know and remember more. <i>The subject leader knows where further support is required to ensure all teachers consistently develop/lead effective learning sequences. She critically reflects upon the school's use of White Rose Education and is determined to ensure necessary adaptations to learning sequences are made by teachers in order to maximise pupils' outcomes.</i>

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		<p>At least 3 governor visits each year are recorded. Minutes of Governors meetings highlight examples of challenge.</p> <p><i>A regular cycle has been established, enabling robust professional dialogue between subject leader and governor. The governor poses targeted questions and seeks explanations associated with actions undertaken by the subject leader, enabling him to feedback/articulate to governors the role and impact of the school's maths subject leader; illustrating governors hold subject leaders to account.</i></p> <p><i>Furthermore, GS has presented impact statements at LGB meetings across the academic year.</i></p>
<p>Continue to embed, monitor and evaluate the planned curriculum.</p> <p>Focus on: History and Geography Maths Science</p>	<p>All subject leads received training led by SIP.</p> <p>Following recommendations from Ofsted (Nov 22), the leader of History and Geography has carefully sequenced the learning and has planned curriculum materials that can be used for the next academic term. The school now has a clear curriculum plan through a sequential curriculum of, Law and order, invasion, exploration, technological advancement, empire and cultural change. The leader has created questions for every one of the topic points and leaders state that they feel this will ensure knowledge is retained long term. Planning support was given for Autumn 1 and Autumn 2 by the curriculum lead. Local history is studied through the Severn Valley and Kidderminster Carpet trade. (Summer SIP Report).</p> <p>In Science, the leader continues to use current Ofsted (Feb 2023) research to aid her developments. She works well with the external advisor, who together, have developed assessment and knowledge organisers (Summer SIP Report).</p>	<p>Leaders are ambitious for their pupils, including pupils with special educational needs and/or disabilities (SEND) and well-presented books show how these pupils are supported in History. Pupils spoken to clearly love learning about History. They could recall many facts and understood why they were learning about History. One stated "We need to learn about the past so we don't make the same mistakes." (Summer SIP Report).</p> <p>Pupil voice indicates that children are building on prior knowledge and teachers are helping them know and remember more.</p> <p>The leader of History and Geography has carefully sequenced the learning and has planned curriculum materials that can be used for the next academic term.</p> <p>The leader of History and Geography and of Science have developed colleagues' knowledge.</p>
<b>Behaviour &amp; Attitudes</b>		
<p>Monitor impact of strategies (behaviour policy) and closely analyse behaviour (using Arbor) to support all aspects of school life.</p>	<p>Staff and students were introduced to what the agreed norms of behaviour are and how they will be managed throughout the year.</p> <p>Staff received CPD sessions on understanding what certain behaviours look like and how to effectively manage them when they occur.</p> <p>An effective and consistent monitoring and tracking system is in place.</p> <p>Regular reminder sessions have taken place throughout the year, via assemblies and timetabled lessons.</p> <p>Key Stage leaders have continued to regularly monitor and analyse behaviour, particularly low level behaviour so that it is addressed and support put in place.</p>	<p>Ofsted Nov 22: 'Staff expect pupils to be kind, polite and hard working. Most respond very well to these expectations and do their best. Pupils treat others with respect and learn to see the value of thoughtful words and actions.... The school's rules are simple, fair and consistent. Everyone understands them and can talk about why it is important to be: ready, respectful and safe. In addition, leaders and staff teach pupils to take responsibility for their actions and to learn from any mistakes. This reflective and highly effective approach means the school is an orderly safe place. Pupils can get on with their learning and are happy.'</p>
<b>Personal Development</b>		

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Further embed the Relationships and Sex Education curriculum.	Workshop(s) run by Vice Principal for parents to help aid understanding of 'key decisions'. Staff teaching in new year groups confidently delivered their RSE curriculum. RSE curriculum meets the needs of students and pupils enjoying RSE lessons across the school – pupil voice and learning walk with Vice Principal and Link Governor.	Feedback shows parents have better understanding of 'key decisions' for their child(ren)'s education. All staff confident in delivering RSE using Ten Ten Resources. All staff feel confident to deliver the more sensitive areas of the RSE curriculum. Pupil voice indicates that Y6 pupils are happy with the content being taught in school.
<b>Early Years</b>		
Ensure EYFS curriculum is sequential.	Checkpoints updated for year which ensured children were ready to meet all Early Learning Goals at the end of the year. A sequential plan is in place for each area. Focus on knowledge-knowing more and remembering more. Subject leaders to visit EYFS and worked closely with EYFS lead on their curriculum. Document links to Y1 including vocabulary.	EYFS curriculum is sequential and builds on knowledge. EYFS builds on knowledge ready for Year One curriculum. Key vocabulary prepares children for Year One. Subject leaders are clear on progression from Reception to Year One.
To ensure pupils have a clear knowledge and understanding of the world to prepare them for the National Curriculum.	EYFS lead created a sequential plan for UW. A prominent UW display using vocabulary of past and present in evident in the classroom. Past and Present vocab were introduced in Autumn term. Key texts linked to areas of learning established (UW-list of key texts). Curiosity cube in place -focus on the natural world. Resources purchased to enhance the provision for UW.	Pupils aware of the past in their own lives and look forward to events in the future (which are displayed in class). Pupils can discuss daily routine with confidence. Pupils can talk about the past linked to books that have been read. Children in EYFS talk enthusiastically about the UW display in classroom.

**St Francis Xavier Catholic Primary School:**

Target	Achievement	Impact
<b>Catholic Life</b>		
Make themes of Catholic Social Teaching explicit for the children in supporting groups locally and nationally and being aware of issues impacting globally.	Catholic Social Teaching themes were built into medium term planning in Summer 2022 – have been transferred into weekly planning.	CST started to be built into the curriculum and to be further developed in 2023/24.
Raise awareness of the existence of difference and the need to respect the beliefs of others.	This has been tackled in PSHE lessons, during assemblies and by marking other significant festivals/celebrations throughout the school year.	Children are respectful of difference. Very low level of racist or other offensive remarks made by the children towards one another.
Ensure that ALL staff participate in activities which reflect the Catholic life and mission of the school.	Catholic Life targets were set in appraisal meetings for all staff.	Most staff have participated in school/parish events, i.e. monthly Sunday & sacramental Masses.
<b>Collective Worship</b>		
Support ALL staff to be confident participants and leaders of prayer and	The regularity of prayer and liturgy in the life and work of the school has been re-established by the Interim Principal	Staff have become more familiar with the BDES resources to support planning of prayer and liturgy.

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liturgy, so that they can show pupils how to be the same.	who has led nearly all assemblies over the course of the year; all Masses since Easter have also been planned and prepared by the IP.	
Involve Link Governors for CLM/RE/CW in the monitoring and evaluation of provision on a regular basis, and in the professional development opportunities provided.	Link Governor for RE has been appointed and familiarised with the new CSED document.	Regular monitoring and evaluation schedule for governors in place.
<b>Religious Education</b>		
Improve staff subject knowledge and pedagogical understanding in RE.	Interim Principal (as RE Lead) has made himself available to support with the planning of RE where necessary. Shared INSET session in January delivered by David Harris (with St. Philip's) on creative ways to teach RE.	Nearly all units from Learning and Growing have been delivered effectively across the school, with an improved evidence base in RE books.
Ensure Diocesan expectations for assessment are in place and being adhered to.	INSET and follow up staff meetings to ensure all teachers know how to use the Learning & Growing document to assess accurately and input judgements into the common spreadsheet.	Spreadsheet has been used to record all three assessments and shows good proportion of each year group to be working at the expected level for their year group or above.
Ensure feedback and marking provides the opportunity for children to go further with their thinking and make links with prior learning.	Staff have started to become used to looking at each other's RE books more regularly.	Staff awareness of AT3 (in KS2) is starting to develop.
<b>Leadership &amp; Management</b>		
Ensure there is consistency of policy and practice across the school.	Feedback & Marking Policy was revised in the Autumn term. Behaviour Policy was revised early Spring term. Non-negotiables introduced alongside policies above.	Greater awareness of school expectation re. marking and feedback evident across the school. Greater consistency and whole-school buy-in to a simplified set of Behaviour rules leading to improved pupil behaviour.
Continue to develop teachers' subject, pedagogical and pedagogical content knowledge.	Power Maths training (6 hours – January 2023). Considerable input into the planning of learning journeys for Writing has been delivered by an external English consultant since Spring 2023. Teaching Reading (3 x 1 hour sessions delivered by PA) Spring 2/Summer 1.	Improved consistency of approach evident. Improved content evident in the children's English books since January 2023 (higher expectation of acceptable standard and more genres being covered). Improved confidence of staff in delivering Reading lessons.
Ensure that leaders engage effectively & purposefully with pupils and others in the community, including parents and local services.	Head Boy/Head Girl actively supporting School Leaders in delivery of Friday morning Present & Praise assemblies; School Council meeting regularly (with Interim V-P); Meet the Principal sessions were well attended in September; Inaugural meeting of the Parents' Forum was held (Spring); Implementation of Class Dojo and Arbor.	Feedback evidences that stakeholders feel valued and connected to the school, aware of what is going on and how they can support the life and work of the school.
Support Local Governing Body to understand their role and carry this out effectively.	Two new Parent Governors were elected (by October half-term). Two new Foundation Governors have been appointed (one is still pending with the Diocese). All governors have been signposted to training on GovernorHub, National College and Every.	The capacity of the Local Governing Board to carry out its role has been enhanced by there being more people to shoulder the workload. Support and CPD to continue to develop the understanding of their role.

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**DIRECTORS' REPORT (CONTINUED)**  
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Ensure high levels of support for well-being issues.	Continued use of the counselling service bought in from SinglePoint. Mental Health Practitioner has begun work in school (Summer term) funded by NHS. Introduction of well-being support programme for staff available through SAS SLA.	Much needed support has been provided for pupils and staff requiring emotional support to improve outcomes and wellbeing.
<b>Quality of Education</b>		
Ensure that the taught curriculum is designed to help pupils remember long term the content they have been taught and integrate new knowledge into larger ideas.	Each foundation curriculum subject was reviewed in the Summer term of 2022. More work has been done on the History & Geography curriculums this year to ensure correct coverage of National Curriculum and to create a curriculum better suited to the school population and its Catholic foundation.	Children are beginning to know more, remember more and do more – evident in their responses during subject leader discussions.
Ensure that Subject leaders have the necessary knowledge, confidence and expertise to check on the implementation of their subjects.	Subject leaders have all had the opportunity to attend relevant training to their roles through the Catholic Primary Partnership.	Subject leaders are developing in confidence and expertise in respect of their subject leader responsibilities.
Improved rates of pupil attainment and progress across all groups through consistently strong lesson delivery and support.	Teacher assessment frameworks used for Reading, Writing and Maths. Implementation of Feedback & Marking Policy. Insistence on higher standard of presentation of learning.	More secure assessments across the school. Improved understanding of what each child needs to do to progress. Children are beginning to show a greater pride in their written work.
Ensure quality resources are always readily available and used to support teaching & learning across the school.	New bibles have been purchased to replenish existing stock. New dictionaries have been purchased to replenish existing stock. Maths manipulatives available for use across the school. New Nelson spelling scheme purchased which follows on from Floppy Phonics in EYFS/KS1. Additional learning resources purchased to aid curriculum delivery, e.g. Digimap for Schools (Geography), "Learning by Questions" (Y6 intervention) and "The Lightning Squad" (Reading intervention – Catch-up).	Resources are used widely to support teaching and learning and beginning to impact positively on attainment and progress rates. Accelerated progress in Reading and Maths for identified target groups of children.
Extend and improve opportunities for learning beyond the school day.	New homework system was introduced from November. MyMaths was introduced as an online tool to support home learning.	Parental feedback shows they are happier with the homework system, better prepared and more confident to support children with their learning at home.
<b>Behaviour &amp; Attitudes</b>		
Review and simplify the Behaviour Policy so that it is more easily understood by adults and children alike, and consistently implemented.	Staff are familiar with the restorative approach to behaviour management as set out by Paul Dix in his "When the Adults Change...". Behaviour Policy revised in line with the above. Recognition boards were introduced by October half-term. Three main rules introduced before Christmas.	Pupils say that they feel supported and safe, and able to concentrate on their learning. A calm, orderly atmosphere is evident throughout the school day.
Closely analyse information about behaviour incidents to better detect any	Behaviour incidents are now recorded on the Arbor system.	Records show that incidences of low-level disruption and defiance have reduced over time.



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patterns or trends and identify the actions needed to further improve pupils' behaviour.	Principal receives weekly reports. Analysis is carried out and shared with staff, guiding us to target recurring offenders through detentions (mainly Y6 pupils) etc.	
Review the start of the school day to reduce the number of children arriving late and maximise the learning time available.	We revised the start of the school day to allow a 10-minute window for children to arrive between 8:30 and 8:40, with learning tasks set for them to get on with straight away. Teachers hear 3 children read at the start of each morning and afternoon session.	Incidences of children arriving late has reduced. Parents find it easier to park when they arrive at school – staggering their arrival across the 10-minute window. Children are productive right from the start of the school day – making the most of every minute!
<b>Personal Development</b>		
Review PSHE&C Curriculum.	PSHE&C map was reviewed to determine potential gaps. JIGSAW scheme was purchased to replace Sandwell Healthy Living, Healthy Mind Scheme. New PSHE&C map created to integrate Ten:Ten programme with Jigsaw to ensure full coverage. Staff meeting to launch new map.	A new PSHE&C Curriculum map is in place, incorporating the "Life to the Full" SRE programme. Pupils are demonstrating an age-appropriate understanding of healthy relationships.
Increase the range of opportunities offered to nurture, develop and stretch pupils' talents and interests.	Sports' activities are available afterschool. Booster classes for Year 6 children ran from Easter through to SATS week.	Whilst activities are available after school to enrich pupils' experiences, as these are sports' activities, further opportunities will be built into 2023/24 to reach a wide range of talents' and interests.
<b>Early Years</b>		
Develop a way to record and track Nursery assessments (not yet available on Arbor).	School has devised our own paper-based assessment tracker in the absence of Nursery tracking on Arbor.	Staff are readily able to plan next steps for learning and identify children who need additional support.
Ensure there is clear progression in resources from Nursery to Reception.	This is evident through provision available in each of the EY classrooms.	Progression in play behaviours is becoming more obvious, challenging and purposeful. Outcomes from the play activities are enhancing the children's learning and progress.
Ensure provision in both classrooms is open-ended and readily available for children to access.	This is more obvious in Reception; some work has been done to improve provision in Nursery but more is needed in 2023-24.	Children in Reception class are becoming more independent in their play, guided by their interests and fascinations.
Ensure challenge/scaffolding is evident in planning and adult led activities.	Planning pro forma clearly show that this is in place.	All children are supported to make sustained progress throughout the year, evidenced in GLD achieved.
Introduce opportunities for speaking and listening "special time" in Nursery to practise these skills.	This happens every week in Nursery now.	Speaking and listening skills have improved.

### St Gregory's Catholic Primary School:

Target	Achievement	Impact
<b>Catholic Life</b>		
Develop the school environment to further develop a sense of catholicity and pride.	Audit carried out of class and school environments. Staff INSET on expectations for classroom environment. Renewed emphasis on our identity as St Gregory's Catholic Primary School.	Crucifixes prominent and in highest position in all classrooms. Prayer areas standardised – less cluttered with cloths reflecting the liturgical season. Bibles stored in a respectful and reverent manner. Statue of St Gregory obtained and displayed as focus in main entrance.

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Develop a stronger understanding of the principles which underpin Catholic Social Teaching.	Review of feedback in RE. Staff INSET on CST based Challenge and Reflection. Expectation in all year groups for Challenge and Reflection questions. CST statement on website – related to school's particular context.	CST-focused challenge and reflection questions evident across the school. Consistent approach to use of the principles of CST in RE. Pupils regularly exposed to the language and principles of CST in RE.
<b>Collective Worship</b>		
Actively involve parents in acts of collective worship.	Parents/carers informed of dates/times of Mass. Links re-established with St Gregory's parish.	Increasing number of parents/carers attending Mass in school.
<b>RE</b>		
Monitoring and evaluation of RE to be embedded into whole-school monitoring cycle.	RE re-established as <i>the</i> core subject in the curriculum. Review of feedback in RE. Staff INSET on feedback in RE. RE Lead to monitor RE teaching across the school and do a work trawl (July 2023).	Consistent understanding and approach to feedback in RE. The principles of CST embedded in teaching of RE. RE to be principal focus of new whole-school monitoring cycle for 2023-2024.
Encourage the teachings of The Church amongst staff to nurture a culture of vocation and service.	Emmaus Prayer used before all staff briefings and Professional Development Meetings.	Enhanced emphasis on Catholicity of the school.
<b>Leadership &amp; Management</b>		
Ensure there is an evidence base to supplement the judgements made by the school.	SIP visits – October 2022; March 2023; June 2023. SEND Audit – June 2023. Safeguarding Audit – July 2023. Monitoring has taken place of English and Maths. All subject leaders have folders relating to their subject. SLT in place and meeting weekly.	Recommendations and findings of July SIP visit report to form basis of SEF and SDP for 2023-2024. Development points from Safeguarding Audit actioned, July 2023. Monitoring cycle, incorporating linked CPD and governor scrutiny, planned for 2023-2024. SIP visit 2023 - 'devolved leadership is emerging'.
Ensure Governor engagement, challenge and scrutiny is maximised.	Chair of Governors attended SLT as an observer, July 2023. Maths Link Governor involved in Maths monitoring, June 2023. Safeguarding Governor involved in Safeguarding Audit, July 2023. Attendance Governor to meet with LEA attendance worker and Principal. Presentations to LGB by Sports Lead and English Lead.	Link governor monitoring of subjects has been reinstated. Governor involvement in monitoring process and reports by subjects leads to be included in new monitoring cycle for 2023-2024.
Continue to develop engagements with the wider community.	Principal attending Mass at St Gregory's. Links established with parishioners involved in music and liturgy. Collaboration between parish and school for celebration of First Holy Communion. PTA successfully re-established. Principal to join Sandwell SACRE as an Archdiocesan representative.	Profile of school raised in parish. Plans for a greater presence of school and pupils in parish life – parish are very eager to engage following re-establishing of communication. Principal to recruit and train altar servers. The PTA have organised several successful fundraising events, including a Summer Fete, which have raised money for the school; they are a visible presence at school events such as the Foundation Stage Induction Evening.
Develop a positive culture of staff wellbeing.	Survey of staff wellbeing carried out, June 2023.	Staff Wellbeing Team to be set up, September 2023.
<b>Quality of Education</b>		

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**DIRECTORS' REPORT (CONTINUED)**  
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Further develop the opportunities for pupils to write at length so that more pupils write with greater depth.	Opportunities for extended writing embedded in the timetable. New writing curriculum and expectations embedded in all classes.	Pupil conferencing as part of English Monitoring, May 2023 – pupils in both Key stages enjoy writing. KS1 SATS Writing – 73% at ARE/ARE+, 17% at GD. KS2 SATS Writing – 81% at ARE/ARE+, 19% at GD.
Audit and invest in resources to support the teaching of, and nurture the culture of, reading across all phases.	Class novels/books for Literacy and Foundation Subjects in place. Reading books audited and re-organised. Selection of books representing diversity introduced in KS2.	English monitoring, June 2023 – pupils reported that they enjoyed reading the class novels and books. SIP visit, July 2023 – 'pupils stated that they enjoyed reading in class'.
<b>Behaviour &amp; Attitudes</b>		
Develop a behaviour policy with input from all stakeholders.	New Behaviour Policy in place. Behaviour Policy shared with pupils and parents/carers.	Behaviour Policy being used consistently across the whole school.
Establish and embed a set of normative behaviours, routines, and expectations.	New Behaviour Policy in place.	Behaviour Policy being used consistently across the whole school. SIP visit, July 2023 – 'learning behaviour is good'.
Ensure persistent absenteeism is below national and attendance is consistently above.	Regular meetings set up with LA attendance link worker from June 2023. Principal identified families with less than 90% and met with them to discuss support. More robust response to Leave of Absence Requests. New requirement for parents/carers to provide copies of travel documents if travelling abroad.	Persistent absence remains below national. Attendance remains above national. SIP visit, July 2023 – 'most children come to school on time and attend school well'.
Implement a robust approach to logging, evaluating and communicating behaviour to parents.	All behaviour incidents logged on Arbor MIS in line with new Behaviour Policy. Clear scale of staff response in place based on Class Dojo.	Behaviour is being tracked and can be analysed.
<b>Personal Development</b>		
<b>Early Years</b>		
To improve and use the outdoor learning environment more effectively.	Pre-school and Reception are regularly using the outdoor learning environment. Outdoor learning environment re-ordered, increased storage for resources.	SIP visit, July 2023 – effective use of outdoor learning environment noted.

**St Joseph's Catholic Primary School:**

Target	Achievement	Impact
<b>Catholic Life</b>		
Embed the principles of Catholic Social Teaching (CST) into existing curriculum planning.	CST principles made explicit in curriculum planning. CST principles made more of a focus on termly overviews to ensure that curriculum links are made. Further opportunities to embed CST within the curriculum have made clearer and are now more explicit in curriculum areas. Heightened focus on 'Key' symbol in books to symbolise CST link made.	Increased staff knowledge and understanding of the key principles of CST. Opportunities for CST embedded within existing curriculum plans across the school.
Create and implement an action plan for the 'Live Simply' award.	Live Simply Award created in consultation with stakeholders and support from CAFOD. Recognition received from CAFOD, food banks and the Parish for our work towards the Live Simply Award.	Children demonstrating an increased interest, awareness and care for living in a simple, sustainable manner in solidarity with others. As a result, children have enjoyed and been able to reflect on bearing witness to their faith.

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	The children have taken part in the Big Lent Walk, serving lunches to senior parishioners, projects in the improved school grounds, walk to school initiative, donating to foodbanks and making pledges to live sustainably.	Live Simply Award ready to be submitted for assessment early in autumn term.
<b>Collective Worship</b>		
Develop opportunities for children to plan and lead class liturgy.	All children have had the opportunity to plan and lead class liturgy (age appropriately) during the school year. Professional Development Meetings and modelling of best practice has supported staff knowledge of the Diocese structure for leading prayer and use of a range of resources.	As a result of using the resources from Ten:Ten and staff development meetings, teachers have been able to support the children to become more familiar with the diocese structure for leading prayer and embedding the use of a range of prayer resources.
<b>RE</b>		
Provide greater challenge for more able pupils in Religious Education so that their progress is consistently good or better.	Pupil progress meetings focus on challenge for higher attaining children. Support from Diocese (David Harris) with a focus on challenge for more able – strategies to be implemented in lessons and planning. Monitoring of RE lessons has taken place on an ongoing basis – lesson observations, book trawls, planning scrutiny.	As a result of the actions this year, monitoring has evidenced challenge in lessons across school. RE moderation has indicated that further challenge is evident following David Harris visit, but this will be further embedded. RE leader took part in joint moderation with another MAC school. Teacher judgements were agreed with and further embedding of greater challenge for higher attainers is the focus for classes. As a result of RE forming part of Pupil Progress Reviews, challenge and expectation in RE is a clear school priority.
<b>Leadership &amp; Management</b>		
Develop middle leaders to ensure they plan an active role in the strategic leadership of their subjects.	All middle leaders provided with CPD with the use of OFSTED research papers and Diane Pye 'Knowledge in...' professional development. OFSTED February 2023 quality assured the developments being made within the curriculum areas and agreed that <b>'Leaders are developing an ambitious curriculum'</b> . Ongoing strategic monitoring has ensured key priorities are set to continue to adapt and develop a bespoke, high quality curriculum for the children at St Joseph's. Progress within this target validated by SIP who shared progress within subjects at final SIP visit in June. The curriculum is well sequenced and bespoke to school. Medium term plans and knowledge organisers will be in place for September – this work will be worthy of sharing. Final inset day on 23.06.23 focussed on completing of mapping the curriculum and sharing medium term plans.	Subject leaders have a greater understanding and confidence of the intent, implementation and impact of their subject. Middle leaders able lead CPD to share knowledge, expertise and as a result of the developments within the curriculum this year, the children are experiencing a broad and balanced curriculum that supports them to know more and remember more over time. As a result of the monitoring that has taken place this year, leaders are able to strategically plan for next development phase in the SDP. Subject leaders are now more confident when leading subjects – and their vision is being implemented more consistently by teachers.
Develop the monitoring and accountability systems of the LGB.	Link governor visits have taken place across all areas on three occasions this academic year. LGB fully involved in the SEF/SDP AND CSED for 2022/23 and 2023/24. Presentations from subject leaders at LGB focuses on the impact on the Quality of Education across the curriculum.	Subject coordinators and LGB reps. have a clear understanding of their roles and responsibilities in terms of monitoring the quality of education. <i>Governors and the Emmaus Catholic Multi Academy Company have accurate views of the school's strengths and areas for development – OFSTED February 2023.</i>
<b>Quality of Education</b>		

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**DIRECTORS' REPORT (CONTINUED)**  
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Implement the revised tracking of pupil progress and attainment through the MIS (Arbor).	Attainment in all subjects is now uploaded to Arbor. Moderation of previously set baselines to ensure accuracy. Principal and Vice Principal have attended Arbor CPD to support analysis of attainment and progress. Arbor able to be used to support PPR meetings.	As a result of the implementation of the tracking system on Arbor, leaders are able to analyse attainment and progress across the curriculum. Principal and Vice Principal have been able to cascade CPD to senior and middle leaders to develop understanding of using the MIS system to track and analyse assessment data on Arbor. Leaders able to share accurate attainment and progress with LGB and all stakeholders. Key groups of children and trends able to be tracked where support and intervention is required to support children to catch up and know more and remember more.
Ensure outcomes for all groups are at least in line with national.	Staff professional development meetings have supported teachers support knowledge and confidence across the curriculum. Consistent monitoring and support has ensured high standards across the curriculum and support where required. PPR meetings have identified where further challenge is required and intervention to meet the needs of all children.	Attainment for EXP+ and GDS at least in all statutory assessments:  GLD: 73% Phonics Y1 – 90% Phonics resits – 100% (4 children)  KS1 Reading exp+ 80% Writing exp+ 73% Maths 73% Combined+ 70% Reading GDS 30% Writing GDS 20% Maths GDS 20% Combined GDS 13%  Year 4 MTC – Average 23.5, 50% of children scored 25/25  KS2 Reading exp+ 73% (2 remark requests) Writing exp+ 77% Maths exp+ 83% GPS exp+ 80% Combined exp+ 70%  Reading GDS 43% Writing GDS 23% Maths GDS 40% GDP GDS 46% Combined GDS 26%
<b>Behaviour &amp; Attitudes</b>		
Embed the opportunities for children to develop a Growth Mindset.	3 training sessions with external trainer. Growth mindset curriculum overview developed and implemented in all classes.	Monitoring has shown that teachers are including the termly growth mindset into lessons regularly. As a result, children are demonstrating greater resilience when tackling with problems, are more understanding of the need to practise, the importance of mistakes and 'the power of yet'. <b>This will be an ongoing focus for the school.</b> Quality assurance through pupil voice during SEND review (Natalie Packer) who identified how our SEND children are also successfully beginning to implement growth mindset.
Implement and evaluate a revised pedagogical approach to the management of behaviour.	All behaviour incidents are now logged on Arbor.	As a result, leaders can track behaviour trends more effectively and put steps in place to address the behaviour concern. This has proven

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	Independent investigation into possible bullying at St Joseph's launched by the Principal and MAC and undertaken by external consultancy company.	successful and reduced behaviour incidents for many children in school. Recent questionnaires - 98% of parents agreed that their child is safe in school. 95% of parents agreed that the school ensures that children are well behaved. 96% of parents said that their child had either not been bullied or if they had then it had been dealt with effectively. As a result of consultancy support and investigation, a number of recommendations had been made and actioned to ensure a zero threshold for bullying is now clear across school and that our approach to anti-bullying is clear. All reported bullying is investigated in line with school policy and logged on Arbor, including resolutions. Parents and LGB are made aware of reported bullying and outcomes. <i>Pupils behave well. As a result, learning is not disrupted. Pupils talk about the school rules 'safe, ready, respect'... Sensible behaviour continues at break and lunchtime. Ofsted 2023. Pupils understand what bullying is. Adults act quickly to address any type of bullying. They know if it were to happen they would talk to an adult and it would be stopped. Ofsted 2023.</i>
<b>Personal Development</b>		
Provide support for children with their mental health and wellbeing.	Termly PPR meetings also focus on highlighting any children who require mental health and wellbeing support. Class teachers liaise with SENDCo with concerns for MH/Wellbeing. Nurture group, mentor link used to support children with mental health and wellbeing concerns. RE leader delivered staff training on resources and approach to teaching RSE.	As a result of the support in place, a low number of concerns has been made – where concerns have been raised swift actions have been implemented to respond effectively. Children with concerns are able to talk with MHFA regularly which has reduced concerns and supported children identified. Anxiety focus during mental health week has helped children to cope with this feeling in a more effective manner. <i>Pupils know there is always someone to talk to if they have a worry. Pupils know who to seek support from. This helps them to feel safe in school. Ofsted 2023.</i>
<b>Early Years</b>		
Implement the revised tracking of pupil progress and attainment through the MIS (Arbor).	Training provided for teachers to track pupils through Arbor. Gaps in learning assessed through monitoring of attainment on Arbor.	As a result, leaders are able to analyse groups and trends to ensure all children are supported in line with their development - including the implementation of intervention groups. Gaps in learning diminished and 73% of children achieved GLD as opposed to 53% on track in January.
QoE2 Ensure outcomes for all groups are at least in line with national.	EYFS staff conducted baseline upon entry to assess starting point - including RE and Phonics. Termly recording of attainment on Arbor implemented. Ongoing assessment against ELGs throughout the school year. Clear plans were put in place for children who required additional support.	73% of children achieved GLD – above 2022 national average.

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**St Mary's Catholic Primary School:**

Target	Achievement	Impact
<b>Catholic Life</b>		
Pupils understand and embrace the distinctive Catholic identity, charism and mission of their school. They value it greatly and are able to tell its unique story as part of the local and universal Church. Their active participation significantly enhances the Catholic life and mission of the school.	Children evaluate and consider their perception of the Catholic identity at St Mary's and share/ <u>embrace</u> ideas for changes to help the identity develop. Action plan developed for the CAFOD live simply award with pupils. CPD development sessions for children /pupil groups. Caritas ambassador pupils, Faith leaders and Mini Vinnies worked with SLT in developing strategic plans for the academic year 22-23.	Pupils can actively articulate the Mission statement, making links to caring, loving and learning like Jesus-and how it helps them to live their lives. Pupils (especially pupil groups) are reflective on a deeper level, seeking opportunities to help others outside of our school, on local, national and universal level-turning concern into action. Catholic social teachings, such as caring for our common home, are well-embedded across the school and are used to promote the common good and put faith into action. Consequently, pupils are keen to support each other and those less fortunate than themselves beyond the school and know why it is important to do so in a Catholic community. CSI June 2023.
Staff are committed to the implementation of the mission statement across the curriculum and the whole of school life. They actively participate in those activities which reflect the life and mission of the school and the service it offers to the community.	Staff plan explicit opportunities with their pupils, within the wider curriculum, to celebrate and further understand the Mission statement. New class expectations and rules set are linked clearly and explicitly to the mission of the schools.	Class rules have been created and embedded (staff and pupils) articulating direct link between school Mission and their own behaviour expectations. Pupils and staff say know the Mission statement and understand how to live it out. The school's mission statement, 'Learn from Jesus, love like Jesus and trust in Jesus', permeates everything within the school community. CSI June 2023.
The leaders and governors of the school truly embrace the principle that parents are the first educators of their children and fully support and empower them in meeting the demands of this vocation.	VP worked with DH from the Diocese to gain a deepened understanding of Vocations within the Church and the place parents hold as the first educators. Parental survey assessed current perception from parents, of the importance they hold as being first educators of their children within the Catholic faith. There was a whole school parent workshop to develop parental knowledge about, and the role they play in, being the first educators of their children.	Parent feedback showed they understand their role as first educator. Parents and pupils feedback positively following the parent workshop, understanding their role.
<b>Collective Worship</b>		
The ability of students to reflect on their experience of prayer and liturgy and the extent to which this reflection inspires them to action.	Worked with groups of children which developed their understanding of <u>how</u> to evaluate and reflect upon collective worship effectively, both at class and whole school level. Explicit opportunities for pupils given in using their reflections to plan for and bring about positive actions.	Pupils going forth from prayer and are inspired into action. Pupils can reflect theologically about what they pray and so can articulate how prayer is important to them CSI 2023.
Leaders, including governors, offer regular opportunities for the professional development of all staff that incorporates liturgical formation.	CPD schedule for prayer and liturgy. All liturgy and prayer CPD and updates embraced as directed/provided by the Bishop's conference and diocese. 1:1 CPD opportunities with staff/VP.	Staff appreciate the training they receive in prayer and liturgy, and staff subsequently use what they have learnt to support the pupils' and their spiritual formation. CSI 2023.

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	Collective Worship modelled in classes as an example of 'creative ways to pray'.	CSI 2023 verbally commented on being unable to distinguish between Catholic and non-Catholic teaching staff.
<b>RE</b>		
The progress of groups with specific needs is close to or is improving towards that of other pupils with the same starting points.	Detailed data analysis identifying individual pupils and identifying the barriers they are currently facing. SENDCo worked with staff to discuss individual needs for pupils and looked at appropriate strategies to ensure access to learning. Work with staff 1:1 to discuss and plan for individual pupils to close the gap and improve their progress.	Progress across the school is generally good, with attainment being at least in line with that for other core subjects for most groups of pupils as they know more and can do more over time CSI 2023. Pupils with special educational needs and disabilities (SEND) make good progress in individual lessons and meet the expectations set for them CSI 2023.
Teachers provide pupils with opportunities to present their learning using a variety of forms of expression to meet the differing needs of pupils.	VP reminded current staff and met with new staff around creative opportunities in RE. Staff planned RE lessons with explicit thought to activities that will enable a wide range of creative and expressive forms of T+L in RE. VP re-shared creative teaching in RE ideas from last CPD session with DH from the Diocese (from Summer term).	"Creative lessons and activities from the DES thinking skills and creativity training" were evident in diocesan advisor visit May 2023. Teachers provide a range of tasks, including sequencing, art, storyboards, and drama CSI 2023.
Leaders ensure that Religious Education is effectively planned to meet the needs of different groups of pupils and to secure coherence across different key stages and phases.	VP worked with staff to ensure RE planning is ambitious- meeting the needs of all pupil groups. Induction took place with new teachers. Whole staff RE book moderation. Effective feedback from VP and LGB following book looks and learning walks.	Leaders' and Governors' "commitment ensures pupils benefit from a well-sequenced curriculum as they progress through the school" CSI 2023. Leaders provide feedback to teachers which is both practical and well-received; consequently, the needs of most pupils are met CSI 2023.
<b>Leadership &amp; Management</b>		
To continue to grow the school's culture of safeguarding, supporting effective safeguarding arrangements.	Reviewed and adjusted the behaviour policy to include updated information from KCSiE 2022. Principal reported clearly to governors on the importance of providing pupil and families with help as soon as a problem emerges and how the school provides early help. The DSL provided governors with evidence to show that the school meets all its statutory safeguarding and child protection duties. Safeguarding curriculum developed and embedded.	Pupil Survey ( <i>January and July 2023</i> ) articulate feeling safe in school and who to talk to when they have a concern. "Arrangements for safeguarding are effective" <i>Ofsted March 2023</i> . "There are rigorous systems for reporting concerns that all staff know, understand and use when needed. Leaders act quickly to escalate concerns and follow this up with external agencies when necessary. They work closely with families to make sure that pupils are safe." <i>Ofsted March 2023</i> .
Leaders of SEND to focus on improving teachers' subject specific pedagogical knowledge in order to enhance the teaching of pupils with SEND.	SENDCo researched Quality First Teaching and delivered appropriate training. Class-based staff implemented QFT strategies. Robust monitoring cycle in place further developed understanding. SENDCo researched and implemented a suitable assessment tool for children whose SEND means there steps of progress are more specific.	The SENCO has supported teachers with planning. This is all clearly benefitting pupils with SEND, as was evident in many of the books and during the learning walks. ( <i>SEND Audit June 2023</i> ). Staff adjust the curriculum, when necessary, to make sure that pupils with SEND achieve well ( <i>Ofsted March 2023</i> ). The SENCO has very good knowledge and understanding of SEND. She is a member of SLT and is able to have a strong and positive impact at a whole school level ( <i>SEND Audit June 2023</i> ).



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**DIRECTORS' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2023**

<b>Quality of Education</b>		
The curriculum is adapted to meet the needs of all pupils (especially those with SEND or Pupil Premium eligible), allowing them to access learning with increasing fluency and independence, without creating unnecessary or elaborate tasks.	<p>Tailored schemas (including use of Oak National Academy) used for pupils whose significant needs mean they are unable to access their year group's curriculum. Delivered training on research-based methods of scaffold/differentiation and challenge.</p> <p>Teachers implemented external-agency recommendations and those of the SENDCo.</p> <p>Robust monitoring cycle in place to ensure needs are met.</p> <p>Continued with DfE's School Led Tutoring to support those identified with significant gaps in learning.</p>	<p>Adapting learning for pupils with SEND through High Quality Teaching has been a whole school priority. Staff CPD has included a focus on barriers to learning, adapting teaching and scaffolding, taking into consideration the EEF principles. The SENCO has supported teachers with planning. This is all clearly benefitting pupils with SEND, as was evident in many of the books and during the learning walks (<i>SEND Audit June 2023</i>).</p> <p>Books in some classes included good examples of appropriately adapted work in all subjects to enable pupils with SEND to achieve the same learning objectives as their peers (<i>SEND Audit June 2023</i>).</p> <p>Internal Data shows that HA PP pupils, combined with progress seen in books, make very good progress, especially in Writing and Maths: all 9% made better than expected and 10% PP in Writing and 8% all better than expected and 18% PP in Maths.</p> <p>SEND pupils are working with increasing independence (<i>Learning Walk, July 2023</i>). Staff adjust the curriculum, when necessary, to make sure that pupils with SEND achieve well.</p>
The work given enables pupils, over time and across the school, to achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.	<p>Following adaptations for recovery learning, mapped curriculum was revisited and adapted to ensure full coverage.</p> <p>Information that informs our curriculum choices was reviewed (ensured curriculum remains tailored for St Mary's pupils) – e.g.: data, pupil survey, discussions with Hagley Catholic High School Subject Leads.</p> <p>Through continued monitoring and development, effectiveness of curriculum vision (V+Vs, reading, vocab, experiences) was reviewed.</p>	<p>The curriculum is "deliberately sequenced, ambitious and cumulative" <i>Verbal feedback, Ofsted March 2023</i>.</p> <p>Good examples of appropriately adapted work in all subjects to enable pupils with SEND to achieve the same learning objectives as their peers.</p> <p>Learning walks and book trawls throughout the year evidence pupils using knowledge they have learned.</p>
<b>Behaviour &amp; Attitudes</b>		
To improve pupil behaviour.	<p>Following research completed in the previous academic year, a new policy constructed (including procedure) for behaviour (including identifying learning &amp; conduct behaviours, routines, rewards, sanctions etc).</p> <p>Training and development provided for all staff.</p> <p>Exemplars provided of work which reflect the expectations for presentation across the school.</p> <p>Behaviour incidents recorded in Arbor and analysed regularly to identify patterns of concern.</p>	<p><i>July 2023</i>- Summer 2 behaviour analysis shows reduction in number of behavioural incidents across the school.</p> <p>Individual case studies over the year show significant reduction in behavioural incidents following plans put in place (<i>e.g. Y2 case study</i>).</p> <p>Learning walks throughout the year, including during Ofsted visit, show no low-level disruption during learning.</p> <p>Learning walks throughout the year show pupils having pride in their learning and presenting work as expected.</p>
Pupils have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.	<p>School office staff monitor attendance weekly and alert SLT to any pupil at risk of falling into persistent absentee category.</p> <p>100% attendance award at end of year (cinema tickets).</p>	<p>Summer : 91% national – 94% school.</p> <p>Persistent absenteeism stayed the same.</p>

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**DIRECTORS' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2023**

	Continue to enlist support from EWO. SLT continue to support families with low attendance.	
<b>Personal Development</b>		
To enhance pupils' spiritual, moral, social, vocational and cultural development.	Revisited and embedded practice around British Values including lessons, displays and links to lessons. Key focus lessons each half term on British Values. Engaged with local businesses, stakeholders and the local community to contribute to the SMSVC provision.	[Pupils] are taught about fundamental British values and have a good understanding of concepts such as democracy ( <i>Ofsted March 2023</i> ). During pupil surveys, pupils articulate and behave in a way that shows their confidence and in a way that shares their understanding of their own growth ( <i>June 2023, July 2023</i> ). CSI 2023 verbally commented on pupils' understanding of Vocation.
The school provides, or signposts to, a wide range of opportunities to nurture, develop and stretch pupils' talents and interests.	Through the curriculum, activities and opportunities are offered which provide opportunity for individual pupils' talents to become apparent. Through teaching and learning, staff identify pupils who display a particular talent. Leaders explored local opportunities for pupils to engage with, including offer of clubs/groups within school. Leaders signposted and encouraged identified pupils to take advantage of local opportunities to develop their talents.	102 pupils took part in pupil groups this year. Total attending who are: FSM- 21%; EAL- 10%; SEN 22%.
<b>Early Years</b>		
The outdoor learning environment complements the indoor provision in terms of resources and the role of the adult, so that children are immersed in an enabling environment.	High quality open-ended resources purchased/provided, and old/broken resources removed from the early years outdoor area. Outdoor provision complements, but not mirrors the indoor learning environment. Staff asked for donations of resources e.g. - large crates, poles, wheels, planks, bikes, buckets, balls etc.	During the Summer 1 SIP visit, the SIP commented while observing the reception children outside, that every child was engaged, full immersed in their activities, and that their play was purposeful. The SIP acknowledged that this is due to effective modelling by adults, quality adult/child interactions in the environment and resources being introduced gradually. Children are happy and secure. They are always busy and work with purpose ( <i>Ofsted, March 2023</i> ). Access to the outdoor area this year has largely been through an 'all in' or 'all out' approach due to staffing and other curriculum foci e.g. - Little Wandle Intervention. This has not hindered the children's ability to engage in quality play both indoors and outdoors, but if staffing allows for it, we would like to aim for a more free-flow approach at specific times of the week next year, so that children are given more freedom of choice in order to further develop their characteristics of effective learning.

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**DIRECTORS' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2023**

**St Philip's Catholic Primary School:**

Target	Achievement	Impact
<b>Catholic Life</b>		
Embed the principles of Catholic Social Teaching (CST) into existing curriculum planning.	CST principles made explicit in curriculum maps. CST principles are a focus on termly rotas for worship as well as teaching and learning. CST stamp used in books to symbolise CST link made in RE and other curriculum subjects.	Pupils can articulate Catholic Social Teaching and where encountered both in the curriculum and wider school.
Create and implement an action plan for the 'Live Simply' award.	Live simply award created in consultation with stakeholders and support from CAFOD. Mini Vinnie's have undertaken mission work to reach out to the community.	Recognition received from CAFOD and the Parish for our work towards the Live Simply Award.
To continue to reignite and embrace the whole community where leaders are witness to the churches to inspire Catholic life throughout the school and wider community.	The children have taken part in donating to foodbanks and the homeless, Christmas shoebox packages, serving the parish grounds and inside church as well as making pledges to live sustainably. We have involved parents and families in the 'Living Sustainably' challenges via our newsletter.	School and community links have been strengthened. In engaging in these activities, St. Philip's pupils are living out the Emmaus values of share, sustain and serve, in the heart of their communities.
To continue to raise the profile of our pupil's dedication to promoting and contributing to Catholic Life through valued opportunities that increase our pupils understanding of our school mission.	Children and families have attended parish Masses, reconciliation services. Parents have been invited into school to celebrate with the community.	This has supported the pupils sacramental journey. This has strengthened the Catholic Life and Mission of the school with the home and school partnership.
<b>Collective Worship</b>		
Pupils will take greater responsibility for engaging, preparing and leading different forms of prayerful worship, with a greater degree of enthusiasm and independence throughout the school.	All children have had the opportunity to plan and lead class liturgy (age appropriately) during the school year. Professional Development Meetings and modelling of best practice has supported staff knowledge of the Diocese structure for leading prayer and use of a range of resources. Training day on prayer and liturgy, led by Diocesan advisor David Harris, embedded staff's understanding and confidence in the delivery of collective worship. RE link governor leading weekly hymn practices with all classes has further increased pupil participation and enthusiasm in collective worship.	Evidence of greater pupil independence and leadership in different forms of prayerful worship.
To evaluate and strengthen further the role of pupils when planning and leading Collective Worship in a variety of contexts.	This is achieved by the leaders mentoring the group with planning and leading collective worship.	Children are developing a clear understanding of the liturgical year and how this makes an impact and is reflected within our whole school community. Planning and preparing/evaluating of CW with mission team is strong.
<b>RE</b>		
The RE link governor to continue to contribute making highly significant contributions by being actively involved in its evaluation so that they can accurately inform the full governing body about the strengths and areas of development of	Monitoring and good relationships the RE Governor with SLT and RE Leader has ensured that high standards of RE teaching and learning is seen across the school.	Continued effective monitoring by the RE link governor contributes to effective governance by ensuring that leaders are held to account.

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**DIRECTORS' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2023**

the provisions and outcomes of the Religious Education of the school.		
To continue to support the staff so that all teaching is consistently effective and good or outstanding progress is evident in each key stage.	Moderation work completed with staff in partners/groups has opened discussions to share good practice with each other to improve the teaching and learning of RE. ECT's training with the diocese on working in a catholic school as well as opportunities to seek advice and share practice with mentor has ensured that being a new non catholic teacher has not been a barrier to the delivery of RE.	Staff report feeling more confident in their teaching of RE.
<b>Leadership &amp; Management</b>		
Senior leaders to continue to focus on subject leadership pedagogy to work together to effectively lead subjects in our Catholic values, the national curriculum and progression of skills and knowledge to automaticity across subjects.	Embedding the curriculum intent and implementation of the revised, bespoke St. Philip's curriculum ensures that teaching and learning is reflective of the community of the school and wider Britain. The curriculum rationale for all subjects is rooted in our Catholic values, the progression of knowledge and skills so that it is relevant to the needs of our pupils. We are using the progression of knowledge and skills for subjects within the NC to support the needs of the pupils within the wide diverse community of children we serve.	External verification has confirmed that the school has made very good progress in this area.
Leaders to continue to drive the inclusive culture of safeguarding and well-being for staff and pupils.	Staff to continue to use the clear systems to identify and support pupils at risk, with clear communication and action to ensure that concerns are addressed timely. The whole school community knows how to report concerns and well-being issues of staff and children. Safeguarding champions are active in their role and supportive of pupils in the school. They know who they can report concerns to. Rainbow Warriors have supported well-being through initiatives.	There is evidence of a culture being increasingly developed within the school community, for both staff and pupils, where safeguarding is seen as everybody's responsibility.
<b>Quality of Education</b>		
To build upon new initiatives within the writing curriculum to support children attainment and progress with a focus especially on more able pupils.	Mapping and planning the long-term curriculum for Writing has supported strengthening the teaching and learning of English across the school. The teaching of explicit SPaG sessions has supported the teaching and learning in the Writing curriculum.	Implementing and embedding the Write Stuff scheme of work has meant that the attainment gap has been decreased.
Implementation of the curriculum clearly leads to a strong impact of quality of education for all learners engaging in substantive and disciplinary knowledge in all subjects.	Subject leaders in all areas sequencing the knowledge and skills for their subject area has enabled leaders to have a clear vision and plan of implementation for their subject. Staff opportunities for internal moderation and self-reflection on the curriculum means that teacher's subject knowledge is strong and coverage is high.	This is raising the standards of teaching and learning for all pupils in all subjects. The curriculum for each subject is under constant revision with staff during this process so that it is a reflection of the community of St. Philip's.
To consistently use assessment to inform teaching and outcomes of pupils' progress. Sharply identifying	Data analysis and pupil progress meetings have identified children that need further support/intervention.	This ensures that all children have the best possible outcomes. This has ensured that gaps in learning are closed.

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**DIRECTORS' REPORT (CONTINUED)**  
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underperforming groups – boys and non-pupil premium at the expected standard.	Teacher analysis of assessments and reports to SLT have informed planning and reteaching on focus areas where necessary.	
<b>Behaviour &amp; Attitudes</b>		
To continue to promote the positive calm and safe environment to all pupils to promote exemplary behaviour and attitudes to all areas of school life with the ever-changing population of the school.	Implementation of class dojo and reward systems as a behaviour incentive to promote outcomes. Liaising with external agencies supports pupils in difficulty.	Adaptations to classroom environment and teaching methods in one class has seen an improvement in behaviour and attitudes and positive outcomes in this class.
To continue to overcome significant behaviour challenges post COVID focussed around one year group through adaptations and CPD for staff.	Learning mentor supports programme of behaviour support. Tailored CPD for staff supports with behaviour needs.	Use of adults to bespoke learning needs of pupils ensured improved learning attitudes.
<b>Personal Development</b>		
To continue to embed systems in school to support children and families with social, emotional, and psychological needs to improve confidence and outcomes for vulnerable children particularly post pandemic.	Children are supported through finely chosen strategies to enable pupils to grow in confidence to improve in all aspects of school. Enhance the focus of TIME TO TALK in school and pupil voice is strong. Therapeutic services support. Learning mentor to access external agencies to promote this agenda. Rainbow bereavement programme in place to support families and children.	Pupils individual behavioural and emotional needs have been met enabling them to achieve as fully as possible – good progress rates achieved.
Continue to work with outside agencies to help teach children to provide rich experiences to develop pupils understanding about how to stay safe, healthy and maintain a healthy well-being.	Through assemblies, dedicated theme weeks and focusses. RSE curriculum (Ten:Ten) supports with health and wellbeing taught as children of God. Provide training for healthy lifestyles, NSPCC. Sandwell walk to school team. Spring clean team. WOW project. Rainbow warriors. School nurses, to help pupils stay safe.	Feedback shows that pupils have a better understanding of how to maintain a healthy wellbeing and stay safe.
<b>Early Years</b>		
To continue to improve attainment for all pupils with a focus on writing.	Implementing and embedding the Write Stuff scheme of work.	Supported language and composition.
Continue to develop accuracy with staff in assessing to promote a shared vision in assessing progress of all groups of pupils especially disadvantaged and SEND.	CPD for staff to support children with specific needs.	4 EHCP applications secured in the absence of the SENCO. Working with CCAT team to support the needs of the children, resources and staff CPD.

**St Wulstan's Catholic Primary School:**

Target	Achievement	Impact
<b>Catholic Life</b>		
Increase the frequency and rigour of the monitoring and evaluation of Catholic Life, so that governors can hold leaders to account and ensure continuous improvement	Robust monitoring schedule in place for Catholic Life. RE Lead meets at least termly with Link Governor who reports to LGB. Catholic Life reported at each LGB meeting.	Catholic Life is an integral part of school life. Catholic Life is evidenced in display/portfolios. School, parish and home support is evident.

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**DIRECTORS' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2023**

	RE Lead presents to LGB and responds to challenge questions.	Understanding of the dignity of the human person and care for our common home is evident across the whole curriculum eg CST principles.
Ensure children have a secure understanding of vocation.	'Vocations Month' June 2023 held with wide range of visitors. Mini Vinnies hosted a range of fundraising activities as reflected in their mission.	Children across the school have a greater understanding of vocation as a calling and purpose.
<b>Collective Worship</b>		
Increase the frequency and rigour of the monitoring and evaluation of Collective Worship, so that governors can hold leaders to account and ensure continuous improvement.	Robust monitoring schedule in place for Collective Worship, evaluation by pupils/staff/Governors. All children have opportunity to plan and lead class worship Pupils /SLT/LGB.	Children take responsibility for organising and leading liturgy evidenced in liturgy planning and learning journals. Children know and use flow of liturgy using Diocesan structure-gather listen respond Go forth.
To ensure that every pupil experiences a minimum of one class Mass per term.	Parish Priest has recommenced weekly class Mass from Sept 2022.	All children experience and actively participate at least termly-reading/serving /planning Mass.
<b>RE</b>		
To ensure that RE teaching constitutes 10% of curriculum time.	Timetables created by RE Lead and SLT to specify RE teaching of 10% curriculum time. Monitored through Learning Walks/planning and book evidence.	Diocesan requirements are fulfilled. Children receive RE teaching and learning entitlement.
To ensure opportunities for the teaching of Catholic Social Teaching are evident throughout the wider curriculum.	CST principles made explicit in curriculum planning. Specific easily identified CST questions included in challenge questions to show links. CST CPD led by RE Lead. Robust monitoring of CST in place. Diocesan CPD JULY 2023 attended by Lead and VP.	Children able to discuss CST principles in their work recognising their significance and importance.
<b>Leadership &amp; Management</b>		
To ensure that governance of the school is in line with Diocesan and Government expectations.	Appointment of a new staff , parent and Foundation Governor. New Chair and VP Oct 2022. Vacancy for parent Governor. Link Governors attend at least termly to meet with Subject Leads. Subject leaders present to LGB on cycle of Quality of Education.	Subject Leaders and LGB have clear understanding of their roles and responsibilities. LGB are well informed regarding areas of strength and those of development and how these are being addressed.
<b>Quality of Education</b>		
Improve standards of attainment and progress at across the school in English for all groups of learners.	Robust and strategic monitoring in place. Baselines and whole school progress are accurately moderated and used to target set. CPD led by Subject Leader. Reading opportunities to engage parents eg book and biscuit. English lead has led parent workshops- Fiction and non fiction reading to support home reading and que Twice weekly UKS2 booster groups led by experienced practitioner. Using gap analysis of assessments areas of weakness are targeted. Moderation by staff and with Emmaus schools. Fresh Start program introduced to support KS2 phonic development.	90% Phonics Screening pass. 78% ELG. KS1 Reading 62% 31% GD Writing 62% 21% GD Maths 66% 28% GD RWM 59% 14% GD  KS2 SPG 88% 54% GD Reading 85% 50% GD Writing 92% 31% GD Maths 85% 54% GD RWM 85% 15% GD  Children with motor skills difficulties able to achieve Year 1 writing posture objective more quickly and therefore progress to achieving handwriting objective.

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**DIRECTORS' REPORT (CONTINUED)**  
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	Purchase new tables for Year 1 that support correct seated writing posture. New chairs to be purchased for each class to improve writing posture and correct seating. Analyse impact of marking feedback in books on spelling of common exception words and common errors (e.g. homophones).	All children to be correctly seated to enable a correct seating position-improved core strength which leads to improved fine and gross motor skills. New feedback policy, ensures that spellings are taught and reinforced effectively allowing higher percentage of children reaching ARE in spelling objectives/ SPaG test.
Improve standards of attainment and progress across the school in mathematics for all groups of learners.	Robust monitoring of the teaching of maths -Learning Walk/Book Trawl/Pupil Voice. Planning Scrutiny. CPD Maths Mastery led by subject lead.	KS1 Maths 66% 28% GD RWM 59% 14% GD KS2 Maths 85% 54% GD. RWM 85% 15% GD.
To fully embed the teaching, learning and assessment of the new Creative Curriculum.	Use Arbor assessment system to closely monitor and evaluate progress and attainment in all foundation subjects. CPD for all subject leaders with curriculum consultant D Pye. Whole staff CPD on progression and knowledge/skills across the curriculum. Humanities lead /SLT have revised and developed wider curriculum in light of D. Pye training. Rosenshine's Principles CPD for all staff. Middle Leaders to present to Local Governing Body.	Middle leaders rigorously monitor and evaluate their subject area providing support and challenge to all members of staff. Subject leaders/SLT. Subject leaders have greater understanding of pedagogy of their subject area. Revised curriculum shows clear starting and end points, staff and pupils have greater understanding of what, why and how in all subjects. LGB members can ask challenging questions to drive improvement.
<b>Behaviour &amp; Attitudes</b>		
To reduce the percentage of pupils who are persistent absentees.  Achieve more than 96% whole school attendance.	Engagement with EWO contacts families re lateness and absence to offer support. Face to face meetings with persistent absentee parents. Attendance certificates and rewards distributed termly. SLT at gate every morning to meet late parents.	Parents are more responsive, engage in first call and request absence. Attendance 92.3% inc GRT. 95.2% exc GRT.
<b>Personal Development</b>		
To ensure that the teaching and learning of British Values are fully embedded within the new Creative Curriculum.	British Values linked to Art projects. British Values specifically planned within the revised curriculum- CPD by SLT/Humanities.	All pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes. The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are fully understood in age appropriate way. Experiences are memorable for pupils they understand and can make links to all British Values /Virtues and values /CST.
<b>Early Years</b>		
To ensure that the newly developed outdoor learning area is used for at least 10% of learning time.	Development of a new outdoor area – extension of current area to provide a bigger space for children funded by bequest from recently deceased parishioner. Purchase of climbing and balancing equipment for outdoor area for gross motor skill development. Timetabled weekly outdoor learning opportunities.	10% of learning is outdoor. evidenced through children's learning journey. Children have developed essential gross motor skills which will support writing development. Improved outdoor learning experiences.

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**DIRECTORS' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2023**

**Achievements and Performance in formal key stage examinations/assessments**

The data below outlines Emmaus Catholic Multi Academy Company schools' attainment data for the year ending 2023.

As noted by the DfE, in respect of the Key Stage 1 data, Year 2 pupils experienced disruption to their learning during the pandemic. On-site attendance was limited to children of key workers and vulnerable children in January and February of their first year of school, with attendance mandatory, except for self-isolating pupils, for the remainder of the school year.

Where attainment is below national average, measures have been put in place to rapidly address these areas.



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## DIRECTORS' REPORT (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2023

	Our Lady of Fatima	Our Lady & St Hubert's	St Ambrose	St Francis Xavier	St Gregory's	St Joseph's	St Mary's	St Philip's	St Wulstan's
<b>Phonics Attainment</b>									
Reading (79%)	70%	85%	83%	80%	67%	73%	67%	53%	78%
<b>KS1 Attainment</b>									
Reading (68%)	83%	63.3%	71%	50%	77%	80%	63%	73%	63%
Writing (60%)	79%	55%	64%	46.7%	73%	73%	34%	67%	60%
Mathematics (70%)	76%	63.3%	78%	63.3%	73%	73%	56%	63%	63%
<b>KS2 Attainment</b>									
Reading (73%)	87%	70%	69%	73%	81%	77%	53%	62%	85%
Writing (71%)	90%	77%	72%	50%	81%	77%	63%	68%	92%
Mathematics (73%)	94%	65%	79%	70%	71%	83%	47%	62%	85%
Combined RWM (59%)	84%	55%	59%	37%	61%	67%	40%	45%	85%
EGPS (72%)	94%	77%	69%	87%	77%	80%	53%	65%	88%

\*Figures in brackets indicate national averages

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**Key Stage 5 Results 2023**

The figures below have been generated by SISRA which uses DFE guidance documents.

**Cohort Summary**

Cohort Size	79
A Level Cohort	78
Applied General Cohort	28
KS4 Prior Attainment*	6.61

**Overall Performance Summary (Academic and Vocational)**

Overall APS per pupil	108.72
Overall APS per entry	34.25
Overall APS per entry (female)	39.06
Overall APS per entry (male)	30.76
Overall Average Grade per Entry	C+

**AAB Measure**

% A Level Students achieving A Levels at grades AAB or higher in at least 2 facilitating subjects	14.3
% A Level Students achieving A Levels at grades AAB or higher in at least 3 facilitating subject	8.2
% Students included in AAB measure	62.0

**Percentage of Entries\*\***

Percentage of entries achieving A*-A	27.1
Percentage of entries achieving A*-B	54.6
Percentage of entries achieving A*-C	80.7
Percentage of entries achieving A*-E	98.6

**\*\*Equivalent A\*-E grades have been used for applied qualifications**

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**Grade Counts**

**Percentage of A Level Entries Achieving Each Grade:**

A*	=	6.4	D	=	12.5
A	=	20.7	E	=	5.4
B	=	27.5	U	=	1.4
C	=	26.1	X	=	0

**GCSE 2023**

**Cohort Summary**

Cohort Size	176
Number of Disadvantaged	29
Male	99
Female	77

**Overall Performance Summary**

Average Total Attainment 8	52.08
Disadvantaged Average Total Attainment 8	35.97
Students Achieving 9-7 in English and Maths	19.3%
Disadvantaged students achieving 9-7 in English and Maths	3.4%
Students Achieving 9-7 in English	35.8%
Students Achieving 9-7 in Maths	26.1%
Students Achieving 9-5 in English and Maths	56.8%
Disadvantaged students achieving 9-5 in English and Maths	24.1%
Students Achieving 9-5 in English	71.0%
Students Achieving 9-5 in Maths	61.9%
Students Achieving 9-4 in English and Maths	79.5%
Disadvantaged students achieving 9-4 in English and Maths	58.6%
Students Achieving 9-4 in English	86.9%
Students Achieving 9-4 in Maths	81.3%

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Students Entered for the Ebacc	61.9%
Students in cohort achieving a standard pass in the Ebacc (4+)	44.3%
Students in cohort achieving a strong pass in the Ebacc (5+)	25.6%
Average Points Score EBACC	4.74

Entries achieving grades 9-7 (or equivalent)	27.5%
Entries achieving grades 9-5 (or equivalent)	60.1%
Entries achieving grades 9-4 (or equivalent)	79.3%

9 – 5.2	6 – 15.0	3 – 11.5	U – 0.7
8 – 8.4	5 – 17.5	2 – 6.9	
7 – 13.8	4 – 19.1	1 – 1.9	

Emmaus Catholic 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 MAC 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 2023, the balance of the unrestricted and restricted income reserves was £3,645,000 (2022: £4,671,000), which is after transfers of £804,000 to the restricted fixed asset fund to fund capital expenditure during the year. 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 on roll at the ten schools, Reception to Year 13, as of October 2023 was 3,207 compared to 3,212 in January 2023 and 3,181 in October 2022.

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 80.6% (2022: 82.3%), while the percentage of staff costs to total costs (excluding depreciation and LGPS FRS102 pension cost charges) was 77.3% (2022: 79.8%).

### **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 2023 of (£2,231,000), 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 (£2,231,000). 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

## **EMMAUS CATHOLIC MULTI ACADEMY COMPANY**

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### **DIRECTORS' REPORT (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2023**

calculating such additional contributions will change significantly when the LGPS deficit falls to be revalued in 2024, 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.

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 £4,055,000 at the period end. Revenue reserves are held above the Company's target level of 10%.

The Balance Sheet is in a net asset position despite including a liability of £2,231,000 due to the inclusion of a defined benefit pension scheme deficit which is ultimately guaranteed by the Department of Education.

The recent increases in both energy costs and pay awards and the fall in pupil numbers at some of the MAC schools in recent years have had and are predicted to continue to have significant impact on future financial performance and position of the MAC. Whilst the MAC's budget forecasts looking forward indicate that the MAC has sufficient resources to pay its debts as and when they fall due, the MAC's senior leadership team continue to review all areas of funding and expenditure and to identify and implement, in consultation and agreement with the Directors, actions to offset the impact of these unfunded cost increases and reduced funding going forward.

#### **Promoting the Success of the Academy Trust**

The 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 resource is its people. It employs over 370 staff, not 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 2023**

**Our Members**

The Trustees/Directors are committed and openly engaged with our Members through the Archdiocese of Birmingham and the Birmingham Diocesan 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 Multi Academy Company has been in existence for nine years, as of 1 October 2023. 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 working with the Archdiocese of Birmingham to deliver their MAC growth strategy, and further improve relationships with our suppliers.

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

**FINANCIAL REVIEW**

For the year ended 31 August 2023, the Multi Academy Company's total income (excluding capital grants) was £19,773,000 (2022: £18,805,000) while the total expenditure (excluding depreciation and LGPS FRS102 pension cost charges) was £19,995,000 (2022: £18,191,000), resulting in a net operating deficit for the year of £222,000 (2022: surplus of £614,000). This operating deficit for the year was expected and reflects the continued school improvement and investment from the MAC reserves on IT infrastructure, energy shortfall in government funding, catering equipment and alignment along with additional SEND support in school and education materials.

After transfers of £804,000 from reserves to fund capital expenditure in the year, the balance of reserves at 31 August 2023, excluding the restricted fixed asset funds and LGPS liability fund was £3,645,000.

The net book value of fixed assets at 31 August 2023 were £2,444,000. The fixed assets held by the Multi Academy Company are used exclusively for providing education and associated support services to the pupils of the Academy Trust.

Included within the Multi Academy Company's balance sheet at year end is a defined benefit pension scheme liability of £2,231,000 (2022: £5,613,000), which arises from the deficit in the Local Government Pension Scheme ("LGPS") that is attributable to the Schools. Further details regarding the deficit in the LGPS at 31 August 2023 and the basis on which this has been recognised in the financial statements are set out in note 25 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, Chief Finance and Operations Officer, (Executive) Principals, managers, budget holders and other staff, as well as the delegated authorities for spending. Other key financial policies reviewed and adopted during the period included Financial Scheme of Delegation, Value for Money Statement, Investment Policy, Reserves Policy, Charging and Remissions Policy and Anti-fraud and Bribery Policy.

**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.

For the year 2022/23 the Trustees/Directors continued to determine that the appropriate level of free cash reserves should be approximately 10% of total GAG funding. 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.

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FOR THE YEAR ENDED 31 AUGUST 2023**

The Multi Academy Company's current level of reserves at 31 August 2023 is £4,268,000 (2022: £753,000), of which £3,645,000 (2022: £4,671,000) are revenue reserves (that is, total funds less the amount held in fixed asset funds and the pension reserve).

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 support the estates management plan and ongoing developments, including the need to retain key staff and school improvement initiatives, in light of the increasing cost pressures in future years. Amounts of £1,918,000 have been designated by the trustees for a variety of purposes as set out in the notes to the accounts.

The Academy Trust's current level of operating reserves at 31 August 2023 is £3,645,000 (2022: £4,671,000), which is made up of restricted income reserves of £356,000 (2022: £2,997,000) and unrestricted funds of £3,289,000 (2022: £1,674,000).

The value of the restricted fixed asset fund at 31 August 2023 is £2,854,000 (2022: £1,695,000), which is represented by the fixed assets that are used exclusively for providing education and associated support services to the pupils of the Trust, and the balance of unspent capital grants to be used on future capital expenditure. These funds can only be realised by or by utilising the amounts of unspent capital grants in line with the terms and conditions of those grants.

The pension reserve fund has a deficit balance at 31 August 2023 of £2,231,000, which represents the deficit in the LGPS at the balance sheet date. The effect of this deficit position is that Multi Academy Company is required to make additional pension contributions over a number of years in order to fund the deficit. These additional pension contributions will be funded from the Trust's annual recurring income, which may impact its ability to continue to deliver its educational outcomes with the available public funding it receives. The Trustees 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.

**Investment Policy**

Over three million pounds 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 and thirty-day low risk banking investment. The Trustees/Directors will continue to review the Investment Policy in accordance with social, environmental and ethical considerations in relation to the tenets of the Catholic Church.

**Principal Risks and Uncertainties**

The Trustees/Directors assess, on an ongoing basis, 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 strategic 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 which is updated and presented to every Full Board meeting and Board Committee meeting.

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.

**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. All schools are required to complete a s175 safeguarding audit as required by the local authority in which

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### **DIRECTORS' REPORT (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2023**

their school is situated. Each school is also subject to a comprehensive safeguarding audit by an external safeguarding consultant which is carried out every two years.

#### **Financial**

Emmaus Catholic Multi Academy Company has considerable reliance on continued Government funding through the ESFA (and Local Authority). In the year, approximately 97% of the Multi Academy Company's operating 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 cost pressures facing the sector.

Continuing increases in employment costs, including unfunded pay increases and pension costs associated with both the Teachers' Pension Scheme and the Local Government Pension Schemes, and premises costs, including the significant impact of energy cost increases, will also continue to place significant pressure on the Multi Academy Company'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/Directors recognise that the LGPS deficit at 31 August 2023 represents a significant potential liability to the Multi Academy Company. However, as the Trustees/Directors consider the Multi Academy Company is able to meet its known annual contribution commitments for the foreseeable future, the risk from this liability is considered to be low. 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.

#### **Estates**

Trustees/Directors look to ensure that the importance of health and safety of students, staff and visitors is considered a top priority in Emmaus Catholic MAC schools. Health and safety policies and procedures are in place, with independent reviews and support from specialist external advisors, and all staff are expected to complete online health and safety training annually.

Financial spending decisions are made by the MAC, for instance in investment in the school property, in order to ensure the site condition is safe and fit for purpose.

Emmaus Catholic MAC has effective Health and Safety Committee(s) in place and the MAC's Compliance Committee in conjunction with Resources and Audit Committee have oversight of arrangements. They ensure health and safety is always a primary factor in its decision making, including when determining the priority areas in line with SCA funding.

#### **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 there is clear succession planning.

The recruitment of suitably qualified and experienced staff has been a particular challenge this year with vacancies unfilled in some MAC schools for prolonged periods and agency staff employed as interim measures. Whilst agency staff have been of excellent quality, the costs are high which have had an adverse impact on the MAC's financial results and position at the period end. Recruitment and succession planning is integral to MAC planning and the Catholic Senior Executive Leader/CEO together with Principals and the CFOO continue take a personal lead in the recruitment and selection of all staff and the MAC has continued to undertake permanent recruitment to all vacant posts during the 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.



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#### **Fraud and mismanagement of funds**

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

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 Multi Academy Company's liquidity.

The Trustees/Directors recognise that the LGPS deficit represents a significant potential liability to the Multi Academy Company. However, as the Trustees/Directors 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.

#### **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.

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.

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**DIRECTORS' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2023**

**Streamlined Energy and Carbon Reporting**

The Company's greenhouse gas emissions and energy consumption are as follows:

	21-22	22-23
<b>Energy consumption used to calculate emissions (kWh)</b>	<b>2,961,409.87</b>	<b>2,591,732.53</b>

Energy consumption break down (kWh) for electricity, gas and transport fuel.

Scope	Energy Source	Emissions Tonnes (CO <sub>2</sub> e)	
1	Gas	349.36	296.09
	Oil	-	-
	Academy Vehicles	1.36	1.79
2	Electricity   Standard	220.80	199.90
	Electricity   Renewables / Nuclear	-	-
3	Staff mileage in year on academy business	-	-
Total Emissions		571.52	497.78
Intensity ratio		0.18	0.16

<b>Quantification and reporting methodology</b>	We have followed the 2022-23 ESFA guidelines. We have also used the GHG Reporting Protocol – Corporate Standard and have used the 2022-23 UK Government's Conversion Factors for Company Reporting.
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Three key measures taken to improve energy efficiency	Action	
	1	Get the pupils involved – we will be working with the pupils in the new year to monitor the energy consumption and consider ways to reduce consumption in the classrooms. Work with student voice to encourage walking to school rather than driving.
	2	Recent catering tender to ensure locally sourced food to support our local economy, reduce freight emissions and increase the pupil connection with the source of their food. The student food council will work with the caterers to look at reducing waste.
	3	Create sustainable buildings by replacing all lights with LED, adding PV panels when replacing school roofs and ensuring windows are replaced when required. Audits within the MAC to understand the actions we need to take to reduce our carbon footprint.

<b>Intensity measurement</b>	The chosen intensity measurement ratio is total gross emissions in metric tonnes CO <sub>2</sub> e per pupil, the recommended ratio for the sector.
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### **DIRECTORS' REPORT (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2023**

#### **PLANS FOR FUTURE PERIODS**

As stated previously in this report, the detailed MAC strategy is set out in the five-year Strategic Plan. The key plans for future periods below are also outlined in the MAC operational development plan 2023/24:

- All schools achieve at least in line with national averages at all key stages.
- Following a MAC wide SEND Review in the Summer of 2023, development of a MAC wide approach to SEND (particularly the Plan, Do, Assess, Review process).
- Continued development of the Emmaus Learning Journey 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 Catholic 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 2023 – 2024 will be presented to Directors and approved taking into account the recent MAC move to Microsoft 365 and BoldIT and the Technology for Learning pilot scheme taking place in four of the Emmaus primary schools.
- Sustainability will continue to be a key priority in line with the government Carbon Net Zero initiative as reflected in the MAC Estates Management Plan.
- Mac growth – move forward with plans to integrate four primary schools in September 2024.
- Emmaus operational processes and new ways of working will continue to be streamlined as we prepare to integrate four more primary schools into the MAC.
- Formalise an Emmaus People Strategy pulling together the work already taking place on talent development and current CPDF in order to support staff development, to improve the quality of teaching and learning, aid staff retention and be an employer of choice.

#### **FUNDS HELD AS CUSTODIAN TRUSTEE 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 AUDITORS**

In so far as the Trustees/Directors are aware:

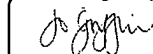
- there is no relevant audit information of which the charitable company's auditor is unaware; and
- the Trustees/Directors have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

#### **AUDITORS**

The auditors, Cooper Parry Group Limited, have indicated their willingness to continue in office and will be proposed for reappointment in accordance with section 485 of the Companies Act 2006.

The Trustees' Report, incorporating a strategic report, was approved by order of the Board of Trustees, as the company Directors, on 18 December 2023 and signed on its behalf by:

DocuSigned by:



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**Joanna Griffin**  
**Chair of Trustees/Board**

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**GOVERNANCE STATEMENT****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 Trustees'/Directors' Report and in the Statement of Trustees'/Directors' Responsibilities.

The Board of Trustees has formally met 10 times during the year ended 31 August 2023. Attendance during the year at meetings of the Board of Trustees was as follows:

Trustee/Director	Meetings attended	Out of a possible
Joanna Griffin (Chair)	8	10
Janet Rowe (Vice Chair)	9	10
Caroline Beech	7	10
Joanne Edgecombe	2	2
Darren Kehoe	1	2
Bernard King	2	3
Finula Foley	6	7
Geoff Taylor-Smith	4	5
Mary O'Brien	6	6
Peter Parry	7	10
Alex Pearce	2	2
Georgina Poole	2	6

The Board of Trustees/Directors review the Multi Academy Company's governance structure on an annual basis. A Director profile and a skills audit is conducted annually 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 but aims to recruit additional Directors to further strengthen the diversity and skillset of the Board. Skills that would further strengthen the Board are HR and legal practice.

The Board has also commissioned an external review of governance of the Local Governing Bodies across all ten schools, along with the Board of Directors with an external consultant, which is currently underway.

All Trustees/directors, members of Local Governing Bodies and senior leadership team employees are required to complete a declaration of any business or pecuniary interests on an annual basis or, in the case of individuals taking up these roles during the year, at the point of taking up their role. A register of interests is then maintained by the relevant governance professional. This information is provided to the Multi Academy Company's finance team for monitoring in relation to any transactions with any organisations in which interests have been declared. Any transactions with organisations in which any interests have been declared are reported to the Board of

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**GOVERNANCE STATEMENT (CONTINUED)**

Trustees/Directors in advance of the transactions, so that formal approval can be provided by the Board where the transaction is considered appropriate and formal notification to the ESFA can then be made, including where relevant, seeking pre-approval.

**Resources and Audit Committee**

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 then commences. The purpose of the Audit Committee is to maintain an oversight of the Multi Academy Company's governance, risk management, internal control and value for money framework.

Attendance at meetings of the Finance and Audit Committees during the year was as follows:

Trustee	Meetings attended	Out of a possible
Janet Rowe (Chair)	8	8
Darren Kehoe	1	1
Finula Foley	1	5
Geoff Taylor-Smith	3	4
Joanna Griffin	8	8
Mary O'Brien	3	5
Bernard King	2	3
Peter Parry	7	8

The Resources and Audit Committee role for the academic year 2022/23 has included:

- Acting 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 school approval.
- Giving consideration to decisions taken at committee/board level and the impact on the schools' financial position.
- Giving consideration of the financial implications relative to school improvement plans and priorities.
- Giving consideration to approve expenditure items as described in the Scheme of Delegation.
- Annually reviewing the Academy Financial Regulations and Scheme of Delegation.
- Ensuring that the Register of Business Interests is kept up to date.
- Ensuring that the academies have sound financial controls in place.
- Reviewing 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

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**GOVERNANCE STATEMENT (CONTINUED)**

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, together with monitoring the implementation of actions identified from internal control reviews undertaken in previous years and also the recommendations included in the external auditors' management letters from the previous year.

**Compliance Committee**

The Compliance Committee met twice during the year 2022/23 to maintain an oversight of such compliance issues as Health and Safety, Estates Management, ICT and Safeguarding.

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

Trustee	Meetings attended	Out of a possible
Geoff Taylor-Smith (Chair until 28/02/2023)	1	1
Janet Rowe	1	2
Finula Foley	1	1
Caroline Beech	1	2
Peter Parry (Chair from 01/03/2023)	2	2
Bernard King	1	1
Alex Pearce	1	1

**Performance Committee**

The Performance Committee met twice during 2022/23 to maintain oversight of performance and school improvement issues, with meeting attendance as follows:

Joanna Griffin (Chair)	2	2
Janet Rowe	2	2
Geoff Taylor-Smith	2	2
Caroline Beech	2	2
Finula Foley	1	2
Mary O'Brien	2	2
Georgina Poole	1	1

**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, services for statutory and regulatory testing).
- 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.
- Embedding and building the robustness of financial systems and controls.
- During the year we have committed to refurbishing a large proportion of roofs within our estate which were in disrepair, replacing toilets as they were beyond useful economic life, update alarm systems to compile with health and safety and commencing an IT refresh inline with the DFE guidance to improve education outcomes and compliance.

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**GOVERNANCE STATEMENT (CONTINUED)**

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

**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 2022 to 31 August 2023 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 2022 to 31 August 2023 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/Directors;
- 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;
- setting targets to measure financial and other performance;
- clearly defined purchasing (asset purchase or capital investment) guidelines;
- delegation of authority and segregation of duties;
- identification and management of risks.

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.

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'

**EMMAUS CATHOLIC MULTI ACADEMY COMPANY**  
(a company limited by guarantee)

**GOVERNANCE STATEMENT (CONTINUED)**

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 2023 as planned. While there were no fundamental internal control weaknesses 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 and to address any areas for development.

**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.

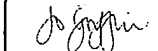
During the year ended 31 August 2023 the review has been informed by:

- the work of the internal auditor;
- the work of the external auditor;
- the financial management and governance self-assessment process, including the School Resource Management Self-Assessment Tool;
- a school resource management review
- the work of the executive leaders within the Multi Academy 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 Resources and Audit and a plan to address areas for development to ensure continuous improvement of the system is in place.

Approved by order of the Board of Trustees/Directors on 18 December 2023 and signed on its behalf by:

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**Joanna Griffin**  
**Chair of Trustees/Directors**

DocuSigned by:



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**Suzanne Horan**  
**Accounting Officer**



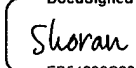
**EMMAUS CATHOLIC MULTI ACADEMY COMPANY**  
**(A company limited by guarantee)**

**STATEMENT OF REGULARITY, PROPRIETY AND COMPLIANCE**

As accounting officer of Emmaus Catholic Multi Academy Company I have considered my responsibility to notify the Multi Academy Company's 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, including for estates safety and management, under the funding agreement between the Multi Academy Company and the Secretary of State for Education. As part of my consideration, I have had due regard to the requirements of the Academies Trust Handbook 2022, including responsibilities for estates safety and management.

I confirm that I, and the Multi Academy Company's Board of Trustees/Directors, are able to identify any material irregular or improper use of funds by the Multi Academy Company, or material non-compliance with the terms and conditions of funding under the Multi Academy Company's funding agreement and the Academies Trust Handbook 2022.

I confirm that no instances of material irregularity, impropriety or funding non-compliance have been discovered to date. If any instances are identified after the date of this statement, these will be notified to the Board of Directors and ESFA.

DocuSigned by:  
  
EB54296C23FD490...  
**Suzanne Horan**  
Accounting Officer  
Date: 18 December 2023

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

**STATEMENT OF DIRECTORS' RESPONSIBILITIES**  
**FOR THE YEAR ENDED 31 AUGUST 2023**

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 2022 to 2023;
- 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.

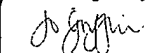
The Directors are responsible for keeping adequate accounting records that are sufficient to show and explain the charitable company's transactions and disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements 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 Trustees/Directors

Date: 18 December 2023

**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 2023 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 2022 to 2023 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 2023 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 2022 to 2023 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 Statement of directors' responsibilities, 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 Trust Handbook 2022, the Academies Accounts Direction 2022 to 2023, 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](http://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.

A handwritten signature in black ink, appearing to read 'Glen Bott', followed by a horizontal line.

**Glen Bott FCA (senior statutory auditor)**

for and on behalf of

**Cooper Parry Group Limited**

Statutory Auditor

Cubo Birmingham

Office 401, 3rd Floor

Two Chamberlain Square

Birmingham

B3 3AX

20 December 2023

**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 2022 to 2023, 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 2022 to 31 August 2023 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 Academy Trust Handbook, extant from 1 September 2022, 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 2022 to 2023. 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 2022 to 31 August 2023 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

**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)**

**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
- 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, nothing has come to our attention which suggest in all material respects the expenditure disbursed and income received during the year 1 September 2022 to 31 August 2023 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.



Reporting Accountant  
**Cooper Parry Group Limited**  
Statutory Auditor

Date: 20 December 2023



**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 2023**

		Unrestricted funds 2023 £000	Restricted funds 2023 £000	Restricted fixed asset funds 2023 £000	Total funds 2023 £000	Total funds 2022 £000
	Note					
<b>Income from:</b>						
Donations and capital grants	4	37	-	746	783	586
Other trading activities	6	549	-	-	549	451
Investments	7	-	-	-	-	1
Charitable activities	5	358	18,829	-	19,187	18,326
<b>Total income</b>		<b>944</b>	<b>18,829</b>	<b>746</b>	<b>20,519</b>	<b>19,364</b>
<b>Expenditure on:</b>						
Charitable activities	8	535	19,532	391	20,458	19,464
<b>Total expenditure</b>		<b>535</b>	<b>19,532</b>	<b>391</b>	<b>20,458</b>	<b>19,464</b>
<b>Net income/(expenditure)</b>		<b>409</b>	<b>(703)</b>	<b>355</b>	<b>61</b>	<b>(100)</b>
Transfers between funds	18	1,206	(2,010)	804	-	-
<b>Net movement in funds before other recognised gains</b>		<b>1,615</b>	<b>(2,713)</b>	<b>1,159</b>	<b>61</b>	<b>(100)</b>
<b>Other recognised gains:</b>						
Actuarial gains on defined benefit pension schemes	25	-	3,454	-	3,454	9,493
<b>Net movement in funds</b>		<b>1,615</b>	<b>741</b>	<b>1,159</b>	<b>3,515</b>	<b>9,393</b>
<b>Reconciliation of funds:</b>						
Total funds brought forward		1,674	(2,616)	1,695	753	(8,640)
Net movement in funds		1,615	741	1,159	3,515	9,393
<b>Total funds carried forward</b>		<b>3,289</b>	<b>(1,875)</b>	<b>2,854</b>	<b>4,268</b>	<b>753</b>

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

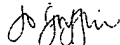
The notes on pages 74 to 102 form part of these financial statements.

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

**BALANCE SHEET**  
**AS AT 31 AUGUST 2023**

	Note	2023 £000	2022 £000
<b>Fixed assets</b>			
Tangible assets	15	2,444	1,465
<b>Current assets</b>			
Debtors	16	1,358	1,650
Cash at bank and in hand		4,942	5,718
		<u>6,300</u>	<u>7,368</u>
Creditors: amounts falling due within one year	17	(2,245)	(2,467)
<b>Net current assets</b>		4,055	4,901
<b>Net assets excluding pension liability</b>		<u>6,499</u>	<u>6,366</u>
Defined benefit pension scheme liability	25	(2,231)	(5,613)
<b>Total net assets</b>		<u><u>4,268</u></u>	<u><u>753</u></u>
<b>Funds of the Trust</b>			
<b>Restricted funds:</b>			
Fixed asset funds	18	2,854	1,695
Restricted income funds	18	356	2,997
Pension reserve	18	(2,231)	(5,613)
<b>Total restricted funds</b>	18	979	(921)
<b>Unrestricted income funds</b>	18	3,289	1,674
<b>Total funds</b>		<u><u>4,268</u></u>	<u><u>753</u></u>

The financial statements on pages 71 to 102 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 Trustees/Directors  
Date: 18 December 2023

The notes on pages 74 to 102 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 2023**

	Note	2023 £000	2022 £000
<b>Cash flows from operating activities</b>			
Net cash (used in)/provided by operating activities	20	(152)	723
<b>Cash flows from investing activities</b>	21	(624)	(501)
<b>Change in cash and cash equivalents in the year</b>		(776)	222
Cash and cash equivalents at the beginning of the year		5,718	5,496
<b>Cash and cash equivalents at the end of the year</b>	22, 23	4,942	5,718

The notes on pages 74 to 102 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 2023**

**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 2022 to 2023 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

Emmaus Catholic Multi Academy Company meets the definition of a public benefit entity under FRS 102.

**2.2 Going concern**

At the time of signing the accounts the directors have considered the going concern position, and consider that the Company 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 Company held significant cash balances. The Company 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 Company 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 £4,055,000 (2022: £4,901,000) 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.

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

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2023**

**2. Accounting policies (continued)**

**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.

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.

**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.

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**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:

Building improvements	- Over 50 years
Furniture and equipment	- Over 5 years
Computer equipment	- Over 3 years
Motor vehicles	- Over 5 years

Assets in the course of construction are included at cost. Depreciation on these assets is not charged until they are brought into use.

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 the 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.

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**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 16. 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 17. 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.

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**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 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 Company does not have control over the charitable application of the funds. The Company can use up to 5% of the allocation towards its own administration costs and this is recognised in the statement of financial activities. The funds received and paid and any balances held are disclosed in note 29.

**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.



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**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 25, 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 2022 has been used by the actuary in valuing the pensions liability at 31 August 2023. 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.

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**NOTES TO THE FINANCIAL STATEMENTS**  
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**4. Income from donations and capital grants**

	Unrestricted funds 2023 £000	Restricted fixed asset funds 2023 £000	Total funds 2023 £000	Total funds 2022 £000
Donations	37	25	62	27
Capital Grants	-	721	721	559
<b>Total 2023</b>	<u>37</u>	<u>746</u>	<u>783</u>	<u>586</u>
<b>Total 2022</b>	<u>27</u>	<u>559</u>	<u>586</u>	

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**NOTES TO THE FINANCIAL STATEMENTS**  
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**5. Funding for the Company's charitable activities**

	Unrestricted funds 2023 £000	Restricted funds 2023 £000	Total funds 2023 £000	Total funds 2022 £000
<b>Educational activities</b>				
<b>DfE/ESFA grants</b>				
General Annual Grant	-	15,551	15,551	15,397
Other DfE/ESFA grants				
Pupil premium	-	752	752	703
Teachers' Pension grant	-	40	40	51
Supplementary grant	-	425	425	178
Other DfE Group grants	-	752	752	542
	-	17,520	17,520	16,871
<b>Other Government grants</b>				
Other government grants	-	33	33	105
SEN funding	-	710	710	518
	-	743	743	623
<b>Other income from the Company's educational activities</b>	358	399	757	690
<b>COVID-19 additional funding (DfE/ESFA)</b>				
Recovery Premium	-	99	99	77
School Led Tutoring	-	-	-	65
National Tutoring Programme funding	-	68	68	-
	-	167	167	142
	358	18,829	19,187	18,326
<b>Total 2023</b>	358	18,829	19,187	18,326
<b>Total 2022</b>	105	18,221	18,326	

The Company received £99,000 of COVID recovery premium funding during the year which was fully spent in the year.

The Company also received £86,000 of National Tutoring programme funding in the year and costs incurred in respect of this funding totalled £68,000, with the remaining balance of £18,000 included in creditors as this is subject to clawback from the ESFA.

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**NOTES TO THE FINANCIAL STATEMENTS  
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**6. Income from other trading activities**

	Unrestricted funds 2023 £000	Total funds 2023 £000	Total funds 2022 £000
Other income	220	220	161
Hire of facilities	83	83	77
Before and after school club	246	246	213
<b>Total 2023</b>	<u>549</u>	<u>549</u>	<u>451</u>

**7. Investment income**

	Unrestricted funds 2023 £000	Total funds 2023 £000	Total funds 2022 £000
Bank interest	-	-	1
	<u>-</u>	<u>-</u>	<u>1</u>

**8. Expenditure**

	Staff Costs 2023 £000	Premises 2023 £000	Other 2023 £000	Total 2023 £000	Total 2022 £000
Educational activities:					
Direct costs	12,284	-	1,577	13,861	12,753
Allocated support costs	3,020	1,200	2,377	6,597	6,711
<b>Total 2023</b>	<u>15,304</u>	<u>1,200</u>	<u>3,954</u>	<u>20,458</u>	<u>19,464</u>
<b>Total 2022</b>	<u>15,181</u>	<u>1,411</u>	<u>2,872</u>	<u>19,464</u>	

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**9. Analysis of expenditure by activities**

	<b>Activities undertaken directly 2023 £000</b>	<b>Support costs 2023 £000</b>	<b>Total funds 2023 £000</b>	<b>Total funds 2022 £000</b>
Educational activities	13,861	6,597	20,458	19,464
<b>Total 2022</b>	<b>12,753</b>	<b>6,711</b>	<b>19,464</b>	

**Analysis of support costs**

	<b>Educational activities 2023 £000</b>	<b>Total funds 2023 £000</b>	<b>Total funds 2022 £000</b>
Pension interest	233	233	240
Staff costs	3,020	3,020	3,514
Depreciation	391	391	277
Technology costs	377	377	399
Staff development	53	53	62
Recruitment and support	35	35	9
Maintenance of premises and equipment	417	417	505
Cleaning	227	227	202
Rent and rates	75	75	82
Energy costs	414	414	275
Insurance	67	67	70
Security and transport	8	8	6
Catering	591	591	521
Other support costs	557	557	457
Auditor's remuneration	35	35	43
Professional fees	97	97	49
<b>Total 2023</b>	<b>6,597</b>	<b>6,597</b>	<b>6,711</b>

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**10. Net income/(expenditure)**

Net income/(expenditure) for the year includes:

	<b>2023</b> <b>£000</b>	<b>2022</b> <b>£000</b>
Operating lease rentals	29	28
Depreciation of tangible fixed assets	391	277
Fees paid to auditor for:		
- audit	24	20
- other services	11	7
	<u>          </u>	<u>          </u>

**11. Staff**

**a. Staff costs**

Staff costs during the year were as follows:

	<b>2023</b> <b>£000</b>	<b>2022</b> <b>£000</b>
Wages and salaries	10,519	9,936
Social security costs	960	951
Pension costs	2,460	3,217
	<u>13,939</u>	<u>14,104</u>
Agency staff costs	1,365	1,045
Staff restructuring costs	-	32
	<u>15,304</u>	<u>15,181</u>

	<b>2023</b> <b>£000</b>	<b>2022</b> <b>£000</b>
Redundancy payments	-	24
Severance payments	-	8
	<u>-</u>	<u>32</u>

**b. Severance payments**

The Company paid no severance payments in the year (2022: two), disclosed in the following bands:

	<b>2023</b> <b>No.</b>	<b>2022</b> <b>No.</b>
£0 - £25,000	-	2
	<u>-</u>	<u>2</u>

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**11. Staff (continued)**

**c. Special staff severance payments**

Included in staff restructuring costs are no non-statutory/ non-contractual severance payments totalling £Nil (2022: £7,770).

**d. Staff numbers**

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

	<b>2023</b>	<b>2022</b>
	<b>No.</b>	<b>No.</b>
Teachers	155	158
Administration and support	204	209
Management	14	13
	<u>373</u>	<u>380</u>

**e. Higher paid staff**

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

	<b>2023</b>	<b>2022</b>
	<b>No.</b>	<b>No.</b>
In the band £60,001 - £70,000	6	5
In the band £70,001 - £80,000	4	5
In the band £80,001 - £90,000	1	-
In the band £110,001 - £120,000	-	1
In the band £120,001 - £130,000	1	-

**f. Key management personnel**

The key management personnel of the Company comprise the Directors and the senior management team as listed on page 63. 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 £1,191,000 (2022 £1,148,000).

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**12. 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:

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
St Ambrose Catholic Primary School	68	70
Hagley Catholic High School	481	480
St Joseph's Catholic Primary School	72	71
St Mary's Catholic Primary School	72	75
Our Lady Fatima Catholic Primary School	79	76
St Wulstan's Catholic Primary School	58	64
St Francis Xavier Catholic Primary School	85	82
St Gregory's Catholic Primary School	90	90
Our Lady and St Hubert's Catholic Primary School	150	137
St Philip's Catholic Primary School	89	88
<b>Total</b>	<b>1,244</b>	<b>1,233</b>



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**13. Directors' remuneration and expenses**

During the year, no Directors received any remuneration or other benefits (2022 - £NIL).

During the year ended 31 August 2023, expenses totalling £271 were reimbursed or paid directly to 1 Director (2022 - £NIL).

**14. 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.

**15. Tangible fixed assets**

	<b>Building improvements £000</b>	<b>Furniture and equipment £000</b>	<b>Computer equipment £000</b>	<b>Motor vehicles £000</b>	<b>Total £000</b>
<b>Cost or valuation</b>					
At 1 September 2022	273	1,942	360	28	2,603
Additions	805	533	32	-	1,370
At 31 August 2023	1,078	2,475	392	28	3,973
<b>Depreciation</b>					
At 1 September 2022	-	828	282	28	1,138
Charge for the year	15	321	55	-	391
At 31 August 2023	15	1,149	337	28	1,529
<b>Net book value</b>					
At 31 August 2023	1,063	1,326	55	-	2,444
At 31 August 2022	273	1,114	78	-	1,465

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**16. Debtors**

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
Trade debtors	118	68
Other debtors	611	1,097
Prepayments and accrued income	629	485
	<u>1,358</u>	<u>1,650</u>

**17. Creditors: Amounts falling due within one year**

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
Pension payable	276	248
Trade creditors	918	991
Other taxation and social security	233	234
Other creditors	87	71
Accruals and deferred income	731	923
	<u>2,245</u>	<u>2,467</u>

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
Deferred income at 1 September 2022	248	224
Resources deferred during the year	224	248
Amounts released from previous periods	(248)	(224)
	<u>224</u>	<u>248</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 2024.

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**NOTES TO THE FINANCIAL STATEMENTS**  
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**18. Statement of funds**

	<b>Balance at 1 September 2022 £000</b>	<b>Income £000</b>	<b>Expenditure £000</b>	<b>Transfers in/out £000</b>	<b>Gains/ (Losses) £000</b>	<b>Balance at 31 August 2023 £000</b>
<b>Unrestricted funds</b>						
<b>Designated funds</b>						
Covid-19	100	-	(100)	-	-	-
Other capital projects	141	-	-	642	-	783
Merger, Central Office & transformation projects	398	-	-	317	-	715
School Improvement Fund	63	-	(52)	130	-	141
Other curriculum projects	176	-	(14)	117	-	279
	<u>878</u>	<u>-</u>	<u>(166)</u>	<u>1,206</u>	<u>-</u>	<u>1,918</u>
<b>General funds</b>						
General Funds	<u>796</u>	<u>944</u>	<u>(369)</u>	<u>-</u>	<u>-</u>	<u>1,371</u>
<b>Total Unrestricted funds</b>	<u>1,674</u>	<u>944</u>	<u>(535)</u>	<u>1,206</u>	<u>-</u>	<u>3,289</u>

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**18. Statement of funds (continued)**

	Balance at 1 September 2022 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2023 £000
<b>Restricted general funds</b>						
General Annual Grant (GAG)	2,860	15,551	(16,182)	(2,010)	-	219
Pupil premium	-	752	(752)	-	-	-
Teachers' Pension grant	-	40	(40)	-	-	-
Teaching School	137	-	-	-	-	137
Recovery Premium	-	99	(99)	-	-	-
National tutoring programme	-	68	(68)	-	-	-
Supplementary grant	-	425	(425)	-	-	-
Other DfE/ESFA grants	-	752	(752)	-	-	-
Other government grants	-	1,142	(1,142)	-	-	-
Pension reserve	(5,613)	-	(72)	-	3,454	(2,231)
	<u>(2,616)</u>	<u>18,829</u>	<u>(19,532)</u>	<u>(2,010)</u>	<u>3,454</u>	<u>(1,875)</u>
<b>Restricted fixed asset funds</b>						
DfE/ESFA Capital Grants	1,662	721	(378)	804	-	2,809
Other capital grants	33	25	(13)	-	-	45
	<u>1,695</u>	<u>746</u>	<u>(391)</u>	<u>804</u>	<u>-</u>	<u>2,854</u>
<b>Total Restricted funds</b>	<u>(921)</u>	<u>19,575</u>	<u>(19,923)</u>	<u>(1,206)</u>	<u>3,454</u>	<u>979</u>
<b>Total funds</b>	<u>753</u>	<u>20,519</u>	<u>(20,458)</u>	<u>-</u>	<u>3,454</u>	<u>4,268</u>

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**18. 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.

An additional £1,112,000 was designated in the year by the Directors to increase the Other capital projects fund, to support the future costs associated with planned developments across the MAC sites. £470,000 of these funds were applied to projects in the year, resulting in a net transfer in of £642,000 being recorded.

An additional £317,000 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.

An additional £130,000 was designated in the year by the Directors to increase the School Improvement Fund, to support the academies with any additional School Improvement needs.

An additional £117,000 was designated in the year by the Directors to increase the Other curriculum project fund, to support the future costs associated with planned developments.

£804,000 was transferred into restricted fixed asset funds, to represent the funding of fixed asset additions from revenue reserves (£470,000 from designated funds, £334,000 from General Annual Grant).

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 2023.

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**18. Statement of funds (continued)**

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

	Balance at 1 September 2021 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2022 £000
<b>Unrestricted funds</b>						
<b>Designated funds</b>						
Covid-19	100	-	-	-	-	100
Other capital projects	242	-	-	(101)	-	141
Merger, Central Office & transformation projects	172	-	-	226	-	398
School Improvement Fund	40	-	-	23	-	63
Our Lady of Fatima - capital and other projects	120	-	-	(120)	-	-
Other curriculum projects	74	-	(8)	110	-	176
	<u>748</u>	<u>-</u>	<u>(8)</u>	<u>138</u>	<u>-</u>	<u>878</u>
<b>General funds</b>						
General Funds	741	584	(529)	-	-	796
<b>Total Unrestricted funds</b>	<u>1,489</u>	<u>584</u>	<u>(537)</u>	<u>138</u>	<u>-</u>	<u>1,674</u>

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**18. Statement of funds (continued)**

	Balance at 1 September 2021 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2022 £000
<b>Restricted general funds</b>						
General Annual Grant (GAG)	2,908	15,397	(14,790)	(655)	-	2,860
Pupil premium	-	703	(703)	-	-	-
Teachers' Pension grant	-	51	(51)	-	-	-
Catch-up premium	35	-	(35)	-	-	-
Teaching School	137	-	-	-	-	137
Recovery Premium	-	77	(77)	-	-	-
School Led Tutoring	-	65	(65)	-	-	-
Supplementary grant	-	178	(178)	-	-	-
Other DfE/ESFA grants	-	542	(542)	-	-	-
Other government grants	5	623	(628)	-	-	-
Other	-	585	(585)	-	-	-
Pension reserve	(14,110)	-	(996)	-	9,493	(5,613)
	<u>(11,025)</u>	<u>18,221</u>	<u>(18,650)</u>	<u>(655)</u>	<u>9,493</u>	<u>(2,616)</u>
<b>Restricted fixed asset funds</b>						
DfE/ESFA Capital Grants	852	559	(266)	517	-	1,662
Other capital	44	-	(11)	-	-	33
	<u>896</u>	<u>559</u>	<u>(277)</u>	<u>517</u>	<u>-</u>	<u>1,695</u>
<b>Total Restricted funds</b>	<u>(10,129)</u>	<u>18,780</u>	<u>(18,927)</u>	<u>(138)</u>	<u>9,493</u>	<u>(921)</u>
<b>Total funds</b>	<u>(8,640)</u>	<u>19,364</u>	<u>(19,464)</u>	<u>-</u>	<u>9,493</u>	<u>753</u>

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

**Total funds analysis by academy**

Fund balances at 31 August 2023 were allocated as follows:

	<b>2023 £000</b>	<b>2022 £000</b>
Hagley Catholic High School	905	1,012
Our Lady of Fatima Catholic Primary School	93	142
St Ambrose Catholic Primary School	100	268
St Joseph's Catholic Primary School	(153)	127
St Mary's Catholic Primary School	213	427
St Wulstan's Catholic Primary School	226	278
St Philip's Catholic Primary School	562	693
St Francis Xavier Catholic Primary School	370	359
St Gregory's Catholic Primary School	243	278
Our Lady and St Hubert's Catholic Primary School	791	816
Central services	295	271
	<hr/>	<hr/>
Total before fixed asset funds and pension reserve	3,645	4,671
Restricted fixed asset fund	2,854	1,695
Pension reserve	(2,231)	(5,613)
	<hr/>	<hr/>
<b>Total</b>	<b>4,268</b>	<b>753</b>
	<hr/> <hr/>	<hr/> <hr/>

The following academy is carrying a net deficit on its portion of the funds as follows:

	<b>Deficit £000</b>
St Joseph's Catholic Primary School	(153)
	<hr/> <hr/>

St Joseph's Catholic Primary School has had considerable capital investment during the year for a replacement leaking roof and new boiler as a result of the school not having fully functioning heating across the whole site. The MAC and board have been considering reserve pooling at year end to ensure reserves are appropriately distributed throughout the MAC and its schools.



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**NOTES TO THE FINANCIAL STATEMENTS**  
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**18. 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 2023 £000	Total 2022 £000
Hagley Catholic High School	4,267	675	617	869	6,428	5,861
Our Lady of Fatima Catholic Primary School	748	164	113	236	1,261	1,164
St Ambrose Catholic Primary School	688	119	76	155	1,038	951
St Joseph's Catholic Primary School	719	136	95	157	1,107	1,012
St Mary's Catholic Primary School	706	263	85	158	1,212	1,073
St Wulstan's Catholic Primary School	591	104	62	150	907	862
St Philip's Catholic Primary School	1,006	230	71	199	1,506	1,336
St Francis Xavier Catholic Primary School	780	244	95	183	1,302	1,249
St Gregory's Catholic Primary School	960	251	77	220	1,508	1,281
Our Lady and St Hubert's Catholic Primary School	1,645	413	138	312	2,508	2,178
Central services	174	582	54	408	1,218	1,224
<b>Company</b>	<b>12,284</b>	<b>3,181</b>	<b>1,483</b>	<b>3,047</b>	<b>19,995</b>	<b>18,191</b>

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

**Analysis of net assets between funds - current year**

	<b>Unrestricted funds 2023 £000</b>	<b>Restricted funds 2023 £000</b>	<b>Restricted fixed asset funds 2023 £000</b>	<b>Total funds 2023 £000</b>
Tangible fixed assets	-	-	2,444	2,444
Current assets	3,289	2,601	410	6,300
Creditors due within one year	-	(2,245)	-	(2,245)
Provisions for liabilities and charges	-	(2,231)	-	(2,231)
<b>Total</b>	<b>3,289</b>	<b>(1,875)</b>	<b>2,854</b>	<b>4,268</b>

**Analysis of net assets between funds - prior year**

	<b>Unrestricted funds 2022 £000</b>	<b>Restricted funds 2022 £000</b>	<b>Restricted fixed asset funds 2022 £000</b>	<b>Total funds 2022 £000</b>
Tangible fixed assets	-	-	1,465	1,465
Current assets	1,674	5,464	230	7,368
Creditors due within one year	-	(2,467)	-	(2,467)
Provisions for liabilities and charges	-	(5,613)	-	(5,613)
<b>Total</b>	<b>1,674</b>	<b>(2,616)</b>	<b>1,695</b>	<b>753</b>

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**NOTES TO THE FINANCIAL STATEMENTS**  
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**20. Reconciliation of net income/(expenditure) to net cash flow from operating activities**

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
Net income/(expenditure) for the year (as per statement of financial activities)	61	(100)
<b>Adjustments for:</b>		
Depreciation	391	277
Capital grants from DfE and other capital income	(746)	(559)
Interest receivable	-	(1)
Defined benefit pension scheme cost less contributions payable	(161)	756
Defined benefit pension scheme finance cost	233	240
Decrease/(increase) in debtors	292	(504)
(Decrease)/increase in creditors	(222)	614
<b>Net cash (used in)/provided by operating activities</b>	<b>(152)</b>	<b>723</b>

**21. Cash flows from investing activities**

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
Interest receivable	-	1
Purchase of tangible fixed assets	(1,370)	(1,061)
Capital grants from DfE and other capital income	746	559
<b>Net cash used in investing activities</b>	<b>(624)</b>	<b>(501)</b>

**22. Analysis of cash and cash equivalents**

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
Cash in hand and at bank	1,692	2,468
Notice deposits (less than 3 months)	3,250	3,250
<b>Total cash and cash equivalents</b>	<b>4,942</b>	<b>5,718</b>

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

	At 1 September 2022 £000	Cash flows £000	At 31 August 2023 £000
Cash at bank and in hand	5,718	(776)	4,942
	<u>5,718</u>	<u>(776)</u>	<u>4,942</u>

**24. Capital commitments**

	2023 £000	2022 £000
<b>Contracted for but not provided in these financial statements</b>		
Acquisition of tangible fixed assets	650	228
	<u>650</u>	<u>228</u>

**25. 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 2020 and of the LGPS 31 March 2022.

Contributions amounting to £276,000 were payable to the schemes at 31 August 2023 (2022 - £248,000) 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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**25. 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 2023 published by HM Treasury. 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 most recent actuarial valuation of the TPS was carried out as at 31 March 2020. The valuation report was published by the Government Actuary's Department on 27 October 2023. The key elements of the valuation and subsequent consultation are:

- employer contribution rates set at 28.68% of pensionable pay (including a 0.08% administration levy) from 1 April 2024 (contribution rate to 31 March 2024 is 23.68% as set by the 31 March 2019 valuation).
- total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £262,000 million and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £222,200 million, giving a notional past service deficit of £39,800 million
- the SCAPE rate, set by HMT, is used to determine the notional investment return. The current SCAPE rate is 1.7% above the rate of CPI.

The employer's pension costs paid to TPS in the year amounted to £1,584,000 (2022 - £1,444,000).

A copy of the valuation report and supporting documentation is on the Teachers' Pensions website (<https://www.teacherspensions.co.uk/members/faqs/valuation.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 2023 was £1,248,000 (2022 - £1,252,000), of which employer's contributions totalled £1,038,000 (2022 - £1,060,000) and employees' contributions totalled £ 210,000 (2022 - £192,000). The agreed contribution rates for future years are 19.2 - 27.6 per cent for employers and 5.5 to 12.5 per cent for employees.

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 and on 21 July 2022, the Department for Education reaffirmed its commitment to the guarantee, with a parliamentary minute published on GOV.UK.

**Principal actuarial assumptions**

	2023 %	2022 %
Rate of increase in salaries	4.00 - 4.30	4.05 - 4.40
Rate of increase for pensions in payment/inflation	2.90 - 3.00	3.00 - 3.05
Discount rate for scheme liabilities	5.20 - 5.40	4.25 - 4.30

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

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**25. Pension commitments (continued)**

	<b>2023</b> <b>Years</b>	<b>2022</b> <b>Years</b>
Retiring today		
Males	18.3 - 21.5	21.2 - 22.6
Females	23.8	23.6 - 25.0
Retiring in 20 years		
Males	20.4 - 22.8	22.9 - 24.1
Females	24.5 - 25.6	25.4 - 27.0

**Sensitivity analysis**

	<b>2023</b> <b>£000</b>	<b>2022</b> <b>£000</b>
Discount rate +0.1%	(290)	(320)
Discount rate -0.1%	288	322
Mortality assumption - 1 year increase	469	555
Mortality assumption - 1 year decrease	(467)	(553)
CPI rate +0.1% (long term salary increase)	271	302
CPI rate - 0.1% (long term salary increase)	(269)	(300)

**Share of scheme assets**

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

	<b>At 31</b> <b>August 2023</b> <b>£000</b>	<b>At 31</b> <b>August 2022</b> <b>£000</b>
Equities	8,252	7,565
Corporate bonds	1,766	1,713
Property	876	888
Cash and other liquid assets	354	368
Other	594	448
<b>Total market value of assets</b>	<b>11,842</b>	<b>10,982</b>

The actual return on scheme assets was £(142,000) (2022 - £(299,000)).

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**25. Pension commitments (continued)**

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

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
Current service cost	(877)	(1,781)
Past service cost	-	(35)
Interest income	489	176
Interest cost	(717)	(412)
Administrative expenses	(5)	(4)
<b>Total amount recognised in the Statement of Financial Activities</b>	<b>(1,110)</b>	<b>(2,056)</b>

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

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
<b>At 1 September</b>	<b>16,595</b>	<b>24,020</b>
Current service cost	877	1,781
Interest cost	717	412
Employee contributions	210	192
Actuarial gains	(4,085)	(9,968)
Benefits paid	(241)	123
Past service costs	-	35
<b>At 31 August</b>	<b>14,073</b>	<b>16,595</b>

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

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
<b>At 1 September</b>	<b>10,982</b>	<b>9,910</b>
Interest income	489	176
Actuarial losses	(631)	(475)
Employer contributions	1,038	1,060
Employee contributions	210	192
Benefits paid	(241)	123
Administration expense	(5)	(4)
<b>At 31 August</b>	<b>11,842</b>	<b>10,982</b>

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**26. Operating lease commitments**

At 31 August 2023 the Company had commitments to make future minimum lease payments under non-cancellable operating leases as follows:

	<b>2023</b> <b>£000</b>	<b>2022</b> <b>£000</b>
Not later than 1 year	47	27
Later than 1 year and not later than 5 years	72	59
	<u>119</u>	<u>86</u>

**27. 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.

**28. 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 Academy Trust 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 Company paid £28,566 (2022: £12,537) 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 Trust Handbook, relating to services to secure the Company religious character and ethos. Further amounts of £390 (2022: £780) were owed (2022: paid) to the Archdiocese of Birmingham for rental costs on agreements inherited on conversion to Academy status.

The Company paid £Nil (2021: £765) to CTG Carpentry Limited, a company controlled by close family members of Amanda Hodder, Chief Finance and Operations Officer for carpentry services. There were no amounts outstanding at the year-end (2022: £Nil).

During the year the Company received donations totalling £18 (2022: £180) from its directors. These donations were free of conditions.

**29. Agency arrangements**

The Company distributes 16 - 19 bursary funds to students as an agent for the ESFA. In the accounting period ending 31 August 2023 the Company received £21,775 (2022: £21,758) and disbursed £24,853 (2022: £25,481) from the fund. An amount of £23,898 (2022: £26,976) is included in other creditors relating to undistributed funds that is repayable to the ESFA.