

**EMMAUS CATHOLIC MULTI ACADEMY COMPANY**

**(A company limited by guarantee)**

**ANNUAL REPORT AND FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 AUGUST 2024**

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

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## TRUSTEES' REPORT

### REFERENCE AND ADMINISTRATIVE DETAILS

#### Members

Canon. J. Veasey  
E. Kirwan  
J. Francis  
P. Vella  
C. Loughran  
K. Gordon (appointed 24 April 2024)  
S. Bell (appointed 13 November 2023)

#### Trustees/Directors

J Griffin Chair (Chair of Performance Committee)  
J Rowe Vice Chair (Chair of Resources & Audit Committee)  
C Beech (resigned 19 September 2024)  
J Edgecombe  
S Elfrey (appointed 1 September 2024)  
A Haynes (appointed 6 September 2024)  
B King (resigned 11 July 2024)  
P Parry (Chair of Compliance Committee) (resigned 31 October 2024)  
A Pearce (re-appointed 5 June 2024)  
R Reeve (appointed 1 September 2024)

#### Company Secretary

Amanda Hodder

#### Senior management team

##### Executive Leadership Team (at 31 August 2024 unless stated)

#### Chief Executive Officer

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, Interim Executive Principal of Our Lady of Fatima Catholic Primary School and St Gregory's Catholic Primary School from 26 February 2024 to 7 April 2024  
O O'Beirne Our Lady and St Hubert's Catholic Primary School  
E Brocklesby 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 from 1 September 2023  
L Marshall St Francis Xavier Catholic Primary School, appointed 1 September 2023  
M Paine St Gregory's Catholic Primary School, resigned 30 April 2024  
K Brown St Gregory's Catholic Primary School, appointed 8 April 2024  
A Wilkes St Joseph's Catholic Primary School  
I Borriello St Mary's Catholic Primary School  
A Carry St Mary's Catholic Primary School, Interim Principal (leave of absence cover), appointed 8 April 2024, resigned 31 August 2024  
C Hinton St Philip's Catholic Primary School  
E Warnett St Wulstan's Catholic Primary School, Head of School from 1 September 2023

## TRUSTEES' REPORT

### From 1 September 2024

A Wishart	Our Lady Queen of Peace, Catholic Primary School, Worcester (Interim Principal)
K Cairns	St George's Catholic Primary School, Worcester
A Carry	St Joseph's Catholic Primary School, Worcester
L Bury	St Joseph's Catholic Primary School, Warndon, Worcester

### Company name

Emmaus Catholic Multi Academy Company

### 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, 4<sup>th</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

## TRUSTEES' REPORT

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 2023 to 31 August 2024. The annual report serves the purposes of both a Trustees' report and a Directors' report, including a strategic report, under company law.

As of 1 September 2024, Emmaus Catholic Multi Academy Company (MAC) operates thirteen 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 2023 Census recorded 419 pupils on roll, the January 2024 Census recorded 421 pupils on roll and the October 2024 Census recorded 412 pupils on roll. There were 29 children in attendance in Nursery in October 2023, 33 in January 2024 and 29 in October 2024.

**Our Lady of Fatima Catholic Primary School, Birmingham** (Birmingham LA) has capacity for 210 pupils. The October 2023 Census recorded 208 pupils on roll, the January 2024 Census recorded 209 pupils on roll and 208 pupils were recorded on roll in the October 2024 Census.

**St Ambrose Catholic Primary School, Kidderminster** (Worcestershire LA) has capacity for 210 pupils. The October 2023 Census recorded 200 pupils on roll, the January 2024 Census recorded 202 pupils on roll and 181 pupils were recorded on roll in the October 2024 Census.

**St Gregory's Catholic Primary School, Smethwick** (Sandwell LA) has capacity for 210 pupils and an additional 26 (FT) places in nursery. The school accommodated a bulge class in 2018-19 to meet demand for places in the local area. The October 2023 Census recorded 235 pupils on roll, the January 2024 Census recorded 237 pupils on roll and the October 2024 Census recorded 207 pupils on roll. In terms of nursery, in October 2023, there were 22 children in attendance, 25 in January 2024 and 15 in October 2024.

**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 2023 Census recorded 192 pupils on roll, 200 pupils in January 2024 and 185 pupils in October 2024. In terms of nursery, in October 2023, there were 10 children in attendance, 16 in January 2024 and 15 in October 2024.

**St Joseph's Catholic Primary School, Stourbridge** (Dudley LA) has capacity for 210 pupils. The October 2023 and January 2024 Census' recorded 207 pupils on roll, with 199 in October 2024 Census.

**St Mary's Catholic Primary School, Brierley Hill** (Dudley LA) has capacity for 210 pupils. The October 2023 Census recorded 199 pupils on roll, the January 2024 Census recorded 198 pupils on roll and 195 pupils were recorded on roll in the October 2024 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 2023 Census recorded 207 pupils on roll, the January 2024 Census recorded 208 pupils on roll and the October 2024 Census recorded 201 pupils on roll. In terms of nursery, in October 2023, there were 19 children in attendance, 25 in January 2024 and 10 in October 2024.

**St Wulstan's Catholic Primary School, Stourport-on-Severn** (Worcestershire LA) has capacity for 210 pupils. The October 2023 Census recorded 147 pupils on roll, the January 2024 Census recorded 149 pupils on roll and the October 2024 Census recorded 136 pupils on roll.

## TRUSTEES' REPORT

### 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 2023 Census recorded 1,087 pupils on roll, the January 2024 Census recorded 1,115 pupils on roll and the October 2024 Census recorded 1,121 pupils on roll.

From 1 September 2024, the following schools joined the Multi Academy Company:

**Our Lady Queen of Peace Catholic Primary School, Worcester** (Worcestershire LA) has capacity for 210 pupils. The October 2024 Census recorded 174 pupils on roll.

**St George's Catholic Primary School, Worcester** (Worcestershire LA) has capacity for 210 pupils. The October 2024 Census recorded 204 pupils on roll.

**St Joseph's Catholic Primary School, Droitwich** (Worcestershire LA) has capacity for 210 pupils. The October 2024 Census recorded 185 pupils on roll.

**St Joseph's Catholic Primary School, Warndon** (Worcestershire LA) has capacity for 420 pupils. The October 2024 Census recorded 334 pupils on roll.

The combined capacity of all thirteen primary schools from Reception to Year 6 is 3150 pupils. The capacity of the secondary school is 1,033. The total combined capacity of all fourteen schools from Reception to age 18 is 4,183. The total number of pupils on roll at the fourteen schools, Reception to Year 13, as of October 2024 was 3,942 (3,146 in January 2024 and 3,101 in October 2023 for ten schools). The total number of pupils from nursery to Sixth Form attending Emmaus schools as of October 2024 is 4115.

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 central Worcester in the south.

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

## TRUSTEES' REPORT

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 Academy Trust 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).

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

## TRUSTEES' REPORT

importance of reviewing the effectiveness of the Board and commissioned an external governance review which took 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/Microsoft Teams) 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.

### **Organisational Structure**

Emmaus Catholic MAC comprised the following individual schools at 31 August 2024:

- 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

From 1 September 2024, the following four schools joined the Multi Academy Company:

- St George's Catholic Primary School, Worcester
- Our Lady Queen of Peace Catholic Primary School, Worcester
- St Joseph's Catholic Primary school, Droitwich
- St Joseph's Catholic Primary School, Warndon, Worcester

# TRUSTEES' REPORT

## Organisational Structure as of 1 September 2024

Birmingham Diocese Members: Canon. Jonathan Veasey; Eric Kirwan; Jacqui Francis; Peter Vella; Christopher Loughran; Steve Bell; Kari Gordon

**Emmaus Catholic Multi Academy Company – Board of Directors (Trustees)**

**Directors Performance Committee**

**Directors Compliance Committee**

**Directors Resources Committee (inc Finance and Audit)**

**Chief Executive Officer**

Committee of Principals  
13 x Principals and 2x HoS

**Local Governing Bodies (LGB)**

**Central Team**

**Hagley Catholic High School Local Governing Body**  
  
LGB Representatives  
  
+  
  
Principal

**Our Lady of Fatima Catholic Primary School Local Governing Body**  
  
LGB Representatives  
  
+  
  
Principal

**Our Lady & St Hubert's Catholic Primary School Local Governing Body**  
  
LGB Representatives  
  
+  
  
Principal

**Our Lady Queen of Peace Catholic Primary School Local Governing Body**  
  
LGB Representatives  
  
+  
  
Principal

**St Ambrose & St Wulstan's Catholic Primary School's Local Governing Body**  
  
LGB Representatives  
  
+  
  
Executive Principal

**St Francis Xavier Catholic Primary School Local Governing Body**  
  
LGB Representatives  
  
+  
  
Principal

**St George's Catholic Primary School Local Governing Body**  
  
LGB Representatives  
  
+  
  
Principal

**St Gregory's Catholic Primary School Local Governing Body**  
  
LGB Representatives  
  
+  
  
Principal

**St Joseph's Catholic Primary School, Droitwich Local Governing Body**  
  
LGB Representatives  
  
+  
  
Principal

**St Joseph's Catholic Primary School, Stourbridge Local Governing Body**  
  
LGB Representatives  
  
+  
  
Principal

**St Joseph's Catholic Primary School, Warndon Local Governing Body**  
  
LGB Representatives  
  
+  
  
Principal

**St Mary's Catholic Primary School Local Governing Body**  
  
LGB Representatives  
  
+  
  
Principal

**St Philip's Catholic Primary School Local Governing Body**  
  
LGB Representatives  
  
+  
  
Principal

**Delegated Responsibilities Incorporating**  
  
Academic Performance;  
Premises;  
Finance;  
Human Resources  
Health & Safety  
Safeguarding

**Delegated Responsibilities Incorporating**  
  
Academic Performance;  
Premises;  
Finance;  
Human Resources  
Health & Safety  
Safeguarding

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Academic Performance;  
Premises;  
Finance;  
Human Resources  
Health & Safety  
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Academic Performance;  
Premises;  
Finance;  
Human Resources  
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Academic Performance;  
Premises;  
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**Delegated Responsibilities Incorporating**  
  
Academic Performance;  
Premises;  
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Health & Safety  
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## TRUSTEES' REPORT

The work of the Trustees/Directors during 2023/24 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 2023/24, the Board of Trustees/Directors met at least five 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.



## TRUSTEES' REPORT

### Core Function of the Directors' Subcommittees

Performance	Compliance	Resources and Audit	
<b>Key Responsibilities:</b>			
<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>
<b>Core Functions To:</b>			
<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 CEO 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, CEO 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>➢ Achievement and Progress for all groups of learners</li> <li>➢ Disadvantaged, Gifted &amp; Talented and Disabled &amp; Special Educational Needs Learners</li> <li>➢ Whole School Reviews (External and Internal)</li> <li>➢ Progress and Achievement data at all levels: external and, as appropriate, internal</li> <li>➢ Ofsted and CSI Inspections and reports</li> <li>➢ School Development / Improvement Plans</li> <li>➢ School Profiles and Self Evaluations</li> <li>➢ Staff, Parent and Learner Questionnaires</li> <li>➢ Target Setting for End of Key Stage</li> <li>➢ Statutory Testing / Public Examinations</li> <li>➢ Curriculum and Assessment policies and practice</li> <li>➢ 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 CEO and for Principals as delegated to the CEO</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>	

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.

## TRUSTEES' REPORT

The Trustees/Directors have devolved the day-to-day management of the Multi Academy Company to the Executive Team, led by the Chief Executive Officer, who is supported by school (Executive) Principals and such central team staff as the Chief Finance and Operations Officer. The Chief Executive Officer line manages some of the Central Team staff and the (Executive) Principals in each of the Emmaus 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 Chief Executive Officer works on behalf of the Trustees/Directors to ensure that the strategic vision of the Multi Academy Company is realised. The 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 Chief Executive Officer is also directly responsible for the development progress and attainment of pupils within the MAC and works collaboratively with leaders, staff and pupils in all Emmaus schools on improving quality of education including teaching and learning, curriculum, assessment and outcomes. The 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 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 12 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 and 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

## TRUSTEES' REPORT

### Percentage of pay bill spent on facility time

Total cost of facility time	£162.19
Total pay bill	£14,653,525.22
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 Chief Executive Officer sits on the Strategic Board. The MAC also has a relationship with various other teacher training providers such the Bishop Challoner Training School Alliance and Newman University.

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 'The School Bus', 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.

## TRUSTEES' REPORT

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 2024. This is reflected in the Emmaus Strategic Plan 2021 – 2026 and the Emmaus Operational Development Plan 2023-2024.

The Strategic Plan has been designed to secure and preserve high quality and flourishing 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.

## TRUSTEES' REPORT

### OBJECTIVES, ACTIVITIES AND STRATEGIES

#### 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.

For the academic year 2023/24, 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.

In the Summer Term 2024, an adapted mission, vision and values were consulted on and agreed with a company-wide launch in September 2024 as outlined below:

#### Mission:

As a family of schools, united in Christ and working together as one, we exist to deliver excellent Catholic education and faith formation to every young person, in every school, every day.

#### Vision:

Transforming Lives: inspiring ambition and empowering young people to change the world.

## TRUSTEES' REPORT

### Values:

<b>S</b>	<b>Serving Together:</b> We believe that by working and serving together as a family of schools, we can achieve more, by accelerating school improvement, excellence across our schools and wider organisation, thus creating more opportunities for lifelong success for our young people. 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. We will work with others beyond our network to create capacity in the sector to benefit more young people and communities.
<b>H</b>	<b>High Expectations:</b> We maintain High Expectations in all we do, and are ambitious for ourselves, our communities and our environment. We accept nothing but the best.
<b>I</b>	<b>Inclusion:</b> We care deeply about every member of our community and make every effort to ensure a deep sense of belonging. We work hard to promote inclusion, remove disadvantage and reject discrimination to create equity of opportunity.
<b>N</b>	<b>Nurturing Faith:</b> We are committed to an ethos in which the Gospel message is proclaimed, community in Christ experienced, service to each other and the wide world community is recognised, and thanksgiving and worship of our God is nurtured.
<b>E</b>	<b>Excellence:</b> Through excellent leadership, teaching and outcomes in every school, we support all young people to achieve their potential.

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 curriculum and an excellent education environment for its pupils.

Examples of additional activities offered within our local communities during the academic year 2023/24 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.

The Trustees 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.

## TRUSTEES' REPORT

### STRATEGIC REPORT

#### ACHIEVEMENTS AND PERFORMANCE

As of 1 October 2024, the MAC is in its tenth year of operation since conversion to a Multi Academy Company, having grown to a MAC of 14 schools as of 1 September 2024.

Emmaus Catholic Multi Academy Company is passionate about continuous improvement and continues to draw on internal and external best practice in addition to latest research and innovation to make a positive difference for 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 and practices are validated by an external School Improvement Partner who is an Ofsted trained Lead 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 2023/24, the MAC has continued to focus on its strategic priorities including an unrelenting focus on teaching and learning and the adaptation and refinement of a co-constructed 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

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

Academy	Date of Inspection	Ofsted Grading
Hagley Catholic High School	October 2019	Good
Our Lady and St Hubert's Catholic Primary School	March 2013	Outstanding
Our Lady of Fatima Catholic Primary School	November 2023	Requires Improvement
St Ambrose Catholic Primary School	November 2022	Good
St Gregory's Catholic Primary School	July 2024	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 2024	Good
St Wulstan's Catholic Primary School	November 2022	Requires Improvement

St Francis Xavier Catholic Primary School was inspected on 1 and 2 October 2024 and moved from Requires Improvement to Good in each category of Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management and Early Years.

Where any of our schools have achieved an Ofsted grade of less than Good, immediate and rapid action has been taken to address any areas requiring improvement.

## TRUSTEES' REPORT

All Emmaus schools are currently graded as Good or better in the Catholic Schools Inspection (CSI).

### Individual School Achievements

The summary below outlines an evaluation of each school's key achievements against its 2023/24 School Development Plan:

#### Hagley Catholic High School:

Target	Achievement	Impact
<b>Catholic Life</b>		
Continue to embed a culture of encounter and accompaniment.	Keynote speech from Mgr Tim at MAC INSET Day on encounter and accompaniment. New outreach opportunities developed to live out the message of Christ in me, meeting the Christ in you e.g.: Diocesan Fr Hudson's Charity initiative, hosted afternoon tea at OLAS and the Care Café in Chaddesley Corbett. Chaplain now working one afternoon a week in primaries and join some primary retreats 4 staff headed to Lourdes this year.	Embedding a culture of meeting Christ in all things. Increasingly more students can articulate the concept of encounter and accompaniment. More staff involved in areas of Catholic Life beyond the mandatory. Two new retreats added to enrichment provision, leading to >60 children accessing a retreat in addition to previous offer.
<b>Collective Worship</b>		
Build a framework for evaluation of collective worship, prayer and liturgy.	MS Forms evaluate Mass and Prayers in the Chapel. SLT routinely join form prayers in the chapel to quality assure. PICCL Resources includes a framework for evaluation prayer and liturgy implemented. Staff prayers led by the chaplaincy group on Wednesday mornings are evaluated. Chaplaincy group evaluating prayer life of school more routinely and adapting accordingly.	92% students agree that students are reverent in Mass. 78% students like the choice of hymns used. 89% students feel they have the opportunity to be involved in the Mass. 100% parents/carers agree that students are reverent in the Yr11 Leavers' Mass and 100% enjoyed the Mass. 100% prayers in the chapel joined by SLT were of a high quality.
<b>RE</b>		
Review assessment policy and develop strategies that create opportunities for students to build greater understanding of their progress.	New trackers in place in all years. Trackers have been reviewed and QA'd by the HoD and Principal. Student voice is an improving area of HoD QA and has been completed each term. New pitstop assessment model is showing early signs of having a positive impact on students understanding of how to improve work.	Student progress is more accurately tracked in dept trackers. Student voice: >80% are able to articulate the progress made from a starting point. Student voice: >80% are able to identify their target grade and describe the end point they are work to.
<b>Leadership &amp; Management</b>		
Develop a new teacher appraisal framework with a focus on personal development of teaching practice and pedagogy.	New set of objectives focussing on practice not outcomes in place and positively received by staff. All staff on track at mid-term reviews.	All teachers expected to meet appraisal targets linked to Walkthrus. Appraisal linked to practice not outcomes having an increasingly positive impact in the classroom on teaching and learning.
Develop a more personalised approach to teacher personal development through engagement with Sherrington's Walkthrus.	CLT voice on Walkthrus overwhelmingly positive. Staff embedding strategies into practice. All teachers have identified their own personal development Walkthru.	95% of staff are positive about Walkthrus. 95% of staff are observed positively using the Walkthrus strategies.
Complete a full review and redevelopment of the curriculum content on the school website.	New curriculum pages 50% complete with full completion for September planned. New content positively reviewed by SIP. New content demonstrates greater clarity of intent and implementation, and how learning is assessed.	Greater clarity for all stakeholder and inspectors of curriculum offer and intentions behind it.



## TRUSTEES' REPORT

Review, re-develop and re-design the provision, leadership and management of SEND.	Provision Map procured and being built for September launch, new pupil passports to replace ILSPs being created and verified by SIP, new leadership model established for 24/25. MAC SEND day focusses on core priorities at Hagley and allowed for training on Assess, Plan, Do, Review and launch new SEND referral system; SEMH, speech, language and communication.	Teachers can confidently make referrals for SEND screening. New Pupil Passports make it much easier for teachers to adapt teaching for SEND learners. SEND learners make better progress. Suite of interventions is growing.
<b>Quality of Education</b>		
Embed the Walkthrus questioning and feedback strand in order to improve formative assessment.	Walkthrus an integral part of teacher CPD. All teaching staff engaged in Walkthrus programme. Questioning and feedback strategies more evident in lessons. Selected to be part of EEF embedding Formative Assessment Project for 24/25.	Learning walks and lesson obs increasingly identify common and routine practice using TPS, probing questioning and checking for understanding. These practices are more embedded.
Ensure that all lessons are focussed on the key learning end point.	CLT have focused on documentation and rhetoric for Deep Dive preparation. SLs worked on how they can evidence that all lessons are focussed on key learning end points. Effective end points and SOW modelled at Spring 2 CLT meeting. QA of end point documents and SoW mapped throughout year.	88% of all lessons observed as part of the autumn QA process showed that learning intentions matched. 95.2% of all lesson observed so far during the summer term show that learning intentions matched end points.
<b>Behaviour &amp; Attitudes</b>		
Work to ensure student absence and persistent absence is at least 3% lower than the National Average.	Top 25% of FFT schools for Spring 2024 attendance, Aut & Spr school average at 93.4%, NA vs FFT average of 91% vs NA 91.2% PA is 6% lower than NA of 26%.	Attendance up against 22/23. More learning, more progress, less gaps in knowledge.
<b>Personal Development</b>		
Re-develop the personal development/character and culture curriculum to ensure balanced and complete coverage.	Updated PoS, sequencing of PoS adapted e.g.: RSE throughout the year not in one block, commonality of teaching resources embedded, intent and implementation plans re-evaluated.	Students have even broader provision and coverage in curriculum. Students know and remember more. Student voice is consistently positive e.g.: 93% feel they are encouraged to think about how to keep safe and healthy.
<b>Sixth Form</b>		
Recruit a new Head of Sixth Form and develop a new leadership model.	New Head of Sixth and adapted leadership model in place from December 2024. Current Ho6th still line managed by former Director of 6 <sup>th</sup> . Smooth transition achieved; 6 <sup>th</sup> form only enrichment trips increased; Unifrog now used in other areas of school life not just 6 <sup>th</sup> .	Applications for 2024-25 are up. New course for Sept 24-25 launched. Attendance in Y12 significantly up.
Ensure attendance in Year 12 is at least 92.5% by Easter 2024.	Year 12 attendance is 94.7% for the year to date against and Arbor NA of 90.1% placing Year 12 in the 98th percentile.	More learning, more progress, less gaps in knowledge.
Create wider opportunities for a more diverse enrichment programme on Wednesday afternoons.	New enrichment programmes introduced (mindfulness) and more planned for 24-25 e.g.: reading programme with KS3.	Greater opportunities available. Students have greater choice.

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

Target	Achievement	Impact
<b>Catholic Life</b>		
To improve provision for Sacramental preparation.	RE curriculum blocked to allow for explicit Sacramental preparation. Fr Roger has visited our FHC classes to talk about the sacrament of Holy Communion. First Holy Communion and Confirmation	Pupils have a greater understanding of why they are undertaking the sacraments of First Holy Communion and Confirmation and feel adequately prepared to do so. Parental retreat received positive feedback.

## TRUSTEES' REPORT

	meetings held for parents and were well attended.	Resources shared with parents to support them with helping their children to further understand their sacramental preparations at home.
To embed a culture of welcome that celebrates the presence of those from other cultures and belief traditions (CLM2.4 Inclusivity).	Multi-faith week where each class/ year group have a different faith to focus on. Pupils produced a piece of artwork for display. Multi-cultural event (16/6/24) where families can bring dishes from their culture to share with others. Work completed by each class for Black History Month (October 24). PCO visits to speak to pupils regarding racist misunderstandings. Updated multi-faith display.	Pupils have an active role in creating a culture of welcome and inclusion at our school. Links made with British Values (tolerance and respect). Pupils have a greater awareness of the harmful effects of racist comments and know consequences that can arise as a result.
To increase children's participation within Mass.	Mass timetable sent out to whole school half termly with class leading, classes attending, theme, readings and liturgical colour.	Pupils' engagement and understanding of the Mass through homilies has improved. By timetabling Mass for phases, classes and key stages, Fr. Roger has been able to adapt his homily and choice of vocabulary to allow all pupils to become more fully involved in the Mass. Classes now have a timetabled slot for Mass preparation (Thursday morning). In this slot, children explore the Gospel and complete learning-based tasks which has developed their knowledge and understanding e.g. artwork, written response etc. to present/display during the Mass.
<b>Collective Worship</b>		
To improve the provision for child-led Prayer and Liturgy across the school.	Pupil Led Prayer and Liturgy now occurs on a weekly basis across the school. Governors have been in to monitor provision for child-led Prayer and Liturgy.	Pupils are more involved in the prayer life of the school and have more responsibility for leading within their classes and making decisions about what to pray about and how. Outcome of Governor's visit was positive.
To improve staff confidence leading Prayer & Liturgy in the classroom.	CPD delivered to all staff regarding Prayer and Liturgy and Catholic Life in school.	Staff have a greater awareness of how to lead Prayer & Liturgy and the range of prayer type that they can lead children in as well as knowledge of a range of websites and resources to support their planning for P&L.
To increase monitoring of prayer spaces within school and visible signs of a Catholic school.	Governors in to monitor prayer areas Updated RE displays around school.	Staff actively responded to feedback as monitoring visits over time demonstrated improvements to prayer spaces and the environment. Pupils could also articulate why they had placed particular objects and artefacts on their prayer tables.
<b>RE</b>		
To ensure that a variety of resources are used within RE lessons and that children that the opportunity to present their work and understanding in a variety of ways (RE2.7 Variety & Resources).	Increased use of artwork in RE lessons Teachers have given more consideration to how they can use real people as resources (such as Fr Roger).	Book monitoring shows that a range of resources is used effectively and as a result, learning is enhanced for all pupils. Class set of YouCats ordered.
To embed CST firmly within the RE and wider curriculum.	New Catholic Social Teaching overview created (2-year cycle). Designed CST to align with curriculum themes over 2-year period to allow for full coverage and exploration and embedding.	Staff are more aware of which themes they need to focus on in which half term. Staff are becoming more confident planning for CST within RE lessons and are beginning to plan within other areas too. Pupils are becoming more articulate in expressing what they know about how they can live out themes.
To improve model for planning and assessment across the RE curriculum.	Regular RE book looks. Regular CPD for staff. New unit markers created for all units for all classes with assessment focus.	All pupils, including those with SEND and those who are on track to be GD make good progress throughout the year.

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	Internal staff moderation.	
<b>Leadership &amp; Management</b>		
Leaders ensure an ambitious vision for the school is developed, which is completed in collaboration with all stakeholders.	Long term plan of the school secure with staff understanding of their role within this vision. Long term plan secures plans for the development of the pedagogy of the school (to improve education) and the environment itself.	Monitoring shows that all staff feel part of the vision for Our Lady and St Huberts moving forwards. With shared responsibility, staff motivated to improve the school on whichever level they work.
Monitoring of practices within school is highly effective, leading to accelerated progress for all pupils including those with SEND and in receipt of pupil premium funding.	Through monitoring and staff voice, staff feel that their development is valued by the school and knowledge gained through staff CPD is shared and demonstrated.	Regular monitoring of school practices (SIP) highlights areas of strength and areas of development. Areas for development are acted upon quickly, leading to improvement in outcomes for all.
Governors carry out their role effectively with a strategic approach to school development.	Governors have clear timetable to help support school. Governors have CPD in place to support them having a greater impact on teaching and learning and leading the school forward. Governors have a clear understanding of the vision, ethos and strategic vision of the school.	Governors have a clear understanding of the vision, ethos and strategic vision of the school.
<b>Quality of Education</b>		
Pupils know more and remember more, developing detailed knowledge and skills across the curriculum evidenced through assessment data and through pedagogical approach being embedded in lessons.	Curriculum SharePoint area is developed and allows staff to access fundamental documents for current year group and any future years they may teach within.	Through pupil voice, children discuss how lessons are structured to help them to not only learn but retain knowledge that has been gained.
To further improve mathematics attainment and progress for all pupils, with a particular focus on the percentage of children achieving expected attainment at the end of Key Stages.	MTC and KS1 maths attainment outcomes have improved on last year's results.	Impact of new writing approach has been significant. Children's books show good improvement, and in some cases dramatic improvement in presentation and cohesion.
To continue to drive the whole school approach to SEND with all staff taking responsibility.	Teaching and learning is adapted to meet the needs of the pupil to enable pupils to fully access a broad and balanced curriculum.	Pupils can access the curriculum and make progress in line with expectation.
<b>Behaviour &amp; Attitudes</b>		
To fully embed a consistent approach to behaviour management across the school and wider community.	Children feel safe and secure in school.	Improved teaching due to fewer low-level behaviour issues – less time lost dealing with issues. All staff have an improved understanding of behaviour management process.
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.	Staff have developed children's strategies for independent learning, which is linked to the 6Cs.	Monitoring shows that children can confidently talk about the areas they have used within lessons. Through pupil voice, children show that they are committed to their learning and have a really positive attitude towards school and learning in general, that they enjoy school, in part, because of their experiences in and beyond the classroom.
Embed highly positive attitudes towards school attendance, improving overall school attendance and reducing persistent absentees.	Improved attendance for all pupils. Reduction in persistent absentees Successful strategies are in place to improve attendance. Reduced persistent absentees from 15.2%.	Attendance figure on 21.06.2024 – school 95.2 % national 94.7%. 24.06.24 PA nationally 16.8% school 13.2%. Both better than national but also a target for further improvement moving forward.
<b>Personal Development</b>		
To further embed a deep understanding of British values (appropriate to age) in all pupils.	Children regularly find evidence of British values on display in our everyday lives and in the curriculum they study.	Children demonstrate an understanding of British Values and understand the impact on their lives and how this may be different for other children around the world.
To ensure that our 6Cs are embodied in the curriculum and wider school so that qualities	Education for children expands beyond the National Curriculum and children are better	Monitoring shows that the whole school community better understands the 6Cs,

## TRUSTEES' REPORT

such as resilience, strength of character and community cohesion are evident across the school, in order to better prepare children for life beyond education.	prepared to learn within school and beyond education.	leading to a renewed emphasis on lessons. Children have become more aware of themselves, leading to an understanding of how to deal with various situations.
A rich experience of education is embedded for all pupils regardless of year group. An experience that stretches beyond the classroom and daily lessons.	Children take pride in their school, improving the environment for future generations.	Based upon the school pedagogical approach, enrichment leads to schema development, ensuring children are better positioned to learn and retain information. Rich opportunities allow the children to retain knowledge better than surface information.
To ensure the mental health needs of all pupils are met, developing school-based provision.	Wellbeing Champions take a lead role in promoting healthier lifestyle.	Pupils show an improvement in their mental health and physical health – tools to thrive in the modern world.
<b>Early Years</b>		
To increase the % of children achieving expected level or above for the prime areas of learning.	GLD last year we 65%. This year 68% (69.5%). Above last year's national.	Staff improved attendance and monitoring by new SIP, which has led to current predictions aligning with and above the national average.
Develop further strategies to support language development in the Early Years.	Working closely with Speech and Language therapist to enable school staff to be trained on developing strategies in house.	Children communicate with increasing confidence and fluency.

## Our Lady of Fatima Catholic Primary School:

Target	Achievement	Impact
<b>Catholic Life</b>		
Children are able to lead CST, they are proactive in finding ways of responding locally, nationally and globally.	Children planned elements of CSI throughout different parts of the Churches year. Pupil voice evident in CSI elements in all year groups. Pupil voice shows pride in charity and awareness raised.	Children have a better understanding of world events and understand the importance of supporting and helping the community.
Children are able to confidently articulate what they have learnt in RSE.	Pupil voice shows good understanding of curriculum knowledge – embedded across the school.	Children are able to recall prior learning at a greater level. Children can confidently discuss what they have learnt in RSE.
Governors and SLT to lead CST in all meetings and decisions – being inspirational witnesses to serve those in the greatest need.	Governors actively involved across the school – increased as year progressed. Process to follow again next year.	Governors have greater involvement in leading the school having a greater impact in the wider community. Deeper involvement in school with communication with the pupils. Wider involvement with parish and needs within this community and beyond.
<b>Collective Worship</b>		
Consistent pupil voice used to adapt and react to celebrations and events across the academic year (make connections between prayer and the world) – providing all with opportunities for imaginative / creative prayer life.	Wide range of evidence of celebrations – many led by and created by pupils.	Children have direct involvement in CW and the themes behind it. Staff and children showcase a wider range of prayer across all year groups. Adaptive CW program relating to ongoing events across the world and locally.
Children are able to showcase a variety of prayer, articulately being able to explain choice and impact of prayer focus and resources used.	Chaplain (Hagley) supported work done in this element of CW. Skills shown to transfer and grow next year.	Children have direct involvement in CW and the themes behind it. Children showcase a wider range of prayer across all year groups. Adaptive CW program relating to ongoing events across the world and locally.
Wide range of music and art to be used to embed faith within prayer for all children.	Children actively wanting to showcase hymns or artwork across the displays in corridors.	Staff and children showcase a wider range of prayer across all year groups. Children can be evidenced actively wanting to showcase hymns or artwork across the displays in corridors.
<b>RE</b>		

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Children are able to articulate their learning, using a range of key vocab within their understanding.	Vocab seen in books and within Pupil Voice – further embed this across all curriculum areas as good practice. All classes have a consistent approach to vocab exposure and use.	Monitoring shows that children have access to a range of curriculum specific vocab which they understand and can use in context.
Children are clear in their next steps and what they need to do to improve.	Staff development to mould and develop – potential to align this with wider assessment in all subjects. Clear understanding in lessons for teachers to give next steps / leaders to view next steps and children to understand their next steps.	Monitoring shows that children are able to explain where their next steps of learning are.
Robust monitoring in place to ensure teachers are consolidating learning for all pupils and extending those more able through challenge.	Books being developed and showing improvement with particular challenge starting to be evident in books.	Monitoring shows clear challenge evident in all lessons for all pupils, at each stage of their learning. More able challenge and extension evident in consistent manner in all year groups.
<b>Leadership &amp; Management</b>		
Embedding of WalkThru CPD across the school to enhance individual teaching practise but also consistent approach to multiple levels of learning and management across the school.	Cluster in place and teachers leading meeting – direct and focus even further in future years. Support network to enhancing teacher practise for all teachers. Shared cluster to enhance provision for all pupils taken ownership by all staff.	Teachers showcase a range of questioning techniques to enhance pupils’ learning and push understanding.
Set timetable to develop Governors through directed CPD and time within school – monitoring cycle to support.	Development of sharing successes with Governors and wider focused voice within subjects and wellbeing. Target to grow further next year and embed.	Governors have clear timetable to help support school with CPD in place to support their monitoring, thus having a greater impact on teaching and learning and leading the school forward.
<b>Quality of Education</b>		
Focus on challenge within all subjects – show attainment across year groups in Greater Depth increasing over the year.	PD meeting have developed Learning Walls and evidence in books – supportive staff voice in CPD given.	Clear challenge evident in all lessons. Challenge evident for all pupils – at each stage of their learning. More able challenge and extension evident in consistent manner in all year groups.
Further enhance provision and wider curriculum activities to enhance learning through outreach / inspire workshops and parental (community) engagement.	Adapted and refined curriculum in place across the school for foundation subjects – staff involved in wider aspects and enrichment.	More parents and families involved in wider teaching and learning across the school. Wider activities available for pupils to engage in to further support their learning.
Middle Leader development on Arbor to drill further down to individual child and their progress – highlighting trends and groups areas of focus and successes.	New curriculum resulting in development of leaders, confidence and new ideas across the school. Professional conversations enhanced, at all levels, with deeper understanding of data through Arbor.	Leaders demonstrate better understanding of data and all groups of pupils within each subject area to support improved outcomes for all pupils.
Enhancement of Maths to develop ‘journaling’ across all year groups to develop mastery of children’s knowledge and develop understanding of those working at Greater Depth.	Journalling seen throughout building a basis for next steps and further enhancement – supports high expectations. Teachers are aware of the depth of understanding which will support interventions and help in adapting lessons to best meet needs of pupils.	Journaling planned within all year groups to support learning understanding of a given subject. KS2 GD Maths 31% against a prediction of 10%.
<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 – entwine with morning routines and ‘Signal, Pause and Insist’ for all staff.	Excellent behaviour by all pupils across the school. All staff support in enforcing high expectations across the school.	Children talk well about Pupil Charter/Online Charter. Children have a calm and sensible demeanour across the school.
Expanding on the use of Pupil Voice across the school to create positive environment where all skills, faiths and cultures are celebrated and respected – involvement of subject leaders and Governors.	Pupil and Parent involvement in celebrating days across the school in news ways. Responding positively to requests from parents to celebrate wider faiths.	Pupils actively lead changes to influence positive behaviour across the school and there are opportunities to hear and reflect on pupil voice across the year.



## TRUSTEES' REPORT

	Support of adults coming into school to share their knowledge.	
<b>Personal Development</b>		
Embedding of Sports Values to complement the British and Catholic Values across the school to enable pupils to reflect their best selves in all areas of school life – building on success of Sports Leaders and Sports Day where these values can be shown.	Sports Days / Championship days show good ethos around PE and good understanding of Sport Values.	Pupils conduct themselves accordingly in any games against the Values. Staff are confident in giving out recognition to those showing the Sports values.
Merging the work done on Mental Health and Healthy Bodies to further enhance provision and deeper understanding from pupils and families.	Silver award in MyHappyMind. Gold Award in Raising attainment through wellbeing.	Pupils show an improvement in their mental health and physical health. Families have a wide range of resources to access to support in their home lives. Range of activities across the school to include all learners.
<b>Early Years</b>		
Provision and support given to develop retrieval skills – particular focus for EAL children. Communication and Language support and interventions to be closely monitored to support Listening, Attention and Understanding element of EYFS curriculum.	Adapted and refined curriculum further supports transitions to Year 1 and links to new wider school curriculum to support retrieval.	Monitoring shows that EAL children have support and provision to support their learning and that children with little or no English quickly settle into school and access the curriculum.
Enhance the provision in the outside area to further improve child’s development and learning – focus of engagement of girls within group activities (promoting communication and language and social and emotional skills / strategies).	New play area/curriculum areas in outside area. Change to timetables supporting enhanced resources to support learning in afternoon.	Children have wider range of resources to support their development and learning. Engaging environment for children to learn in.
Word reading and writing to be monitored and be a core focus in support and teaching and learning across the year.	Strong progress in RWI groups. 85% phonic scores.	Writing, at the end of the year, is at least in line with Maths assessments. Reading in at least in line with other core areas – this includes children with EAL.

## St Ambrose Catholic Primary School:

Target	Achievement	Impact
<b>Catholic Life</b>		
Pupils highly value the school’s chaplaincy provision, willingly taking leadership roles within it. They actively participate in and contribute to opportunities provided.	Liturgy Leaders (Yr6) review and how good practice could be introduced throughout the school. Liturgical Group and Live Simply Ambassadors established. Set procedures for each group and a term of reference that all pupils know. Pupil interviews conducted to establish how the children see current practice and how it can be built upon.	Pupils understand the roles and responsibilities of each group. Pupils are eager to be members of different groups. Pupils support one another and develop in confidence when planning, preparing, leading and evaluating prayer and liturgy. Pupils show initiative when being part of the group. Pupils develop their speaking and listening skills and written skills when communicating with their peers and external bodies.
The chaplaincy provision is a central and celebrated aspect of the life and mission of the school and provides extensive, creative and high-quality opportunities for the spiritual and moral development of pupils and staff.	Training for staff on the importance of spiritual and moral development. Planning for RE now plans for spirituality. Review of retreats and liturgical season prayer and liturgies. Chaplaincy journey created for all pupils at St. Ambrose from Nursery to Year Six. Lay Chaplain from Hagley worked with all classes and supported the Year Six with their Confirmation preparation through prayer sessions and activities.	Staff feel equipped to plan for spirituality in their classrooms. The mission of the school is at the centre of spirituality and moral development. All policies include CSPP links. The Behaviour Policy supports vocation of being called by God. A journey map is established to demonstrate the spiritual journey the pupils have the opportunity to be part of during their years at St. Ambrose.

## TRUSTEES' REPORT

<p>The whole of the taught curriculum, with religious education at its core, is a coherent and compelling expression of the Catholic understanding of reality.</p>	<p>Staff have embedded their understanding of CST and made links to the subjects that they lead. Long Term Plan demonstrates links to CST. Weekly links to CST through pictures of the key or animal – through Prayer and Liturgy, RE and the curriculum.</p>	<p>Strong links between RE and Catholic aspects are created and celebrated. Progress is evident through the Long-Term Plan created. Links are clearly made with the liturgical year and church calendar.</p>
<p><b>Collective Worship</b></p>		
<p>Pupils to have a varied experience of prayer and are able to plan, lead and reflect on practice.</p>	<p>Diocesan Long-Term Plan for prayer adapted to reflect St. Ambrose practice. Year of Prayer launched and all year groups to involved with Liturgical Leaders taking responsibility. Review conducted on class prayer and liturgy delivery and improved by ensure children take more of an active part in planning, preparing, leading and evaluating. Pupil led prayer and liturgy from Year One to Year Six established. Parents attending school for prayer and liturgy class sessions. Liaised closely with the parish with prayer opportunities, Rosary, sacramental preparation prayer sponsors, World Day of Prayer, etc.</p>	<p>Prayer Long Term plan established. Liturgical year to have a heavy focus of prayer. Strong links with the parish. Pupils in Key Stage One develop their confidence in being part of planning, preparing, leading a prayer session to their class. Pupils in Key Stage Two develop their confidence in planning, preparing, leading a prayer session to their class. Pupils are involved in evaluation of themselves and their peers. Pupils have a good a clear understanding of the structure of a liturgy and structure of a written prayer. Links established with neighbouring school.</p>
<p>Continuing from 2022-2023 Pupils are provided with space/s that develops their understanding of prayer and their desire and want to pray.</p>	<p>Entrance prayer space in the school created – demonstrating liturgical year. Rotation of prayer stations and link them to the liturgical year. Whole building monitoring conducted by different stakeholders. Prayer Areas monitored by different stakeholders.</p>	<p>Children actively engage in prayer opportunities. Prayer tables are well presented in classrooms. Prayer areas demonstrate whole school approaches throughout the years. Liturgy Leaders are involved in the care of prayer areas around the school.</p>
<p>Leaders at all levels regularly review the quality of prayer and liturgy to ensure that each pupils daily prayer and liturgy is of value.</p>	<p>Prayer and Liturgy Policy reviewed. Monitoring has taken place each half term. Pupil interviews used to establish their first thoughts on prayer and liturgy in the school and continue this periodically. SL as CW Lead observed by EB. Prayer and Liturgy structure on master PowerPoint is used by all.</p>	<p>Prayer and Liturgy Policy in place and understood by all. All leaders have a clear understanding of practice. Practice shows improvement overtime.</p>
<p><b>RE</b></p>		
<p>Pupils make good progress in knowing more, remembering more, and doing more when measured against the planned curriculum for each year. As a result, pupils, including disadvantaged pupils and pupils with SEND, achieve well in all age-phases and most years.</p>	<p>Data analysis by all Class Teachers enables them to drill down to each group. Analysis of data allowed practice to be reviewed, and future provision changed to suit the needs. RE data discussed a Pupil Progress Meetings. Group data is analysed.</p>	<p>Progress is evident across units and staff have a wider understanding of prior learning. Staff are planning to the expectations and are considering how their learners learn. Specific groups of pupils' attainment is in line with their peers (<u>data required</u>).</p>
<p>Teachers provide pupils with opportunities to present their learning using a variety of forms of expression to meet the differing needs of pupils. Good quality resources, including other adults are used effectively to optimise learning for most pupils.</p>	<p>Lesson observations conducted to see the variety of teaching approaches and future support required. Through RE Lead and Class Teacher book look - different forms of RE teaching discussed and planned for. Thinking skills training implemented in lessons and pupils talk about their enjoyment of lessons with it present.</p>	<p>Monitoring shows that: All staff have developed a toolkit of teaching approaches in RE. All staff are confident in including thinking skill lessons that support the AT2 element of age-related standards. Classes are well resourced to support the teaching and learning.</p>
<p>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.</p>	<p>Half-termly monitoring timetable in place. Staff questionnaire identified personalised CPD, and this has been addressed. Data analysis by all Class Teachers. Moderation each term. RE data is discussed a Pupil Progress Meetings. RE data is shared with Governors termly.</p>	<p>CPD is personalised to ensure staff have the knowledge and understanding to plan for all learners. Monitoring shows that there is an improving picture. Data demonstrates that pupils within groups are in line with their peers.</p>

## TRUSTEES' REPORT

		Moderation ensures that judgements made are accurate. Governors are aware of data trends.
<b>Leadership &amp; Management</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. Staff trained in the use of assessment data including tracking and aspirational target setting. Appropriate resources available for all pupils. Targeted pupil progress meetings – half termly. TAs involved. Introduction of new tracking sheet for pupil progress meetings. Staff continuing to use Rosenshine’s principles in lessons. Inhouse & external moderation to agree judgements made.	Improvement in number of pupils achieving ARE at end of KS2 (79% -2023 63%-2022) Learning walks and books show that pupils are challenged and making progress in lessons.
Ensure Governor engagement, challenge and scrutiny is maximised.	All communications and documentation are shared through GovernorHub. A number of Governor visits have taken place this year and reports written and shared. New Governors recruited. Meeting have taken place about merging LGB with St Wulstan’s LBG – agreed in principle.	All Governors use GovHub 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.
Work to embed Arbor as an assessment tool.	School leads/champions for Arbor established. Training attended for school leads and inhouse training for other staff. Teachers use Arbor to track and analyse their class data. Subject leaders are developing their ability to use Arbor to monitor progress in their subjects.	All Arbor champions report confidence in lead position. Staff are able to access data and use data to improve outcomes.
<b>Quality of Education</b>		
Maths Ensure senior & middle leaders are empowered to contribute strategically to enhance pupils’ outcomes.	Bespoke programme of consultancy support/guidance for subject leader has been given to support: Initial ‘Deep Dive’, Action planning and the evaluation process, Whole school CPD, Monitoring and evaluation strategies, Attendance at relevant MAC / external subject leadership training, Professional discussions/mentoring programme supported by the Principal, a cycle of professional development discussions and joint collaboration with identified maths Governor (JC) has been established.	Improved outcomes for all pupils evidenced in rise in ARE and GD. Subject lead has triangulated evidence to demonstrate learning builds on prior knowledge. Pupil voice indicates that children are building on prior knowledge and teachers are helping them know and remember more. At least 3 governor visits each year are recorded. Minutes of Governors meetings highlight examples of challenge.
QoE02 Continue to embed, monitor and evaluate the planned curriculum.	Monitoring cycle established. Staff supporting in conducted a variety of forms of monitoring. Agreed proformas used for monitoring. Subject leads have monitored sequence of knowledge and skills to ensure learning builds on prior knowledge. M & E time given to subject leads.	All subject leads have triangulated evidence to demonstrate learning builds on prior knowledge. Pupil voice indicates that children are building on prior knowledge and teachers are helping them know and remember more
<b>Behaviour &amp; Attitudes</b>		
Monitor impact of strategies (behaviour policy) and closely analyse behaviour (using Arbor) to support all aspects of school life.	Behaviour Policy shared with all. Support from alternative provision about behaviour strategies to trial and adopt – target cards. Monitoring and tracking system is in place. Regular reminder sessions are mapped throughout the year, via assemblies and timetabled lessons.	95% positive feedback from staff on norms and routines throughout year. Pupil behaviour improves overtime by comparison to previous year. 95% positive return from pupil voice reflecting knowledge of expected norms and routines.



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	Key Stage leaders continue to regularly monitor and analyse behaviour.	95% positive return from pupil voice on culture and behaviour.
Improve pupils' attendance, in particular those pupils who are disadvantaged, SEN and are persistently absent from school	PA tracker in place. Liaising closely with families. Teaching staff more aware of the importance of attendance and understanding their role. Closely monitor and intervene with pupils where the biggest impact can be made. Good relationship built with EWO and professional dialogue held about PA children and future actions. Parents provided with more information regarding attendance.	Monitoring shows that PA is improving for individual pupils and groups. Parents working closely with us to address any reasons for PA.
<b>Personal Development</b>		
Develop the curriculum to ensure Pupils have a wide variety of enrichment opportunities that prepare pupils for the next stage of their education and build on previous learning. focus on British Values, diversity and inclusion and careers.	Teachers have planned for opportunities to enrich children's learning via trips/guest speakers. Subject leads are creating the cultural capital through their curriculum designs.	Enrichment opportunities planned for each subject.
<b>Early Years</b>		
Ensure Nursery and Reception planning is succinct to enable clear progression.	Long term plan for nursery created and used as a working document for first year. LB has worked with EYFS staff to ensure planning is succinct and demonstrates clear progression. LB has monitored the implementation of planning. LB has supported staff to ensure subject knowledge is good or better.	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 clear on progression from Nursery to Year One.
To ensure the nursery provision is fully compliant with all the requirements of both the Bishops Conference and the Diocesan Bishop.	SL has worked with staff to look and Diocesan requirements and curriculum and ensured its implementation. Ensure action plan in place to develop staff to deliver requirements. Monitor provision.	Nursery provision is fully compliant with all the requirements of both the bishops Conference and the Diocesan Bishop.

## St Francis Xavier Catholic Primary School:

Target	Achievement	Impact
<b>Catholic Life</b>		
Pupils and staff understand and embrace the distinctive Catholic identity, charism and mission of St Francis Xavier.	Mission and identity has been celebrated with the pupils by SLT, as an integral part of weekly prayer and liturgy and through a Mission celebration day. Explicit Lessons in all classes about the mission statement and the unique identity of SFX within the local and universal church Children evaluate and consider their perception of the Catholic identity at SFX and share/ <u>embrace</u> ideas for changes to help the identity develop. Develop an action plan for the CAFOD live simply award with pupils. CPD development sessions for staff / children /pupil groups. Pupils to actively share their ideas for charism with LGB.	Pupils talk with confidence and pride about the what the SFX Mission statement means to them personally and are extremely proud to take part in upholding the mission through their actions. (Pupil voice 23/24, Pupil actions logs 23/24, Learning walks 23/24).  Pupil's behaviours across school reflect the true ethos and Mission of the school, showing mutual respect to both adults and peers alike. (SIP visit Aut 23- All classrooms had a calm learning environment).  Diocesan Primary advisor identified during visit November 23 that 'mature discussion took place around the realities of living out the school mission'.
With Christ is at the heart of the St Francis Xavier, there is a lived sense of community and a true sense of welcome and inclusivity where everyone is welcomed.	Principal/parent welcome meeting at the Start of the year to share the Vision and Faith journey for the coming year.	Parishioners openly welcome our children and families take part in Masses on Sundays and have fully supported our sacramental preparation.

## TRUSTEES' REPORT

	<p>Welcome assembly for pupils led by Principal Sep 6<sup>th</sup>.</p> <p>'One world week' June 24 whole school celebrate all of the cultures and religions within the school community.</p> <p>All stakeholders have been invited to events held within the school and liturgical year incl. Harvest, Christmas, Lent, Easter and more</p> <p>Father Joseph has come into school and lead in learning half termly.</p> <p>Parent/staff/pupil surveys half termly.</p> <p>Parish have been invited into regular prayer and liturgy and events with the children at to school events.</p> <p>Pupils have reached out to the local community with the support of the staff, to support those most in need.</p>	<p>There is active participation by pupils and their families in whole school Catholic life including: assemblies, pupil led prayer services, fundraising events during Lent, Harvest, appeals. (See Folders for assembly timetables, prayer services and fundraising/collection appeals 23-24).</p> <p>Pupils demonstrate huge commitment to the charism of the school/community to put their faith into action; e.g. Liturgy leaders and Mini Vinnies.</p> <p>Commitment from staff and CPD opportunities, has quickly developed the special inclusivity of the school and has ensured that pupils are able to understand that each of their actions are valued.</p> <p>Attendance has improved- with PA down from 17% to 10%.</p> <p>Pupils actively seek opportunities to grow in virtue- sharing their own ideas of how to put their faith into action, as well as actively taking part in opportunities provided by the school (e.g. Class fundraisers, litter picking, Parish Masses, Easter cards for parishioners, leading prayer services, participating in pupil groups, Altar serving 23/24).</p> <p>Pupils feel safe and supported in all areas of life at SFX and know who they can talk to if they need help and support- (Pupil safeguarding survey Spr 24).</p>
<p>Leaders and governors truly embrace parents as the first educators of their children-fully supporting and empowering them.</p>	<p>Whole school parent workshop led by LM to develop parental knowledge about the role they play in being the first educators of their children.</p> <p>Pupil/parent interactive workshops held in school, led by class teachers.</p> <p>Parents have been invited to all occasions within the school year linked both to the liturgical year, Catholic life celebrations and curriculum.</p> <p>Termly Parental survey to assess current perception from parents, of the importance they hold as being first educators of their children within the Catholic faith.</p> <p>Presentation to Governors to develop their full understanding of vocations within the School and Catholic church.</p> <p>Building the Kingdom BDES course 23 24 to be attended by VP.</p>	<p>Extremely positive response from parents who are increasingly keen to work in partnership with the school to support their children's development at home.</p>
<p><b>Collective Worship</b></p>		
<p>The experiences of prayer and liturgy provided by the school engage pupils deeply and lead them to full, active and conscious participation.</p>	<p>Set out a full plan for the year for all opportunities for prayer and liturgy across the school.</p> <p>Prayer and liturgy policy developed to include the fullest range of opportunities for prayer, including high quality guidance to support pupil led prayer.</p> <p>Embed 'Gather, listen, respond, go forth' as part of the planning of liturgy at SFX as within the norms of the church (<i>in both adult and pupil planning</i>).</p> <p>Weekly 'musical praise' assemblies planned in as part of the prayer schedule.</p> <p>Design and create a pupil led prayer area hereby pupils can seek personal and private</p>	<p>Mass and Assembly rotas enable all classes to lead the school in Mass and Prayer Services. (Mass and Assembly Rotas- Autumn 2023 and Spring 2024).</p> <p>Pupils are confident and attentive in Prayer and Liturgy and take pride in responding in Gospel Assemblies, Mass and Prayer Services with meaningful and thoughtful reflections on the Word of God that they have listened to, and many are able to relate what they have heard to their own personal responses.</p> <p>The Spiritual Formation of pupils has been nurtured and developed and pupils can talk confidently about their own faith with reference to the Prayer and Liturgy they have</p>

## TRUSTEES' REPORT

	<p>prayer time at times of their own discretion throughout the school day.</p> <p>Introduce liturgy leaders, to take leading roles in supporting the active prayer life of school</p> <p>Introduce prayer buddies across the phases including EYFS.</p> <p>Pupil groups to lead in their own prayer and liturgy opportunities with focus on key areas of their strategic roles within the school community.</p> <p>Pupil voice/pupil interviews on prayer half termly.</p>	<p>attended (Mass diaries in RE books Spring 2024).</p> <p>Pupils engage fully with their singing through Prayer and Liturgy during Assemblies, Mass', Prayer Services and Musical Praise and understand that singing is an expression of their (see Pupil Interviews Spring 2024).</p> <p>Further CPD for staff has enhanced the quality of the Class led Prayer and Liturgy sessions and as a result, pupils are confident in leading prayer throughout the liturgical year as all class Prayer and Liturgy sessions are being planned and led by the children at an age-appropriate level for their year group. (Prayer and Liturgy Learning Walk Spring 2024, Class Prayer and Liturgy Folders Spring 2024).</p> <p>Observations of Pupil led Prayer and Liturgy has also shown that pupils are relating the word of God to current affair issues and prompting discussion with their peers on how we can put our Faith into Action through our own servant leadership (<i>Prayer and Liturgy Learning Walk Spring 2024, Class led fundraising for Father Hudson's Spring 2024, fundraising for the NSPCC through Number Day</i>).</p>
<p>There is a naturally embedded daily pattern of prayer, that faithfully reflects the rhythm of the prayer life of the Church.</p>	<p>Detailed termly map of weekly prayer opportunities including all Holy days of obligation.</p> <p>Daily prayers for each year group are embedded.</p> <p>We now have a team of liturgy leaders to support year groups with planning and leading prayer, including prayer tables in classrooms.</p> <p>CPD with staff- new prayer and liturgy policy and support staff in implementing this.</p> <p>Biweekly 'staff prayer briefing' and use this opportunity to model expectations with staff. 'Prayers which must be known' have been established and embedded with staff and pupils.</p> <p>Pupils work with SLT to design and create pupil prayer areas around school</p> <p>Pupils to have opportunities to plan and lead weekly prayer and liturgy.</p> <p>Introduce whole class led assemblies/liturgy with focus on CST and Virtues.</p>	<p>Pupils fully understand the importance of Prayer and how it underpins our mission at SFX. They can articulate how prayer helps them in their daily lives and talk confidently about the prayers which are important to them and why (<i>Pupil Interviews Spring 2024</i>).</p> <p>CPD for all staff on creative ways to pray in Class led Prayer and Liturgy has ensured that staff and pupils are immersed in a range of ways for how to pray and understand that listening to the word of God and responding can take many different forms (<i>Staff Meeting Spring 2024</i>).</p> <p>Further staff CPD has been led by SLT to progress the quality of Class led Prayer and Liturgy. Children are much more confident in planning and leading Class based Prayer and Liturgy following the Gather, Listen, Respond and Go Forth structure and are excited to do so. A progressive level of support is put in place across the school and all children from Nursery-Year 6 are taking age-appropriate ownership for some element of Prayer and Liturgy leading up to the planning and delivery being completely independent by the time they reach Year 6. The Prayer and Liturgy observed across the school is high quality in all year groups (<i>Learning Walks Spring 2024, Class Prayer and Liturgy Folders Spring 2024</i>).</p> <p>A Prayer Area has been set up in the Nest to provide opportunities for spontaneous prayer if pupils should wish to use it during break or lunch times.</p>
<p>Leaders, including governors, have planned the school calendar and timetable carefully to ensure that opportunities to celebrate the Eucharist are regularly offered to the whole</p>	<p>Whole school detailed termly map/plan for prayer and Liturgy to be created and shared with all stakeholders.</p>	<p>Relationships within the SFX community-between home, school and parish have continued to be built and strengthened-particularly through our Sunday Parish Family</p>

## TRUSTEES' REPORT

<p>school community, particularly at key times (including Holy days of obligation) in the liturgical year and at significant moments within the life of the school.</p>	<p>Regular meetings with Parish Priest to ensure regular masses and all Holy days of obligations are planned and fulfilled. Letter to parents inviting them to weekly prayer and liturgy opportunities at SFX. Letter to Parishioners inviting them to prayer and liturgy opportunities at SFX. Monthly family masses on Sunday at SFX Church. Plan and lead special opportunities to celebrate the liturgical year and invite all stakeholders including Parishioners. All stakeholders to be involved as part of Sacramental preparation and Masses. Regular parent and Parish Surveys.</p>	<p>Masses (<b><i>Sunday Family Parish Mass Rota 2023-2024</i></b>). Parents surveys show that parents feel welcomed into the school community for school events such as the Easter Bonnet Parade, Easter Garden Exhibition, Class Assemblies, Musical Showcase, Gifts of God Assemblies, Masses and Prayer Services. <b><i>(Parent Survey Spring 2024, SFX Enrichment Map Spring 2024)</i></b>. Pupil Interviews have shown that pupils feel a sense of belonging to our school community and that they can articulate what it means to be within God’s family with the local and universal Church (<b><i>Pupil Interviews Spring 2024</i></b>).</p>
<p><b>RE</b></p>		
<p>Pupils are developing excellent knowledge, understanding and skills that exemplify the learning required by the Religious Education Directory- pupils, including disadvantaged pupils and pupils with SEND, achieve the best possible outcomes in all years and age-phases.</p>	<p>Explicit RE Pupil progress meetings with Staff Termly. Detailed data analysis of RE assessment identifying individual pupils and identify the barriers they are currently facing- working closely with staff to overcome these. SLT Team teach in RE all classes. CPD opportunities for staff from Aut 1 23. Focused on the expectations of the Religious Education directory. CPD for staff on quality first teaching in RE. CPD opportunities for staff on supporting and scaffolding for SEND pupils in RE. Regular learning walks, book trawls, data analysis and pupil voice in RE. Regular SENDCo 1:1 meetings with staff to discuss individual needs for pupils and look at appropriate strategies to ensure access to learning.</p>	<p>Pupils take great pride in their learning in RE- they are developing the skills, Knowledge and understanding as instructed by the Religious directory, through the 'Learning and growing as the people of God' scheme. (Book trawl Spr 24). Pupils are accessing RE learning opportunities with growing independence, and are able to talk with growing confidence about what they are learning in RE. <b>81%</b> of the school are working at or above. <b>76% YR-</b> huge success when compared to Aut baseline- with 91% girl achieving ARE. <b>87%-</b> Strength in Girls attainment. <b>80% EAL working at or above-</b> RE working walls, high -vocabulary and scaffold having a positive impact for these pupils.</p>
<p>Teachers demonstrate a deep commitment and high expectations for religious education and have a high level of confidence based on authentic subject knowledge and teaching expertise, appropriate to the phase in which they are teaching.</p>	<p>Staff professional development meetings to be scheduled as part of the half termly staff meeting timetable. Staff survey termly has ascertained specific areas of requirements based on staff perception and confidence in specific areas ECT’s to be booked on to BDES training Autum 23. Work closely with Primary Diocesan advisor DH as part of the whole school improvement in RE. High quality monitoring and feedback for all staff including support staff. SLT Team teaching in RE.</p>	<p>Staff demonstrate secure and strong subject knowledge, therefore immersing pupils in high quality RE learning opportunities (Learning Walk Spr 24). Staff are secure in their understanding of how to teach and develop the skills within the attainment strands within RE and therefore most pupils are developing the skills required to make at least good progress in RE.</p>
<p>Leaders and governors ensure that religious education has at least full parity with other core curriculum subjects, <u>which will include professional development</u>, resourcing, timetabling, staffing and accommodation.</p>	<p>Rigorous monitoring and evaluation schedule implemented including pupil voice, learning walks, book trawls, data analysis and triangulate to inform tailored development for staff. Schedule half termly link Gov meetings- ensuring governors understand the parity in RE with other curriculum subjects and hold SLT to account for this. Principal leading in Governor development opportunities in RE to secure their understanding of high expectations within the subject. RE, maths and English scrutiny as part of weekly SLT meetings.</p>	<p>All leaders have a widened view of the high expectations in RE at SFX, ensure areas for development are highlighted quickly and relevant CPD put in place.  Quality first teaching in RE has been given greatest priority at SFX and staff CPD is ensuring that pupils are immersed in knowledge rich and skills based RE lessons. (see monitoring evidence).  Pupils take greater pride in the learning in RE and produce work that is of a high standard, as with that of other core subjects such as English (see monitoring evidence).</p>

## TRUSTEES' REPORT

	<p>Budget has ensured that adequate funds are allocated, to be at last in line with or more than that of Maths and English.</p> <p>Ensure English book trawls include RE books.</p> <p>Cross data analysis with RE, Maths and English as part of termly data scrutiny.</p>	
<b>Leadership &amp; Management</b>		
<p>Leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time.</p>	<p>Share a clear vision for education at St Francis Xavier including SDP.</p> <p>Staff voice to ascertain current perception and to gain trust and buy in from all staff.</p> <p>Implement/direct class timetables that ensure the appropriate allocation of time to every subject -10% protected for RE.</p> <p>Implement/Review curriculum and set clear expectations for each subject area.</p> <p>Implement and share intrinsic links for Fundamental British values, Catholic Social teaching and Gospel values and virtues across the curriculum.</p> <p>Principal led learning walks, team teaching and 1:1 meets, quickly identify the strengths and areas for development within teaching and learning and support individual staff with tailored plans.</p> <p>Implement coaching method amongst staff, pairing up staff according to their strengths and areas for development.</p> <p>Implement Sherrington's Walkthrus.</p> <p>Review and allocate subject leadership with current staff.</p> <p>Pupil progress meetings with staff- inclusive of teachers and teaching assistants/support staff.</p> <p><b>Rigorous CPD plan timetabled inclusive of both teachers and subject leaders:</b></p> <p>Robust monitoring cycle in place and implemented by all subject leaders to ensure development.</p>	<p>Staff are more secure in their subject knowledge, ensuring that pupils are exposed to high quality teaching and learning experiences (<i>Learning walks Spring term 2024</i>).</p> <p>Whole school approach to writing using the Clever Writer approach, and review of EYFS strategies is ensuring that pupils are accessing high quality writing opportunities, developing the skills and knowledge they need to be confident and independent writers (<i>Learning Walk Spr 24</i>).</p> <p>Subject leaders have taken lead in whole staff CPD opportunities with focus on subject specific knowledge and pedagogical approaches to teaching. Specific focus on SEND pupils has been a priority throughout these CPD sessions (<i>CPD log 23 24</i>).</p> <p>Subject leaders have attended subject specific working groups led by Emmaus, thus ensuring best practice is implemented within school, based upon shared expertise and latest research (<i>Spr 24 Emmaus Teams subject lead meetings</i>).</p> <p>The planned and tailored CPD across the year for staff has ensured subject knowledge and knowledge of pedagogical strategies are effective for all pupils within the classroom. Regular staff professional development meetings are held, and where appropriate, staff have been signposted to opportunities e.g. such as the NPQTL.</p>
<p>Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice.</p>	<p>Review and adapt teaching and learning policy to ensure clear steps to high quality teaching and learning across the curriculum inclusive of all foundation subjects.</p> <p>Coach and work with subject leaders to develop and implement <u>subject specific</u> intent statements with clear pathways for implementation and impact- ensuring all curriculum areas are highly ambitious and inclusive for all.</p> <p>Coach and develop subject leaders to ensure they understand how to monitor, ensuring purposeful monitoring is carried out to identify specific areas for further development and inform subject specific strategic plans.</p> <p>Team monitoring- (member of SLT with subject leaders).</p> <p>Implement Tom Sherrington's Walk Thru Model.</p> <p>Organise 1:1 meets for staff with SENDCo (teachers/subject leaders).</p> <p>Review and implement policies including SMSVC policy.</p>	<p>Through regular CPD and development, there is a shared vision for high expectations of all pupils. The Principal and Vice Principal work closely with staff to ensure there is an embedded culture whereby all staff hold each and every child in high regard, encouraging them to develop self-belief in their own abilities, to bring out the best in themselves and those around them.</p> <p>The SENDCo works closely with staff to support them resulting in all pupils, especially those who are disadvantaged, or SEN have equal opportunities both inside and outside the classroom.</p> <p>Subject leader Staff meetings, Emmaus staff meetings, INSET training day, 1:1 coaching with staff, Consultations- are all ensuring that all staff understand the importance of every child having complete and full access to every area of learning within the school.</p>
<p>Leaders engage effectively with learners and others in their community, including – where</p>	<p>Regular parent surveys.</p>	<p>Attendance analysis has evidenced an improvement in PA- from 17.8% to 10%.</p>



## TRUSTEES' REPORT

<p>relevant – parents, carers, employers and local services.</p>	<p>Meet and greet coffee afternoon for new Principal and parents/families/Parishioners. Introduction of ‘Brilliant beginnings’- Curriculum overviews to be shared with parents, by each year group for the upcoming term. Fortnightly newsletter. Invite to school Masses and services to be explicitly sent to Parents and Parish. Parent consultation evenings. Engage with local services to enhance curriculum provision (e.g.: Canal &amp; River Trust). Engage with services to support parents’ wellbeing where needed e.g. Reflexions/E.P.E. Plan and lead a community open day for the people in the local area and Parish. Lead a whole school vocational week and invite parents, Parishioners and local services to come and work with the children, sharing a range of experiences and job opportunities. Engage with local services, employers and companies to provide a “Safeguarding and Wellbeing” fair for parents.</p>	<p>Pupils are happy in school and feel a full sense of community and belonging. As a result of pupils’ groups in school e.g. Reading rangers, liturgy leaders, Pupils feel empowered and enthused, realising the positive impact they can have within their school and community. Parent engagement in school has been a huge success with parents and families now attending weekly celebrations, whole school assemblies and masses, and enrichment opportunities such as the science fair, Easter Bonnet parade and fabulous finish days. Parents speak positively about the engagement (Spr 24).</p>
<p><b>Quality of Education</b></p>		
<p>All teachers deliver an ambitious curriculum and plan lessons that are designed to give all learners, particularly the most disadvantaged, those with special educational needs and/or disabilities (SEND) and more able, the knowledge and cultural capital they need to succeed in life.</p>	<p>Develop and coach subject leaders in leading and supporting staff to ensure the curriculum is delivered in a manner that is inclusive of all pupils including higher achievers. Staff professional development meetings- subject specific- based upon Latest research and OFSTED research reviews. Weekly planning scrutiny ensuring all groups of pupils including higher achievers, are catered for and challenged and scaffolded appropriately. Subject leaders to review planning, as part of their monitoring cycle, for subject specific lessons. Robust monitoring cycle in place to ensure needs are met- Learning walks, book scrutiny, pupil voice, Data analysis. Implement alternative DfE approved schemes to tailor the curriculum for pupils whose significant needs mean they are unable to access their year group’s curriculum.</p>	<p>A full and ambitious curriculum is now in place for each subject area (both core and foundation subjects) 23 24. Weekly book trawl carried out to ensure full coverage of the curriculum for all pupils- Actions taken where necessary. Pupils are taking part in progressive and sequential learning opportunities each week across the range of subjects (see book look Aut 1). Enrichment opportunities are planned now to ensure all pupil develop the capital and understanding they need within a range of subject areas.</p>
<p>Pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age.</p>	<p>Full gap analysis of national test results for Summer 2023 reasoning and arithmetic Maths strategic plan written following data analysis and gap analysis, by Maths lead and SLT. Power Maths training to be revisited by staff (both existing and newly appointed) to provide CPD Maths mastery approach. Weekly review of current findings, actions and impact in Maths, at SLT meetings. Half termly book scrutiny carried out jointly by Maths lead and SLT- ensuring high expectations and scaffold and individual feedback to be given to staff and monitored.</p>	<p>Move to White Rose curriculum - staff survey carried out (October 2023) showed that staff feel more confident in delivering the Maths curriculum, scaffolding and challenge when following White Rose. Learning walk carried out (12.10.23) - all children were immersed in their learning. Scaffolding was more effective in the lessons where teachers were just following White Rose and learning was better quality when evidenced in the Maths exercise books following scaffolded tasks and challenge activities. Book Trawl (12.10.23) showed that more scaffolding and challenge was used in the exercise books when following White</p>

## TRUSTEES' REPORT

	<p>Staff development meetings to be led half termly by maths lead, including whole staff maths book review.</p> <p>Individual staff, according to individual need, to be booked in for specific CPD in implementing high quality teaching and learning in maths.</p> <p>Regular, robust monitoring cycle to be implemented by both Maths lead and SLT and used to inform individual feedback, staff CPD and maths strategic plans to bring about rapid change/improvement.</p> <p>Maths parent/child workshops to be delivered.</p>	<p>Rose and work produced was of a higher quality. Verbal feedback from teachers has shown that all staff feel more confident in the delivery of Maths, and they are seeing evidence of the children producing higher quality outcomes which reflect the knowledge and skills gained in learning.</p> <p>Power Maths will be used to support learning by being used as a morning gap task/homework book.</p>
<p>Expectations and outcomes in English are of a high standard and this is reflected in progress and attainment of all pupils in reading, writing and GPAS from EYFS up to Y6.</p>	<p>SLT/English lead review of current curriculum maps for reading and writing including genre mapping:</p> <p>Weekly review of current findings, actions and impact in Maths, at SLT meetings.</p> <p>Half termly book scrutiny carried out jointly by Maths lead and SLT- ensuring high expectations and scaffold and individual feedback to be given to staff and monitored.</p> <p>Regular, robust monitoring cycle to be implemented by both English lead and SLT and used to inform individual feedback, staff CPD and English strategic plans to bring about rapid change/improvement.</p> <p>CPD opportunities for teachers-achieving greater depth in writing.</p> <p>Review of texts underpinning the English curriculum (Reading spine/quality texts that develop specific genres/skills).</p> <p>Introduce Build a Story across KS2.</p> <p>Half termly writing competitions for all pupils</p> <p>Implement VIPERS reading comprehension to both reading opportunities and in explicit weekly comprehension lessons.</p> <p>Staff professional development meetings led by English lead/SLT.</p> <p>Develop school library, with full range of free read, subject specific and culturally capitalising books.</p>	<p>Writing curriculum fully reviewed and re-established: 'I am a clever Writer' CPD led with staff and skills-based curriculum is now established in all year groups, underpinned with quality texts that that are linked where suitable to History and science topics. Pupils are applying these skills with increasing confidence and outcomes in writing are improving at a substantial rate (Book trawl Aut 1 23).</p> <p>Staff voice evidences that they are finding the new skills-based writing curriculum effective and much clearer to follow, in turn this is ensuring that pupils are immersed in high quality, sequential and progressive writing opportunities.</p> <p>Weekly 'Star Write' is now in place and pupils are applying with pride and enthusiasm the skills they have learnt in writing to an independent piece.</p> <p>Writing is celebrated each week on the school hall Clever Writer display. Pupils' articulate excitement and demonstrate positive attitudes towards writing.</p> <p>KS2 Writing: 77% (Nat Av 73%).</p>
<p><b>Behaviour &amp; Attitudes</b></p>		
<p>The school has high expectations for pupil's specific learning behaviours and conduct. These expectations are commonly understood and applied consistently and fairly.</p>	<p>Review and adapt behaviour policy to include <b>explicit learning behaviours</b> linked and link to Mission.</p> <p>Staff professional development meeting for all staff, with focus on the following:</p> <ul style="list-style-type: none"> <li>• What learning behaviours look like, and how high-quality teaching and learning will immerse all pupils and prevent low-level behaviours and disruption.</li> <li>• The expectations and implementation of the behaviour policy to ensure consistency across the school.</li> </ul> <p>Monitor behaviour logs bi-weekly and identify trends- and put suitable measures and CPD in lace where relevant.</p> <p>Ensure behaviour incidents are recorded and followed up in a detailed and appropriate manner, in line with the behaviour policy.</p>	<p>School council lead whole school assembly on behaviours around school to reinforce behaviour expectations.</p> <p>Pupils report that behaviour has improved across the school which is supported by behaviour logs and trend analysis.</p>
<p>Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and</p>	<p>Attendance monitored weekly and SLT to make contact with and support parents/pupils who are becoming a concern.</p>	<p>Monitoring shows that pupil attendance and behaviour significantly improved by the end of the academic year 2024.</p>

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<p>persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.</p>	<p>SENDCo reviews strategies in place for pupils and adapts where necessary. Class Dojos awarded. Weekly 'Gifts of God' award assembly. Praise postcards sent home each half term 100% attendance awards at the end of each half term and at the end of year.</p>	
<p><b>Personal Development</b></p>		
<p>Pupils are prepared for life in Modern Britain effectively, developing their understanding of the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</p>	<p>Relevant policies include explicit link to the FBVs. Explicit British values lessons in every year group at the start of each half term and into weekly assemblies. Subject leaders have focused in depth on mapping the FBVs through the curriculum. Staff professional development meeting based on FBV and how we teach about this in our own school context at SFX. Implement Termly British values competition whole school. Work with Subject leaders and teachers to embed the FBVs into the broader curriculum. Explicit opportunities for pupils to lead in whole school projects, underpinned by the FBV including speaking about wider issues.</p>	<p>Through explicit teaching of the Fundamental British Values, pupils are prepared for life in modern Britain- pupils are developing their understanding of the fundamental British Values through opportunities such as:</p> <ul style="list-style-type: none"> <li>• Half termly focus on each value- pupils are knowing more and remembering more.</li> <li>• Being Brilliant in Britain week Jan 2024 – pupils voiced their understanding of the importance of the FBV and the place it holds within our daily lives.</li> <li>• Explicit links made in teaching and learning throughout the curriculum- pupils are immersed in opportunities to make intrinsic links between the FBV and their own lives.</li> </ul>
<p>Enhance pupils' spiritual, moral, social, vocational and cultural development.</p>	<p>SMSVC Policy implemented. Catholic Social teaching has been integrated into the wider curriculum. Pupil led groups including Caritas ambassadors, Faith leaders, School council, Head boy/girl and curriculum specific groups such as science ambassadors. Vocational development is explicit throughout the curriculum and monitored/supported by SLT. Whole-school Vocations week. Class teachers plan and lead (with the support of SLT) a Vocations workshop for parents/pupils to attend together. Ongoing cultural celebrations according to SFX context. Engagement with local businesses, stakeholders and the local community to contribute to the SMSVC provision.</p>	<p>The school council have been working with SLT on a range of initiatives, including safeguarding across the school. Their core aim is to ensure all pupils are 'happy and safe'. Wider curriculum and enrichment opportunities have been planned and implemented- to enhance the pupils' knowledge and SMSVC development, including celebrating their diversity and differences within the school community. Pupils are actively share their own ideas and contributions.</p>
<p>The school provides, or signposts to, a wide range of opportunities to nurture, develop and stretch pupils' talents and interests.</p>	<p>Through the curriculum, activities and opportunities have been planned which provide opportunity for individual pupils' talents to become apparent. Through teaching and learning, staff identify pupils who display a particular talent. Leaders explore local opportunities for pupils to engage with, including offer of clubs/groups within school. Leaders signpost and encourage identified pupils to take advantage of local opportunities to develop their talents.</p>	<p>Pupils are exposed to a wide range of opportunities to develop cultural capital and stretch and challenge wider talents and interests: art clubs, science fairs, sports' clubs, music lessons, choir and clubs, school council, a range of leadership opportunities.</p>
<p><b>Early Years</b></p>		
<p>The EYFS staff are highly knowledgeable about the areas of learning they teach. They implement the Early years curriculum and pedagogy, ensuring they make suitable adaptations to meet the needs of individual pupils, including higher attainers.</p>	<p>Adaptation of long-term plans for Pre-school and reception has ensured progress is sequential and builds on prior learning- also preparing children to transition onto the Y1 national curriculum. Short term planning is adapted to meet the needs of individual pupils and learning is</p>	<p>External consultant and our own monitoring confirms that the EYFS curriculum ambitious and inclusive for all pupils. Learning in the Early years prepares the children for the National curriculum, in both core and foundation subject areas. 84% of pupils achieved GLD in summer 2024.</p>



## TRUSTEES' REPORT

	sequenced appropriately, enabling all pupils to achieve the early learning goals. Knowledge and skills have developed through careful consideration of the EYFS framework and 'Development matters' guidance. CPD opportunities are planned for Early Years staff to ensure they have a good understanding of the curriculum intent, and how this leads onto the national curriculum. High expectations for all children are set, and continuous provision is planned and delivered to ensure all pupils, including higher attainers are challenged appropriately.	High expectations mean that all of our pupils, upon entering at 3 years old, have the best learning experiences to give them the best possible start in development. The impact of the curriculum on what children know, can remember and do is effective. Children are deeply engaged in their work and play and sustain high levels of concentration ( <i>Spr learning walks 24</i> ).
Leaders refine the curriculum to ensure that explicit key concepts and knowledge are mapped to prepare children as they transition onto and through the national curriculum.	The EYFS curriculum in early years has been developed to ensure it is ambitious and inclusive for all pupils, effectively preparing children for the National curriculum, in both core and foundation subject areas. Vocabulary has a sharp focus in the delivery of our curriculum. Intensive interaction is used in the provision in Nursery by trained staff. High level, key vocabulary for each week has been identified in Reception- with explicit links to their key texts. Parent Workshops have been delivered to parents to ensure all stakeholders are up to date with latest approaches to learning. These have covered the EYFS curriculum with advice about how to support learning and engage in play. Also, phonics and how their child will be learning to read and how they should support this at home. WRM has helped to develop staff knowledge about early number skills and support learners of all abilities.	84% of pupils achieved GLD in summer 2024. Key vocabulary is shared with parents in homework books. It is evident that this is beneficial for the children as many of them often know the meaning of the word when they are introduced every Monday. Positive feedback has been received from parents following the workshops.
Pupils in nursery and Reception are able to develop a deepened knowledge and understanding in all areas of the curriculum, across the 7 areas of learning.	Subject leaders met with EYFS team to ensure continuity and progression within the Early years and National curriculum. Staff professional development meetings, led by subject leaders, to share intent and vision which starts in the Early years. Sharing best practice with other MAC schools.	Learning walks evidence that Pupils are developing a wide and varied knowledge, including a wide range of vocabulary, in all 7 areas of learning. Learning is tailored for the pupils, and this has ensured that all pupils are excited to learn and engaging in opportunities provided by the EYFS team.

## St Gregory's Catholic Primary School:

Target	Achievement	Impact
<b>Catholic Life</b>		
Pupils and staff understand and embrace the distinctive Catholic identity, charism and mission of St Gregory's.	Monday Gospel assemblies celebrate Catholic Social Teachings and Gospel Values. Y3 Reconciliation and First Holy Communion and Y6 Confirmation have taken place. New Parish Priest –Father Peter Conley.	The Catholic identity and mission of the school has demonstrably been strengthened by: The strong link reformed with the parish in the absence of a priest. Regular Mass taking place at to St Gregory's owing to the new Parish Priest.
<b>Collective Worship</b>		
To improve the quality of collective worship offered by the school.	Collective worship provision moved to the beginning of the school day to highlight its importance. Assemblies directly linked to the weekend Gospel. Collective worship led by pupils weekly in each year group. Working with Hagley Chaplain to establish a Chaplaincy Team.	Regular monitoring has evidenced that children can articulate the gospel values and CSTs. 30/30 applications for Chaplaincy Team. Pupil leadership is growing (Chaplaincy team/ Live Simply team).

## TRUSTEES' REPORT

RE		
To improve the quality of teaching. Learning and assessment in R.E.	R.E Curriculum Staff CPD meeting on the basic principles of R.E planning, age related expectations, creative activities and a focus on reflect and respond questions.	Regular monitoring via leaning walks and book looks evidences that the quality of teaching, learning and assessment is improving.
Leadership & Management		
To improve leadership & management at all levels.	VP has been a rock of support to the Principal. SLT restructured. Phase Leaders put in place to oversee and monitor day to day school issues. SLT meetings focus on strategic matters rather than operational: attendance, safeguarding, quality of education (monitoring cycles). All teaching staff to have a subject to lead in September (ECT to support Music lead). New DSL on the SLT.	Monitoring shows that SLT is having more of an impact (attendance, safeguarding, quality of education).
Quality of Education		
Improve the quality of education: Curriculum.	Adapted and refined Science scheme. Adapted and refined Maths scheme. DT Scheme adapted to ensure progression and sequencing of activities. Art, Music, P.E, Geography and History adapted and refined in preparation for September.	Monitoring evidences a significant improvement in quality of Science teaching and learning. (Learning walk / book trawl). SIP approved of adapted and refined DT and Maths schemes.
Improve the quality of education: Data and assessment.	PD training on different methods of assessment and how to use it in adaptive teaching.	Data has been gathered in assessment week to ensure a realistic baseline for September.
Improve the quality of education: writing across the school.	I'm a Clever Writer scheme purchased, and training scheduled.	Writing shows signs of improving. Evidence from other MAC schools suggests that new scheme will have a significant impact on all writers.
Behaviour & Attitudes		
To improve learning behaviour throughout the school.	Behaviour policy reworded to focus on making the right choices. More structures in place to support behaviour, self-esteem and wellbeing to encourage positive learning behaviours. Positive behaviour is actively highlighted and rewarded. Negative behaviour has the same incremental steps so there is consistency across the school.	Pupil voice: children like the new behaviour policy because it is fair. Reduction in low level behaviour incidents across the school.
Personal Development		
SEND - Improve all aspects of provision for pupils with SEND.	New SENDCo appointed. Full transition meeting has taken place. Needs of all pupils with EHCPs have been reviewed. New in-class model of support for pupils with SEND, allowing staff to work more widely with on their targets. ALL pupils to have access to the whole curriculum; where it needs to be adapted, this is with the intention of supporting access to the relevant objectives. Staff CPD meetings on identifying types of SEND and strategies to support learners. Staff CPD on strategies to support children with EHCPs. Staff given Provision Map training. TAs meet weekly with the Principal to discuss any matters arising with SEND.	'Provision Map' now being used in school to monitor the progress of all SEND pupils. Whole school focus on inclusion including break and lunchtime provision. All staff received autism awareness training and are implementing strategies when working with pupils with SEND. Pupils with SEND are in whole class teaching but also have access to small group interventions and are able to access a safe space when they need to. All pupils with EHCPs are supported correctly whilst still being encouraged to be independent.

## TRUSTEES' REPORT

Provide a broad range of enrichment activities.	All classes have been on enrichment trips. May Procession took place. Y4-6 Swimming lessons in a Commonwealth swimming pool. Whole school music concert. Violin concert for parents. Extracurricular events: Sports Days, Music concerts, Y6 productions. Extracurricular clubs provided: table tennis, chess, Irish dancing, afterschool club. School council. Sports Premium used for Premier Education. Fundraising events: Barnardo's, Father Hudson £1 Pledge, Mental Health Awareness, Sports for Schools).	Pupils in every class have the opportunity to experience an enrichment activity. A good uptake of after school clubs. All children were fully included in the music concert. Pupils with SEND took part fully and had the opportunity to sing, play instruments, perform and watch others. School has raised £1000 for charity in Summer term.
Develop pupils' understanding of how they can keep themselves mentally and physically healthy.	Mental health awareness week (wear it green). Own clothes day and two themed assemblies throughout the week. Gospel assemblies on Mondays rooted in Gospel virtues and CST to share examples/messages of how to help others and be a good person. Friday celebration assemblies used to highlight individual successes, show role models in the school and build self-esteem. Premier Education (funded through Sports Premium) provides excellent PE sessions for children –and CPD for staff- where both physical and mental health is discussed and encouraged. School Council meeting to discuss how school supports physical and mental health.	Monitoring including pupil voice shows that: children have a growing awareness of their own mental health and the wellbeing of others. celebration assemblies build self-esteem in children.
<b>Early Years</b>		
To further improve provision in Nursery.	Nursery area redesigned to allow more space and free movement and themed learning areas. Outdoor area funding secured ensuring that children have more space.	The external School Improvement Consultant confirmed, in the most recent visit, that improvements have been made to nursery provision especially in the use of the outdoors which is having a positive impact on pupils' learning. Outdoor area used effectively to host a Father's Day event for parents and family members.
To further improve the provision of Phonics.	Phonics lead has overseen improvements in the quality of teaching and learning (SIP visit). Bottom 20% KS2 children receiving daily phonics interventions to improve their reading and writing.	Y1 Phonics scores 87% pass rate. 11% increase from last year. External consultant SIP visit validated that the teaching of phonics is secure.

## St Joseph's Catholic Primary School:

Target	Achievement	Impact
<b>Catholic Life</b>		
CL1 Continue to provide and develop opportunities for the children to embrace their personal responsibility to care for our common home, the common good and serve those in need and be proactive to local, national and international occurrences.	Live Simply PowerPoint of evidence created and well received by assessors. Children able to speak with eloquence to CAFOD Live Simply Assessors.	CAFOD Live Simply Award achieved in May 2024. St Joseph's chosen to lead the CAFOD national assembly to be broadcast in September 2024.
CL2 Continue to develop a dynamic and well-planned chaplaincy programme to build on the strong opportunities for moral and spiritual development and guide children and staff to support their vocation.	A strategic programme of chaplaincy activities developed with key stakeholders – school leaders, LGB RE link governor, Father Philip, Parish Youth Worker. Rota of prayer leaders to support staff spiritual development.	A range of carefully planned chaplaincy activities are provided throughout the school year supporting the moral development of children and adults understand how such activities support their vocation.

## TRUSTEES' REPORT

	Residential opportunity for Year 6 children. Emmaus inset day supported staff spiritual development.	The school is actively involved in activities which reflect the life and mission of the school.
CL3 Further develop an understanding and celebration of other beliefs and traditions to ensure a strong understanding of the commitment of others.	World religions week took place in school and children demonstrated curiosity, respect and an increased understanding of different religions. Virtual tours completed of different places of worship. Children explored other faiths and religions during a British Values focus week. Classes continue to use the Picture News resource which focuses on global issues as well as an understanding of protected characteristics.	Children able to articulate their understanding of the beliefs, celebrations and traditions of other religions. Children able to demonstrate respect and tolerance for all faiths. The mission of the school is being lived by children through their actions.
<b>Collective Worship</b>		
Ensure children's planned prayer types across the school are reflected upon, critiqued and shared to enable pupils to have a full and active participation in a range of creative and engaging experiences	RE leader and key staff to work closely with liturgy leaders to develop clear understanding of evaluation and reflection upon prayer and liturgy effectively, within class and when leading across school. New signage in the hall provides a CST focus as well as the Feast Day of St Joseph the Worker.	St Joseph's children chosen to lead CAFOD National Assembly, broadcast in September. Increased confidence of the children evident when planning, leading and reflecting on prayer and demonstrate a good understanding of the messages from scripture.
Staff are able to lead pupils to plan and lead well-constructed prayer and liturgy, with music and other art forms to enhance prayer and liturgy of the school.	RE leader attended BCPP 'Creative Ways to Pray' CPD and provided this CPD for all staff. Pupil led prayer including 'parent stay and pray' has continued with monitoring evidencing pupils are confident to lead creative prayer types for our community.	Monitoring shows that: Key staff are confident in supporting children to plan high quality prayer and liturgy in a range of different ways. Children are able to plan and lead a range of prayer and liturgy experiences for the benefit of our school community.
Opportunities provided for inspirational professional development for staff to support liturgical formation and planning of prayer to ensure that all staff understand the centrality of prayer and liturgy and provide high quality prayer opportunities for children.	Staff formation opportunity at Emmaus inset – Mass & Keynote speech by Mgr Tim Menezes. Principal attended DES Leadership conference. Principal has completed induction with DES. ECT has completed ECT CPD with BDES.	Staff voice has demonstrated a deeper connection with Jesus as well as their faith and mission.
<b>RE</b>		
Provide greater challenge for more able pupils in Religious Education and ensure forensic monitoring and analysis so that their progress is consistently good or better (S48 target 2018).	Introduction of challenge question in each lesson – responded to in red pen for clarity. Support from David Harris (BDES advisor) + attendance of staff at BDES 'SuperZooms'. Monitoring timetable reflects the focus on challenge in lesson – also a key focus on QoE focus on WALKTHRU clusters to develop pedagogical approaches. Challenge in lesson quality assured by Principal's mentor – current CSI inspector as well as current CSI inspector.	Attainment at GDS in most classes at 30%. In focus class Year 4, children achieving above the expected standard has increased from 18% to 37%. In Year 6, children achieving EXP+ increased from 82% to 93%.
Further embed feedback to pupils, and deeper questioning during lessons, so that the children can articulate what they know and remember in RE and do more with their knowledge.	Principal attended BDES CPD with a focus on deeper questioning and articulation of progress. Marking and feedback policy adapted and refined to demonstrate increased expectations on feedback. Staff CPD focus & Walkthru cluster focusing on 'check for understanding' introduced.	Pupil voice demonstrates an increased understanding by the children of what they need to do to improve further as well as how they know that they are improving in RE. RE moderation completed with Emmaus schools completed, with agreement reached in school's teacher assessment.
Continue to further develop and embed leaders and governors' self-evaluation, monitoring and self-challenge to lead to outstanding outcomes.	Vice Principal has completed document of key information provided to LGB in preparation for CSI. RE link Governor has completed school environment monitoring in line with DES expectations and standards. Governor SEF completed with RE link governor.	Governors clear on achievements and needs of the school and provide appropriate support and challenge. Most Governors can confidently articulate the schools' strengths and areas for development. Governors contribute closely to the Mission of the school and the aim for outstanding outcomes.

## TRUSTEES' REPORT

Leadership & Management		
<p>Continue to develop subject leadership throughout the school with a sharp focus on:</p> <ul style="list-style-type: none"> <li>• Subject leaders supporting staff in developing their knowledge.</li> <li>• Planning engaging and memorable experiences to further enhance the curriculum.</li> <li>• Developing foundation subject assessments so that they inform future planning.</li> </ul>	<p>Subject leader meetings have continued across Emmaus with best practice shared.</p> <p>Principal has worked closely with Emmaus Principal colleagues to refine, adapt and drive a high-quality common curriculum.</p> <p>Introduction of new forms of start-point, mid-point and end point assessment.</p> <p>Arts Mark award application submitted.</p>	<p>Spring SIP visit - SIP quality assured Quality of Education as 'Good'.</p> <p>All subject leaders have had the opportunity to lead CPD based on Ofsted research papers and subject reviews.</p> <p>Foundation assessments introduced, ensuring that teachers are able to analyse and adapt their curriculum plans based on this.</p> <p>Subject leaders led on introducing medium term plans in all subjects so that a sequential, progressive and granular approach to all areas of the curriculum is clear.</p>
<p>Leaders strategically devise the use of Tom Sherrington's Walkthrus effectively by introducing clusters to drive the quality of teaching and learning so that consistent good and outstanding practise is evident throughout school, and a consistent approach to pedagogy and management across school.</p>	<p>Cluster introduced and a 'Teaching Sprint' approach adopted.</p> <p>SLT attended Tom Sherrington online CPD to cascade and lead on this area of the SDP.</p>	<p>School monitoring – February 2024 and quality assured by SIP (05.03.24) has indicated particular strengths with scaffolding (explaining and modelling) and strategies to check for understanding (questioning and feedback).</p> <p>Lesson monitoring has demonstrated that a very large majority of teachers display confidence on the areas of guided practice, checking for understanding, scaffolding and signal pause and insist.</p>
<p>Continue to further develop the monitoring and accountability systems of the LGB.</p>	<p>Link governors have met with SEND, EYFS and PE this term and provided link governor reports.</p> <p>Science and RE leaders have presented to LGB supporting governors in their role. LGB have received presentations in RE and CSI preparation.</p>	<p>Subject coordinators and LGB reps have a clear understanding of their roles and responsibilities in terms of monitoring the quality of education.</p>
Quality of Education		
<p>Continue to adapt the St Joseph's curriculum so that all subjects are developed, and the knowledge and skills are precisely identified with an evidence base developing in books.</p>	<p>Subject leaders have adapted and refined curriculum areas to address pupil outcomes following monitoring and key issues emerging from Ofsted subject reviews.</p> <p>'Sticky Knowledge' formative assessments introduced to demonstrate how the children are knowing more, remembering more and doing more over time.</p> <p>CPD session on the use of AI to create diagnostic and end of unit assessments to support teachers to check for understanding and prior knowledge.</p> <p>A historical timeline purchased and displayed in computer suite.</p>	<p>Spring SIP visit - SIP quality assured Quality of Education as 'Good'.</p> <p>Medium term plans adapted and refined so that key themes are introduced and taught in a sequential manner ensuring progression and also the opportunity for the children to know more and remember more.</p> <p>An ambitious curriculum sequenced from Reception that is in keeping with the aims of the national curriculum and with local links.</p>
<p>Tom Sherrington's Walkthrus introduced as a school improvement resource.</p>	<p>Clusters set up with key focuses.</p> <p>Programme of CPD, monitoring and support devised to provide staff with models and best practice shared.</p>	<p>During staff PD meetings, each cluster is focussed on in the 'teaching sprint' strategy. In the vast majority of classes, teaching pedagogy is consistent and rooted in best practice.</p>
<p>Ensure outcomes for all groups continue to be at least in line with national.</p>	<p>Termly Pupil Progress Review meetings in place to monitor the progress of pupils.</p> <p>SLT and Core Subject Leads to monitor the progress and attainment of pupils at each data drop (termly basis).</p> <p>Focus on challenge in lessons. Monitoring in place focuses on the shared expectations in relation to demonstrating challenge in lessons.</p>	<p>Following PP meetings and practice tests, all outcomes are at least in line/above NA 2023.</p> <p><b>June 2024:</b></p> <p><b>KS2 writing</b> – 88% EXP+ 6% GDS (externally moderated by LA).</p> <p><b>Y4 MTC</b> – AVG 23.56.</p> <p><b>Y1 PSC</b> – 83%.</p> <p><b>GLD</b> – 77%.</p>
<p>Refine the SEND identification process, including reviewing the overall definition of SEND and develop an identification flow chart showing the process.</p>	<p>Emmaus SEND policy localised to St Joseph's developed and shared with all staff.</p> <p>Purchase of 'Educational Psychology 4 All' service to support the school with learning support, educational psychologist and SEND services.</p> <p>SENCOs across Emmaus schools work together to develop a consistent approach to SEND and standards across all schools.</p>	<p>High quality teaching for children with additional needs maintained.</p> <p>In line with their smart targets, the majority of children with SEND make good progress.</p>



## TRUSTEES' REPORT

	SENCo has worked with another Emmaus SENCo to set up the 'EduKey Provision Mapper' platform.	
<b>Behaviour &amp; Attitudes</b>		
Further embed the opportunities for children to develop a Growth Mindset.	Further CPD provided from external advisor. A consistent Growth Mindset curriculum is evident across school and displayed in classrooms.	Increased positive attitudes to children's learning evident in work and through other monitoring i.e. lesson visits and pupil voice
Evaluate and revise the pedagogical approach to the management of behaviour – including the focus on Walkthru clusters – signal, pause and insist and choices and consequences.	Behaviour policy reviewed to reflect the pedagogical approaches. Walkthru cluster of Signal, Pause and Insist and Choices and Consequences introduced and reviewed as part of Teaching Sprint CPD approach.	Consistent whole-school approach to the management of behaviour (evident through internal monitoring). Behaviour incidents logged on the schools MIS system and trends analysed – key children identified and quickly addressed. Walkthru clusters used consistently across school.
<b>Personal Development</b>		
Continue to develop the support provided to the increasing number of pupils with SEMH and/or sensory needs.	New mental health first aider has been trained. Nurture groups led by mental health first aider. Further adaptations to a nurture room in school including purchasing of resources and social stories. External agencies referred to where children demonstrate additional SEMH needs. CPD for staff on supporting children with ASD.	Staff confidence has improved when supporting children with SEMH additional needs. The needs of children displaying SEMH are met in school, with further support requested when this is identified.
Work towards achieving the Healthy School's status.	Initial Healthy School's status questionnaires completed and awaiting further follow up guidance from Active Lives. School focus adapted to focus on achieving Live Simply Award – with targets also focussed on encouraging a healthy lifestyle.	Live Simply award achieved which included the Big Lent Walk completion as well as the school's focus on walking once per week to school. Gardening club introduced in school with a focus on children understanding the importance of growing their own fruit and vegetables.
<b>Early Years</b>		
Continue to develop and make adaptations to the Early Years curriculum, ensuring that is bespoke to our school, effectively sequenced and a strong starting point in line with the curriculum for the rest of the school.	EYFS curriculum adapted and refined by class teachers as well as subject leaders and EYFS leader. A focus on supporting children to be Year 1 ready with a 'preparation for Year 1' document completed and monitored.	77% of children achieved GLD. Pupils are well prepared to begin Year 1.
Enhance the provision in the outside area to further improve child's development and learning – focus on engagement to promoting communication and language and social and emotional skills / strategies.	Weekly plans adapted to incorporate the outdoor environment. PTA support to develop the outdoor environment, including the purchase of an outdoor classroom. Garden/growing area introduced in the outdoor area of school supporting EYFS and a lunchtime gardening club. Language and vocabulary development extended by being immersed in the outdoor environment.	An engaging outdoor environment for the children has been developed and they are now able to take part in activities such as digging as well as taking an interest in growing their own vegetables – living simply and sustainably.
Develop further strategies to support language development in the Early Years.	Baseline and Welcomm tools used to assess children's speech / language / communication ability and provide support to meet their needs. Adults have created a language rich environment through phonics, daily story time, themes/topics, and adults communicating through clear language and good vocabulary.	25/27 (92%) children achieved ELG for Listening, Attention and Understanding and Speaking. Any barriers to learning identified early and interventions provided – support from external agencies sought. Children are able to use new vocabulary to support them as they move into Year 1.

## TRUSTEES' REPORT

### St Mary's Catholic Primary School:

Target	Achievement	Impact
<b>Catholic Life</b>		
Pupils are actively engaged in responding to the demands of CST.	Caritas Ambassadors chose charities to support at Harvest (Black country food bank) and for our Reverse Advent calendars (food bank for the church). Children selling poppies for Remembrance Day talked about how they felt proud and happy to do so, and that they felt they were doing God's work.	Children are able to link the way we give to others at key times in the Liturgical Year to CST – Dignity of the Human Person, Option for the Poor and Vulnerable, and Rights and Responsibilities.
Pupils can clearly express an understanding that they are each valued and cared for as unique persons, made in the image and likeness of God.	At staff professional development meetings, staff share moments of kindness which are supported by our Catholic faith. Pupil Voice showed pupils across the school confidently (relative to age and ability) able to articulate how behaviour towards others reflected how they are all made in the image and likeness of God.	Pupil questionnaires highlighted that the vast majority agreed with being valued and cared for as unique persons made in the image and likeness of God and made links to our school.
<b>Collective Worship</b>		
Leaders, including governors, place the highest priority on inspirational professional development of all staff that focuses on liturgical formation and, for relevant staff.	ECTs have both attended BDES training this year. Interim Vice Principal and New Vice Principal from January 2024 have both attended two BDES new to VP sessions through the BDES. Fortnightly staff development session (briefing) focusing on Prayer and Liturgy - sharing of good practice. Staff professional development opportunities embedded within the yearly calendar - RE focus at least every term.	Staff have a greater understanding of their role in supporting colleagues and also in the types of prayer which can be shared with children.
<b>RE</b>		
Ensure questioning in religious education lessons engages all pupils and provides additional challenge by promoting higher order thinking opportunities.	Staff professional development opportunities embedded within the yearly calendar - RE focus at least every term i.e. BDES Superzoom sessions. Greater staff consistency in pedagogical knowledge and deepening level of ascertaining pupil knowledge through questioning. Staff voice (anonymous questionnaire) – all staff feel happier and more confident.	Variety of teaching strategies introduced. Book looks conducted by RE Lead and Link Governor Representative show a greater variety of how work is presented. Staff report feeling happier and more confident (staff questionnaire).
<b>Leadership &amp; Management</b>		
Leaders ensure that teachers receive focused and highly effective professional development.	Structured programme of professional development focusing on high quality teaching embedded within the school calendar. There is a consistent approach in using Rosenshine's principles across the school. Robust monitoring cycle in place, where all leaders take accountability for their area.	Greater evidence of key teaching techniques being more consistently implemented across the school (monitoring). Opportunities for staff to reflect and review current practice i.e. Walkthrus ADAPT principle.
<b>Quality of Education</b>		
Pupils' understanding is checked systematically, identify misconceptions accurately and used to provide clear, direct feedback. Teachers respond and adapt their teaching as a result.	Formative assessment (MIS) is used to identify emerging patterns of gaps and used to adjust the learning sequence in planning. Staff use assessment effectively throughout individual lessons and, as a result, adapt teaching, such as through use of flexible groupings. Staff apply relevant Rosenshine's Principles and Walkthrus techniques to teaching	Monitoring (lesson drop-ins) shows that teachers are utilising core teaching techniques i.e. Cold Calling, to assess and ensure active participation by all pupils in lessons.

## TRUSTEES' REPORT

	methods to provide greater consistency of teaching methods across the school.	
To develop pupil's writing skills across the school (implementation of I Am a Clever Writer – IACW).	Staff professional development scheduled with support from external consultants i.e. applying learning from training and weekly support provided by external consultants. Progression documents reviewed with the support from external consultants and school's English lead. Arrange weekly support in planning appropriate learning from Clever Writer.	Clear writing progression plans in place across the school. Staff report having greater confidence in the teaching of writing through the IACW approach.
<b>Behaviour &amp; Attitudes</b>		
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.	Education Welfare Officer support in place throughout the year – meetings scheduled with parents. Reminders about the importance of attendance circulated to parents through letters, newsletter etc. Weekly attendance trophy and attendance awards in place to motivate pupils.	Attendance is broadly in line with national. There has been a reduction in the percentage of pupils classed as persistent absence compared to the previous year. Current school data broadly in line with national data.
<b>Personal Development</b>		
The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.	Variety of OSHL clubs implemented across the school year to enrich and/or extend the curriculum i.e. Forest School Club (KS1), Reading Club, Craft Club etc.	Staff reported that children have enjoyed activities planned (pupil voice).
<b>Early Years</b>		
Develop strategies to help further support children to improve their vocabulary and understanding of language.	Wellcomm speech and language screening tool implemented with Pre School children. 'Get Talking' programme implemented with Reception children due to high level of needs (44% identified as SEND in Reception).	Increase in percentage of children on track to achieve ARE in Communication and Language by the end of phase in comparison to baseline upon entry (50% to 70%).

## St Philip's Catholic Primary School:

Target	Achievement	Impact
<b>Catholic Life</b>		
To continue to raise the profile of our pupil's dedication to promoting and contributing to Catholic Life and mission through valued opportunities that increase our pupils understanding of our school mission and our Catholic responsibilities.	Mission teams are active within school to promoting Catholic Life. Through monitoring opportunities and pupil voice, Catholic life is growing within the school through all our pupils. Lesson observations and monitoring opportunities within school including pupil voice. Monitoring of pupil voice, staff conversations to increase pupils understanding to support their role in contributing to CL and our school mission.	Pupils are confident and understand the roles and responsibilities within the mission team to promote Catholic Life. Pupils are enthusiastic and active within their role on school.
To continue to embed Catholic Life commitment through the Catholic Social Teaching across the curriculum and to celebrate the impact.	Monitoring and evaluation of Catholic Life have taken place effectively with adaptations to planning across the whole school. Through lesson observation, learning walks, book scrutiny and professional conversations with staff and pupils. Embracing Catholic Social Teaching embedding the elements into our planning, schemes and matching the school curriculum with the strands of CST.	Staff are confident in using CST links within our curriculum. See progression skills and knowledge maps. Evidence seen. Books clearly show links in planning and children's books. Pupils can identify within discussions in class in identifying CST connections.



## TRUSTEES' REPORT

<p>To ensure that staff new to the school are supported. As a consequence, they develop effective and focused induction programmes to inspire them to participate actively in, and contribute to, the Catholic life and Mission of the school.</p>	<p>Diocesan training on teaching in a Catholic school for new teaching staff. Induction with SLT on appointment to ensure expectations of working in a Catholic school is shared. Mentoring from ECT year 2 tutor and RE leader. Staff meeting CPD dedicated to RE teaching &amp; learning, Prayer &amp; Liturgy and Catholic Life &amp; Mission.</p>	<p>CPD completed for new staff – ECTs to support induction and expectations. ECTs and all staff completed inset training in school and from the diocese on supporting ECTs are participating in CL actively within the school and parish.</p>
<p><b>Collective Worship</b></p>		
<p>Pupils will take greater responsibility for preparing, leading and evaluating different forms of prayerful worship, with a greater degree of reflection so that they can articulate the ways in which the experiences have inspired them into action.</p>	<p>Pupil led gatherings show that children confidently have an excellent understanding of the church’s liturgical year. Children have developed the experience and knowledge to engage, prepare and lead CW in the wider school. Within collective worship pupils are supported so that all adults provide further contemporary contexts that are experienced by children so that collective worship is accessible and engaging for all children and members of the school community.</p>	<p>When planning, preparing, leading and evaluating prayer and liturgy, pupils are supporting each other to achieve the best outcomes. Pupils are able to engage, prepare and lead CW in the wider school (assembly/class opportunities to lead. Planned timetables support the mission team, prayer leaders and other pupils to plan and engage with.</p>
<p>Appropriate to their age and capacity, for pupils to have a detailed understanding of the wide variety of ways of praying that are part of the Catholic tradition so that they demonstrate an excellent understanding of the shape and meaning of the Church’s liturgical year.</p>	<p>Pupil led gatherings support children confidently to have a good understanding of the church’s liturgical year. Development of children to be able to engage, prepare and lead CW in the wider school through a wide range opportunities and resources as prayer leaders and part of the mission team. Developing Collective Worship so that all adults provide further a wide range of representations of prayers so that are experienced by children so that collective worship is accessible and engaging for all children and members of the school community.</p>	<p>The development of the children to be able to engage, prepare and lead CW in the wider school led by the RE leader is positive. All children engage in Collective worship and understand the learning behaviours of reverence. Resources are used creatively to support the variety of ways of praying- see evidence in special events books.</p>
<p><b>RE</b></p>		
<p>To support new staff and ECTs to ensure that planning is linked to pupils’ current assessment and targets so that their knowledge is consolidated and extended.</p>	<p>Staff are confident with teaching the RE curriculum and have a good understanding of assessment of progress and attainment, through team teaching, inset support and moderation. Staff are well supported through CPD of assessment and targets. Lesson observations, pupil interviews and book trawls form a huge evidence base for support with good /outstanding teaching. Thinking skills training implemented in lessons and pupils talk about their enjoyment of lessons with it present- super zoom CPD.</p>	<p>Monitoring shows that:</p> <ul style="list-style-type: none"> <li>• all staff are confident to assess their cohort.</li> <li>• all staff develop a toolkit of teaching approaches in RE.</li> <li>• all staff are confident in including thinking skill lessons that support the age-related standards through supported CPD.</li> </ul>
<p>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 the provisions and outcomes of the Religious Education of the school.</p>	<p>Under the new CSI curriculum, the RE link governor is very active and supportive in the monitoring cycle of RE in school with book trawl/learning walks. School leaders actively seek support and guidance from our RE link governor. Professional dialogue with link governor supports the analysis of RE CSI SEF provision of RE across the school.</p>	<p>Chair of Governors is active and supports school with contributing to visiting school for monitoring. SLT receive support from Governing body to maximise skill set. SLT report annually to Governors Chair of Governor in school and shared governor feedback forms.</p>

## TRUSTEES' REPORT

	Monitoring of RE and the provision of all areas CW/CL and RE.	Monitoring cycle in place to involved in monitoring of RE.
To continue to forge further links with other appropriate agencies and the wider community to provide a wide range of enrichment activities to promote pupils' learning and engagement with religious education.	Staff are confident with teaching the RE curriculum and have a good understanding of assessment of progress and attainment. To support staff through CPD to forge links with forge schools/ external providers. Offer a range of resources to staff to access for support in the wider community.	All staff involved in Super Zoom training on teaching and learning in RE. Staff support forging links with places of worship which supports pupils' understanding of other faiths.
<b>Leadership &amp; Management</b>		
Senior leaders to continue to focus on subject leadership pedagogy to work together to effectively lead subjects.	Continuing to embed the curriculum intent, implementation be able to measure the impact of the intended curriculum. Ensuring the curriculum rationale rooted in our Catholic values, the national curriculum and progression of skills so that it is relevant to the needs of the pupils. By regular monitoring of book trawls, inset in staff meetings and pupil progress meetings. To use the progression of skills for subjects within the NC to support the needs of the pupils within the wide diverse community of children we serve.	Subject leaders have completed the progression of skills for subjects within the NC to support the needs of the pupils. This is through subject leadership dedicated time in school and CPD. Subject leaders are confident to talk with confidence of intent, implementation and impact (May 24 Ofsted). SLT have supported the reviewing of the curriculum to ensure the NC is developed for each class through subject progression and skills docs.
To ensure that all subject leaders have a clear vision of their subjects across the school to ensure good progress in relation to starting points.	Provided opportunities for subject leaders to improve their subject knowledge and understanding of progress and attainment across key groups. This to be developed with colleagues with in –house support and MAC wide development through termly meetings. Subject leaders shadow SLT on monitoring focuses in school with a sharp focus on their subject and how impact is made through the curriculum. Regular CPD and opportunities planned and provided to work on improving teaching and learning for individual staff, groups of staff and the whole staff. For all subject leaders to be responsible for reporting on key groups for assessment of the subject to a wider audience.	Monitoring of subjects for subject leaders is in place. Leaders are monitoring lessons, planning and environments. <b>SLT</b> supporting all subject leaders, through a clear plan of CPD progression. Subject leaders are confident on book monitoring, planning, progression and skills of subjects with a focus on precise knowledge with disciplinary and substantive components included.
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. All staff and the school community always act in the best interest of children. Staff support children who need help is of a good quality to meet the needs of the children at all levels. The whole school community knows how to report concerns and well-being issues of staff and children.	In Staff briefings share information of safeguarding concerns and family circumstances of vulnerable families. The whole school community knows how to report concerns and well-being issues of staff and children. Staff are passionate and very clear about how Safeguarding a child is important. Ofsted May 2024 found Safeguarding to be effective.
<b>Quality of Education</b>		
To embed initiatives within the reading and writing curriculums to support children attainment and progress.	To ensure that staff support the journey of the phonics reading and writing curriculum through initiatives that support writing across the curriculum. Through monitoring of lessons, pupil progress pupil interviews, surveys to support the impact of the curriculum. Developing teacher skill to link grammar to writing style to support outcomes.	Monitoring via Learning Walks and 'book looks' evidence that pupils are making progress across the school (see monitoring evidence).

## TRUSTEES' REPORT

<p>Leaders to support teachers to plan adaptive teaching strategies to support the needs of all children including SEND.</p>	<p>Ensure that pupil premium spending is deployed effectively to address weaknesses in the school's most recent performance data. Improve outcomes in English for disadvantaged pupils by ensuring their progress in English is at least in line with national. Teachers through CPD are supported within the curriculum to adapt their class curriculum to support the SEND needs of their children.</p>	<p>SEN pupils are supported and are accessing the curriculum with adaptations. ILP's are being worked on to achieve targets regularly that meets the curriculum and step ladders. In learning Walks, pupils are making progress in their learning. Support for pupils from external agencies. Through a wider curriculum through afterschool clubs, learning outside the classroom, provide pupils opportunities to experience a wide range of activities for the first time.</p>
<p>To continue to support all teachers to embed and develop the curriculum so that there is a strong impact on the quality of education.</p>	<p>Planned opportunities to work with staff to sharpen their use of assessment to support underperforming pupils/groups. Through continued assessment and CPD staff to identify key concerns with underperforming pupils and celebrating successes. To implement interventions that support with improving outcomes.</p>	<p>Robust actions for intervention: keep up, catch up are in place. Staff insets focus to support the development of the curriculum. Monitoring supports the development of the curriculum and pupil progress as evidenced in books and learning walks. SIP focus visits supporting the intent, implementation and impact of the curriculum.</p>
<b>Behaviour &amp; Attitudes</b>		
<p>To embed a positive culture of rewards or incentives which promotes positive attitudes for the school community.</p>	<p>Pupils individual behavioural and emotional needs are met through enabling them to achieve as fully as possible with a curriculum that meets their needs. To ensure that the policy is followed rigorous systems in school support good behaviour. To continue to maintain high standards of behaviour across the school and ensure that pupils take pride in their work, show a deep respect for themselves and others.</p>	<p>Pupils' individual behavioural and emotional needs are met enabling them to achieve as fully as possible through Catholic social teaching strands. Learning mentor support and nurturing support further supports specific needs. Risk assessments in place for children at risk, referrals made to inclusion support. Use of behaviour St Philip's way in school. Pupil voice drives change and adaptation to rewards model e.g. Dojos to support incentives.</p>
<p>To continue to address improving attendance for those pupils who are absent regularly.</p>	<p>Planned continuation to continue to monitor attendance daily using 3 points of contact. New policy in place - in line with Local authority and DfE guidance. Track and challenge persistent absentees and analyse with support for parents' best action and support forward. Liaise with LA, EWO, and parents to address concerns and issues with attendance.</p>	<p>Improving Attendance with EWO for house calls, office manager/ learning mentor supporting families. School continues to monitor attendance and will liaise with families to support. This has improved. SLT working with local authority Attendance team to focus on Persistent absentees. School liaises with local authority and uses paperwork templates supported by the local authority.</p>
<b>Personal Development</b>		
<p>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.</p>	<p>Pupils are supported through rich experiences to understand how to be safe. Wider agencies to work with parents and families to support. Through assemblies, dedicated theme weeks and focusses. Provide training for healthy lifestyles, NSPCC/ school nurses support agenda. Spring clean team. Rainbow warriors School nurses, to help pupils stay safe. School nurses and police to support in school. PCSOs involved in training for junior PSCOs. Children are being supported for the wider world. Police in school to work with parents and children.</p>	<p>A planned overview is strategically created to support the development of personal development across the school. AIP catering company working with school to provide opportunities for healthy living. Ofsted shared that PD was strong – May 24.</p>

## TRUSTEES' REPORT

	Safeguarding team in school to support with staying safe.	
For the learning mentor to continue to drive the mission statement of our school to support pupils and families engaging with outside agencies to support disadvantaged and vulnerable families to achieve and have high aspirations.	Pupils individual behavioural and emotional needs are met enabling them to achieve as fully as possible – good progress rates achieved. Engaging with external agencies to gain support and introduce resources to support disadvantaged children. Principal and learning mentor are working with external agencies to gain support and access resources to support disadvantaged children to engage and achieve.	Learning mentor working with outside agencies to maximise opportunities to support children from disadvantaged backgrounds. Learning mentor continues to support our children and families under children services of CP, CIN, Early Help.
To continue to embed systems in school to support children and families with social, emotional, and psychological needs to improve confidence and outcomes.	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. Therapeutic services support. Learning mentor to access external agencies to promote this agenda.	Meeting with learning mentors and discussions with safeguarding team to target support with children for SEMH needs/ trauma. Learning mentor updated on training to support children with needs. Working with external agencies to support families.
<b>Early Years</b>		
To continue to engage with parents and develop positive relationships where children are safe and secure.	EYFS staff follow the safeguarding policy and understand procedures to ensure pupils are safe and secure. Worry box, Special events book. Parent consultations to support relationships with parents. Wide opportunities of communication with parents to ensure there is a positive relationship. make a positive impact/ relationships.	Open mornings and parent workshops take place to encourage parent participation within classroom. Parent feedback re: communication is positive.
Children are taught the expectations of behaviour and consistent routines through classroom teaching to supports a positive ethos.	Staff are confident with implementing and following the behaviour policy to embed excellent behaviour. Staff are instrumental in being role models for our children. Classroom initiative to promote good behaviour both indoors and outdoor play. Staff continue to promote the school’s mission statement and morals of kindness, sharing and positive play.	Focus on staff to be instrumental in being role models for our children. Staff are role models for all children, supporting and promoting positive behaviour. Classroom initiatives support good behaviours. Pupils’ routines and expectations are developing with external support and support from across the MAC.

## St Wulstan’s Catholic Primary School:

Target	Achievement	Impact
<b>Catholic Life</b>		
To monitor the chaplaincy provision led by pupils and the participation of pupils.	Rotas in place in each classroom for children to lead pupil led liturgy. Altar servers support with weekly Masses. Faith-friends have led liturgy. Mini Vinnies have led whole school liturgies.	Pupils report that they highly value the school’s chaplaincy provision, willingly taking leadership roles within it. They actively participate in and contribute to opportunities provided by the school.
To ensure pupils contribute regularly to the school newsletter responding to local, national and global issues.	Mini Vinnies’ newsletter is in place (shared with school termly). Faith-friends contribute regularly to newsletter/social media.	Pupils are actively engaged in responding to the demands of Catholic Social Teaching, supporting those in need locally, nationally and globally. They can articulate aspects of the theology underpinning their actions.
<b>Collective Worship</b>		
To monitor acts of collective worship evaluation of Collective Worship, so that governors can hold leaders to account and ensure continuous improvement.	Every pupil leads acts of collective worship. Children have key roles leading the readings during Mass. Planning in place.	Children take responsibility for organising and leading collective worship.

## TRUSTEES' REPORT

To strengthen the provision of school Masses.	Mass rotas are in place for every year group. School Masses are planned with Fr Richard and SLT. Children always lead parts of the Mass.	Parents respond and reflect on collective worship of the school which can be used to make further improvements.
<b>RE</b>		
To monitor and target the use of extension questions in RE to allow more able learners to flourish.	Extension questions are in place in R.E. lessons and they are differentiated. Selection of AT2 and AT3 questions provided to children.	Standards in RE teaching and learning are strong.
To ensure opportunities for Catholic Social Teaching questions to further pupils' learning and personal development.	Catholic Social Teaching questions are provided to pupils regularly.	Pupils respond positively to CST questions and monitoring shows progress in both their learning and personal development.
<b>Leadership &amp; Management</b>		
To ensure that governance of the school is in line with Diocesan and Government expectations.	Acting Chair of Governors appointed after retirement of substantive Chair. Merged LGB with St Ambrose discussed and agreed to ensure strengthening of LGB and succession planning. Parent and staff governors appointed.	Compliance with LGB Handbook. Workload sharing across LGB. Increase in LGB skills.
<b>Quality of Education</b>		
To ensure there is a whole school approach on high quality teaching and evidenced based pedagogy.	Staff training on high quality teaching (HQT) provided to staff. Staff training provided on new SEND identification processes. Survey results show that staff increased their knowledge of broad areas of need, HQT strategies for each area and knowledge of how to report concerns regarding SEND. Staff CPD provided using Walkthrus – focus has been questioning. This is not yet secure and will need to be continued in the next academic year. Approach has been implemented in KS1 and Year 3. Weekly training has been provided for the KS1 and Year 3 teachers and the English Lead in the Summer Term (upon returning from maternity leave). English Lead has worked with the Clever Writer trainer and other MAC schools to develop new policies and best practice documents, ready for whole school re-training and full implementation in September 2025. Additional whole staff and individual training booked for September by English Lead and Clever Writer trainers.	Children apply taught skills across school consistently as they are familiar with terminology and methods as they move up the school. There is a clear process for identifying pupils with Special Educational or SEMH needs starting with an initial concern form through to development and review of Individual Provision Maps. All staff understand the process of identifying pupils with SEN or SEMH needs and as part of this, reflect and provide evidence on how they have provided High Quality Teaching as the starting point for meeting pupil needs. Writing Policy and progression documents reflect Clever Writer approach and show clear challenge and progression across the school.
To fully embed the teaching, learning and assessment of foundation subjects.	All Foundation subjects are being taught regularly across the whole school. All subjects are National Curriculum compliant. All leaders have received CPD, and support and curriculum documents have been produced to support the progression of the curriculum so that leaders are secure in how the skills and knowledge progress in their subject. This in turn, makes teachers aware of the progression of skills and knowledge and enables our children to know more, remember more. Regular monitoring of subjects and subject time for leaders is in place. In this time, leaders are expected to look for recent Ofsted guidance or reports that have been published in their subject and to update documentation as necessary.	National Curriculum requirements are met for all groups of learners.



## TRUSTEES' REPORT

	<p>Subject staff meetings are also being led. This gives leaders the opportunity to share any subject developments with staff and to deliver CPD.</p> <p>Assessment is being developed through the use of unit markers. This have been put in place this year in most subjects but remains an area of development and refinement for the future. To ensure the accuracy and depth of assessment is effective.</p>	
<b>Behaviour &amp; Attitudes</b>		
To reduce the percentage of pupils who are persistent absentees.	<p>HoS has attended accredited training on inclusive attendance and has joined a MAC-wide working party to update policies and procedures in line with this.</p> <p>Initial letters sent to parents regarding new reporting procedures (days not % absence) and information regarding pupil attendance will be reported within end of year pupil reports.</p> <p>HoS has engaged with attendance services from Worcestershire County Council.</p> <p>Attendance patterns analysed – staff regularly inform HoS when they spot patterns in attendance.</p>	Persistent lateness, persistent absentees' attainment and progress is improving.
Achieve more than 96% whole school attendance.	<p>Reasons to attend school highlighted in newsletter – change to previous method of reporting attendance figures.</p> <p>Plans in place to recognise improvements in attendance rather than attendance percentage.</p> <p>Member of SLT greets all families every day including those late to school.</p>	Parents and pupils have greater understanding of the importance of regular attendance and arrival on time.
<b>Personal Development</b>		
To ensure that the teaching and learning of British Values are fully embedded within the Curriculum.	<p>British Values interwoven through PSHE curriculum.</p> <p>BV signage placed in the school playground.</p> <p>Democratic voting for house/sports captains.</p> <p>School Council established and regular meetings held throughout the year.</p> <p>School Council part of the consultation process of the school bathroom redevelopment and the marking policy. SC have also set up an indoor lunch club.</p> <p>As part of Remembrance Service, local Council members and ex- servicemen and women invited in to talk about the importance of the day and to help plant a 'poppy' that the children had made.</p> <p>Mini Vinnies have raised money through a number of events. The money is then given to a charity of MVs choice (Individual Liberty).</p> <p>Rule of law: Strong community links have been developed with the Local Policing Team.</p> <p>Members of the LPT visit school to talk about their roles in the local community, but also provide pupil training on personal safety, substances and online behaviour.</p> <p>Year 6 also participate in Young Citizens Challenge.</p>	<p>All pupils within the school have a voice that is listened to and demonstrate how democracy works by actively promoting democratic processes.</p> <p>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.</p>
<b>Early Years</b>		
To fully embed the Mastering Number project to develop good number sense for all children in EYFS.	Staff have all been trained in the delivery of the Mastering Number project.	Children in EYFS have developed a secure sense of number evidenced in end of year

## TRUSTEES' REPORT

	<p>Staff have had termly CPD opportunities to support with the delivery of Mastering Number.</p> <p>Staff have access to a maths hub of teachers delivering mastering number in other schools locally to support with delivery.</p> <p>School have received resources to enable staff to deliver programme effectively.</p> <p>Programme has been delivered daily to children in EYFS and KS1.</p> <p>EYFS use Mastering Number project for main maths teaching of 'number' and KS1 use alongside White Rose.</p>	<p>assessments as well as those provided by the Maths Hub.</p> <p>87.5% (14/16) children in EYFS achieved the ELG for number and numerical patterns.</p>
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### 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 2024. Where attainment is below national averages, measures have been put in place to rapidly address these areas.

**\*Figures in brackets indicate national averages summer 2024**

	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	Emmaus Primary Averages
<b>EYFS</b>										
<b>GLD (67%)</b>	73%	68%	76%	84%	66%	77%	59%	60%	75%	71%
<b>Phonics Attainment</b>										
<b>Phonics (80%)</b>	83%	78%	86%	85%	87%	83%	83%	87%	89%	85%
<b>KS2 Attainment</b>										
<b>Reading (74%)</b>	87%	77%	69%	73%	72%	77%	67%	73%	72%	74%
<b>Writing (72%)</b>	77%	74%	76%	77%	79%	83%	63%	77%	80%	76%
<b>Mathematics (73%)</b>	73%	75%	69%	53%	62%	70%	60%	67%	80%	68%
<b>Combined RWM (61%)</b>	70%	66%	59%	50%	57%	57%	57%	53%	72%	60%
<b>EGPS (72%)</b>	87%	82%	59%	70%	70%	73%	67%	77%	73%	73%



## TRUSTEES' REPORT

### Key Stage 5 Results 2024

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

#### Cohort Summary

Cohort Size	80
A Level Cohort	77
Applied General Cohort	39
KS4 Prior Attainment*	6.38

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

Overall APS per pupil	105.81
Overall APS per entry	34.59
Overall APS per entry ( <b>female</b> )	34.72
Overall APS per entry ( <b>male</b> )	34.46
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	20.5
% A Level Students achieving A Levels at grades AAB or higher in at least 3 facilitating subjects	2.6
% Students included in AAB measure	68.8

#### Percentage of Entries\*\*

Percentage of entries achieving A*-A	25.6
Percentage of entries achieving A*-B	52.3
Percentage of entries achieving A*-C	84.7
Percentage of entries achieving A*-E	98.6

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

## TRUSTEES' REPORT

### Grade Counts

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

A*	=	8.2	D	=	9.3
A	=	17.4	E	=	4.6
B	=	26.7	U	=	1.4
C	=	32.4	X	=	0

### Key Stage 4 Results 2024

#### Cohort Summary

Cohort Size	191
Number of Disadvantaged	23
Male	103
Female	88

#### Overall Performance Summary

Average Total Attainment 8	53.14
Disadvantaged Average Total Attainment 8	38.30
Students Achieving 9-7 in English and Maths	24.1%
Disadvantaged students achieving 9-7 in English and Maths	8.7%
Students Achieving 9-7 in English	36.1%
Students Achieving 9-7 in Maths	30.9%
Students Achieving 9-5 in English and Maths	61.8%
Disadvantaged students achieving 9-5 in English and Maths	26.1%
Students Achieving 9-5 in English	78.5%
Students Achieving 9-5 in Maths	64.4%
Students Achieving 9-4 in English and Maths	79.6%
Disadvantaged students achieving 9-4 in English and Maths	60.9%
Students Achieving 9-4 in English	91.1%
Students Achieving 9-4 in Maths	82.7%
Students Entered for the Ebacc	

## TRUSTEES' REPORT

Students in cohort achieving a standard pass in the Ebacc (4+)	31.9%
Students in cohort achieving a strong pass in the Ebacc (5+)	22.5%
Average Points Score EBACC	4.72
Progress 8	+0.31
Disadvantaged Progress 8	-0.22
55.0%	

Entries achieving grades 9-7 (or equivalent)	26.8%
Entries achieving grades 9-5 (or equivalent)	62.1%
Entries achieving grades 9-4 (or equivalent)	76.4%

9 – 4.3	6 – 15.8	3 – 12.1	U – 0.8
8 – 8.8	5 – 19.4	2 – 7.8	
7 – 13.7	4 – 14.3	1 – 2.9	

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 2024, the balance of the unrestricted and restricted income reserves was £2,352,000 (2023: £3,645,000), which is after transfers of £687,000 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 pupil numbers at the most recent Census were 3,942 which is an increase of 796 from the previous census in January 2024 but includes the addition of four more primary schools to the MAC from 1 September 2024.

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 80.4% (2023: 80.6%), while the percentage of staff costs to total costs (excluding depreciation and LGPS FRS102 pension cost charges) was 75.5% (2023: 77.3%).

### 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 2024 of £1,537,000 (2023: deficit balance 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,

## TRUSTEES' REPORT

who use different assumptions to those utilised in calculating the deficit balance of £1,537,000 (2023: 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 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 £2,547,000 (2023: £4,055,000) at the period end. Revenue reserves are held in line with MAC Reserves Policy.

The Balance Sheet is in a net asset position despite including a liability of £1,537,000 (2023: 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 a significant impact on future financial performance. 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. The MAC will use the Integrated Curriculum Financial Planning Tool to support in delivering the best curriculum possible within the context of the available resources.

### **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.

During 2023/24 we have been awarded a low carbon skills fund grant which is a two-phase project. During the financial year 2023/24 carbon reduction assessment surveys have been conducted by a third party. For phase two we will receive a report for each school to advise of energy savings and thus reduce our carbon footprint. This project will continue into 2024/25.

## TRUSTEES' REPORT

We are part way through a project to install smart meters in our settings which will allow us to monitor electricity and gas consumption on a half-hourly basis to provide a better understanding of our energy consumption and enable us to identify trends and/or anomalies in our energy usage to make us as energy efficient as possible.

We are actively trying to reduce travel to and from our sites, where possible, by use of such technology as TEAMS and video conferencing. In addition, by moving to Microsoft 365 and a cloud-based system we are creating a more efficient system as we need less site-based hardware.

Another project in progress, is the replacement of old, inefficient incandescent and fluorescent lighting with modern energy efficient LED products. This has been completed in nine out of ten of our schools during 2023/24.

In addition, all of our schools have been tasked to achieve the Live Simply Award which is an opportunity for Catholic communities to care for our common home and stand in solidarity with our sisters and brothers around the world. This is an opportunity for our schools to show how they have been living simply, sustainably and in solidarity with people living in poverty. St Joseph's Catholic Primary School, Stourbridge, achieved the Live Simply award during the academic year 2023/24 and we aim for all Emmaus schools to achieve it moving forward.

### 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. From 1 September 2024, it employs approximately 500 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.

### 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 ten years, as of 1 October 2024. 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.

## TRUSTEES' REPORT

### FINANCIAL REVIEW

For the year ended 31 August 2024, the Multi Academy Company's total income (excluding capital grants) was £21,147,000 (2023: £19,773,000) while the total expenditure (excluding depreciation and LGPS FRS102 pension cost charges) was £21,753,000 (2023: £19,995,000), resulting in a net operating deficit for the year of £606,000 (2023: deficit of £222,000). This operating deficit for the year was expected and reflects the continued investment from the MAC reserves on school improvement, IT Infrastructure, on-going building projects (Roofs, LED lighting and sustainability) and growth.

After transfers from reserves to fund capital expenditure in the year, the balance of reserves at 31 August 2024, excluding the restricted fixed asset funds and LGPS liability fund was £2,352,000 (2023: £3,645,000).

The net book value of fixed assets at 31 August 2024 were £3,476,000 (2023: £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 Multi Academy Company.

Included within the Multi Academy Company's balance sheet at year end is a defined benefit pension scheme liability of £1,537,000 (2023: £2,231,000), 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 2024 and the basis on which this has been recognised in the financial statements are set out in note 24 to the financial statements.

The key financial policies reviewed and adopted during the period included the Scheme of Delegation of Financial and Operational Powers (May 2024) which lays out the framework for the Multi Academy Company's financial management, including financial responsibilities of the Board of Trustees, CEO, managers, budget holders and other staff, as well as the delegated authorities for spending. The other financial policies reviewed and adopted during the period included the Anti-fraud and Bribery Policy, Competitive Tendering Policy, Fundraising Policy, Investment Policy, Value for Money Statement, Reserves 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 also take into consideration the future plans of the Multi Academy Company, the uncertainty over future income streams and other key risks identified during the risk review.

The Trustees/Directors have determined that the appropriate level of operating reserves should be approximately 3 – 5%. The reason for this is to provide sufficient working capital to cover delays between spending and receipts of grants and to provide a cushion to deal with unexpected emergencies such as urgent maintenance, long term staff absences etc.

The Multi Academy Company's current level of operating reserves at 31 August 2024 is £2,352,000 (2023: £3,645,000), which is made up of restricted income funds of £137,000 (2023: £356,000) and unrestricted funds of £2,215,000 (2023: £3,289,000).

Although the current level of operating reserves is above the target level identified above, the Directors' expectation is that these reserves will be utilised over the next few years to fund the ongoing development of the Multi Academy Company, including the need to fund ongoing pay increases and energy cost increases across the sector and the need to fund ongoing capital projects and developments.

The value of the restricted fixed asset fund at 31 August 2024 is £3,671,000 (2023: £2,854,000), which is represented by the fixed assets that are used exclusively for providing education and associated support services to the pupils of the MAC, and the balance of unspent capital grants to be used on future capital

## TRUSTEES' REPORT

expenditure. These funds can only be realised by disposing of the associated tangible fixed assets or by utilising the amounts of unspent capital grants in line with the terms and conditions of those grants.

### Investment Policy

Over one 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 95-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 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

The 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 Trustees and Finance and Resources Committee meetings.

## TRUSTEES' REPORT

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 at 31 August 2024 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 Chief Executive Officer 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.

### 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.



## TRUSTEES' REPORT

### Fundraising

The Multi Academy Company has not undertaken any material fundraising activities during the year ended 31 August 2024.

In light of the unfunded cost pressures, the Trustees/Directors have agreed a Fundraising Policy during the year which sets out that the MAC requires all fundraising to be carried out ethically and in line with our core values. At the heart of fundraising ethics lies the need to ensure that the MAC objectives, sense of personal integrity and the trust of donors are not violated. This requires openness, transparency and respect. There is also the need for the MAC and individual MAC schools to ensure that they do not expose themselves by accepting donations from questionable or inappropriate sources.

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.

### Streamlined Energy and Carbon Reporting

As the Multi Academy Company is below the income/asset threshold for the reporting period, it is not required to report on its emissions, energy consumption or energy efficiency activities.

## PLANS FOR FUTURE PERIODS

Using the Birmingham Diocesan Education Service Strong and Flourishing MAC Catholic Framework and, as outlined in the MAC Strategic Plan, the Multi Academy Company's priorities for future periods are:

#### Catholic Life and Mission:

- The updated and relaunched (Sep 2024) Emmaus mission, vision and values are fully known and owned by the entire Emmaus community. SHINE is to be mapped against the flourishing framework.
- Catholic Social Teaching is at the heart of all we do. To explore how CST is physically in the curriculum. To build Catholic Social teaching into SHINE values.

#### Prayer and Liturgy:

- To develop a praying community creating opportunities for the entire MAC to pray at the same time.

#### High Quality and Inclusive Education:

- EYFS Development – Pupils receive the fundamentals of an excellent education as verified by external consultants and Ofsted.
- Emmaus 90+: Pupils receive the fundamentals of an excellent education – To achieve 90%+ as an aspirational target in identified KPIs.

## **TRUSTEES' REPORT**

- Pupils in every Emmaus school to make better progress than they would at another school.
- Curriculum development is in line with CSI and EIF requirements – every Emmaus school has an excellent curriculum endorsed by external experts and/or Ofsted/CSI and Catholic Social Teaching is interwoven through our curriculum plans from EYFS to Post-16.
- Attendance – Pupils are in school and learning every day.
- SEND – Pupils with special educational needs or disabilities receive an excellent education in all schools.
- Disadvantaged pupils at Emmaus perform in line with non-disadvantaged pupils in England.
- All Emmaus schools are rated as Good or Outstanding by Ofsted and CSI in relevant categories.
- Wellbeing – Pupils are safe and well and build strong relationships with their teachers and other staff.
- Students' progress to and sustain their chosen next destination.
- Parents would recommend their child's school to another parent – this year every school will send out the identical parental survey and we will compare the results across the MAC.

### School Improvement:

- To continue to develop a flourishing Catholic culture of school improvement through a codified model of school improvement.
- To develop the roles of the MAC School Improvement Lead and the MAC Inclusion Lead.

### Catholic Workforce:

- To develop a People Strategy focusing on the development of staff at all career stages.

### Governance and Leadership:

- To foster a supportive working environment by managing workload, prioritising wellbeing and taking action to support all staff.

### Finance and Operations:

- To ensure that the four new schools are fully aligned with Emmaus systems and processes.
- To implement the ICFP tool in every school.

## **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.

## TRUSTEES' REPORT

### 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 Directors/Trustees' Report, incorporating a strategic report, was approved by order of the Board of Trustees/Directors, as the company Directors, on 17 December 2024 and signed on its behalf by:

Signed by:

*Joanna Griffin*

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

## TRUSTEES' REPORT

### 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 the DfE's Academy Trust Governance Guide.

The Board of Trustees/Directors has delegated the day-to-day responsibility to the Chief Executive Officer, 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/Directors has formally met 5 times during the year ended 31 August 2024. Attendance during the year at meetings of the Board of Trustees was as follows:

Trustee	Meetings attended	Out of a possible
Joanna Griffin (Chair)	5	5
Janet Rowe (Vice Chair)	5	5
Caroline Beech	4	5
Joanne Edgecombe	5	5
Bernard King	3	4
Peter Parry	4	5
Alex Pearce	5	5

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.

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 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.

## TRUSTEES' REPORT

The Board and each sub-Committee receive comprehensive information from the Multi Academy Company's leadership team prior to each meeting, including key performance indicator monitoring. This enables the Trustees/Directors to remain fully apprised of the performance of the MAC in all areas of operations and to 'drill down' into areas of particular interest so that meetings are focused at all times.

The Board of Trustees/Directors also commissioned an external review of governance during the year. The review was underpinned by the Academy Trust Governance Guide published by the Department for Education and specifically considered strategic governance, leadership and direction as well as the impact and effectiveness of governance. The review identified a range of strengths in governance at the Multi Academy Company and recommended some areas for further development which have now been incorporated into an action plan which is being implemented by the Board of Trustees/Directors.

The responsibilities of and work undertaken by the sub-Committees are detailed further below. The minutes of these sub-Committee meetings are provided to the full Board of Trustees/Directors and the Chairs of these sub-Committees report to each full Board of Trustee/Directors meeting on the key matters considered at their meetings and the impact for consideration by the full Board of Trustees.

### 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 to 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 Resources and Audit Committees during the year was as follows:

Trustee	Meetings attended	Out of a possible
Joanna Griffin	7	8
Janet Rowe (Chair)	6	8
Caroline Beech	5	8
Joanne Edgecombe	5	8
Bernard King	7	7
Peter Parry	7	8
Alex Pearce	6	8

The Resources and Audit Committee role for the academic year 2023/24 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.

## TRUSTEES' REPORT

### Personnel:

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

### Pay:

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

### Resources:

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

The Audit element of the Committee's purpose is to maintain an oversight of the Multi Academy Company's governance, risk management, internal control and value for money framework. It reports its findings annually to the Board of Trustees/Directors and the Accounting Officer as a critical element of the Multi Academy Company's annual reporting requirements. During the year the Resources and Audit Committee reviewed the reports received from Emmaus Catholic Multi Academy Company in relation to the MAC's systems of internal control and the actions undertaken to address the control weaknesses identified, 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 3 times during the year 2023/24 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
Peter Parry (Chair)	3	3
Caroline Beech	2	3
Joanna Griffin	3	3
Bernard King	3	3
Alex Pearce	2	3
Janet Rowe	2	3

### Performance Committee

The Performance Committee met 5 times during 2023/24 to maintain oversight of performance and school improvement issues, with meeting attendance as follows:

Trustee	Meetings attended	Out of a possible
Joanna Griffin (Chair)	5	5
Caroline Beech	4	5
Bernard King	1	5
Janet Rowe	4	5

### Review of Value for Money

As Accounting Officer, the Chief Executive Officer, 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.

## TRUSTEES' REPORT

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 all Emmaus 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 continuing the IT refresh across all schools in line with DfE standards, have replaced all lights in school to LED, and have ensured that all schools buildings are safe and secure by upgrading fire and building alarms and have installed lockdown blinds and doors where required across the MAC.

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 2023 to 31 August 2024 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 2023 to 31 August 2024 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.



## TRUSTEES' REPORT

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. This option has been chosen as, given the current structure of the Multi Academy Company, the Board of Trustees/Directors believe this provides a robust and best value approach to providing assurance that the Multi Academy Company's financial and non-financial controls and risk management procedures are operating effectively.

The internal auditor's role includes offering advice and insight to the Board of Trustees/Directors on how to address weaknesses in financial and non-financial controls as well as evaluating the suitability of, and level of compliance with, financial and non-financial controls. This includes assessing whether procedures are effective and efficient, and checking whether agreed controls and procedures have been followed. The internal auditors have undertaken two focused reviews during the year and the scope of work 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 procedure.
- review of personnel, estates and IT systems and processes with sample testing.
- 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' 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 programme of work during the year ended 31 August 2024 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 Chief Executive Officer has responsibility for reviewing the effectiveness of the system of internal control.

During the year ended 31 August 2024 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.
- the work of the executive leaders within the Multi Academy Company who have responsibility for the development and maintenance of the internal control framework.
- Correspondence from the ESFA.

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 Committee and a plan to address areas for development to ensure continuous improvement of the system is in place.

## TRUSTEES' REPORT

### Conclusion

Based on the advice of the Audit Committee and the Accounting Officer, the Board of Trustees is of the opinion that Multi Academy Company has an adequate and effective framework for governance, risk management and control.

Approved by order of the Board of Trustees on 17 December 2024 and signed on its behalf by:

Signed by:

*Joanna Griffin*

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

Signed by:

*Suzanne Horan*

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**Suzanne Horan**  
Accounting Officer

## TRUSTEES' REPORT

### STATEMENT ON 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 Trustees and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with ESFA terms and conditions of all funding, including for estates safety and management, received by the Multi Academy Company 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 Academy Trust Handbook 2023, 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 all 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 Academy Trust Handbook 2023.

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 Trustees/Directors and ESFA.

Signed by:

*Suzanne Horan*

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

17 December 2024

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

**STATEMENT OF DIRECTORS' RESPONSIBILITIES**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

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 2023 to 2024;
- 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:

Signed by:



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**J Griffin**

Chair of Trustees/Directors

Date: 17 December 2024

**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 'Company') for the year ended 31 August 2024 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 2023 to 2024 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 2024 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 2023 to 2024 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 2023, the Academies Accounts Direction 2023 to 2024, 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**  
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**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 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 Company's members those matters we are required to state 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 Company and its members, as a body, for our audit work, for this report, or for the opinions we have formed.



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

for and on behalf of

**Cooper Parry Group Limited**

Statutory Auditor

Cubo Birmingham

Office 401, 4th Floor

Two Chamberlain Square

Birmingham

B3 3AX

Date: 20 December 2024

**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 21 February 2024 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2023 to 2024, 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 2023 to 31 August 2024 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 2023, 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 2023 to 2024. 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 2023 to 31 August 2024 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.

In line with the Framework and guide for external auditors and reporting accountants of academy trusts issued April 2023, we have not performed any additional procedures regarding the Trust's compliance with safeguarding, health and safety and estates management.

**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 2023 to 31 August 2024 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 2024

**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 2024**

	Note	Unrestricted funds 2024 £000	Restricted funds 2024 £000	Restricted fixed asset funds 2024 £000	Total funds 2024 £000	Total funds 2023 £000
<b>Income from:</b>						
Donations and capital grants	4	15	-	669	684	783
Other trading activities	6	714	-	-	714	549
Charitable activities	5	351	20,069	-	20,420	19,187
<b>Total income</b>		1,080	20,069	669	21,818	20,519
<b>Expenditure on:</b>						
Charitable activities	7	1,622	19,919	539	22,080	20,458
<b>Total expenditure</b>		1,622	19,919	539	22,080	20,458
<b>Net (expenditure)/income</b>		(542)	150	130	(262)	61
Transfers between funds	17	(530)	(157)	687	-	-
<b>Net movement in funds before other recognised gains/(losses)</b>		(1,072)	(7)	817	(262)	61
<b>Other recognised gains/(losses):</b>						
Actuarial gains on defined benefit pension schemes	24	-	482	-	482	3,454
<b>Net movement in funds</b>		(1,072)	475	817	220	3,515
<b>Reconciliation of funds:</b>						
Total funds brought forward		3,289	(1,875)	2,854	4,268	753
Net movement in funds		(1,072)	475	817	220	3,515
<b>Total funds carried forward</b>		2,217	(1,400)	3,671	4,488	4,268

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

The notes on pages 78 to 107 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 2024**

	Note	2024 £000	2023 £000
<b>Fixed assets</b>			
Tangible assets	14	3,476	2,444
<b>Current assets</b>			
Debtors	15	1,419	1,358
Cash at bank and in hand		3,470	4,942
		<u>4,889</u>	<u>6,300</u>
Creditors: amounts falling due within one year	16	(2,340)	(2,245)
<b>Net current assets</b>		<u>2,549</u>	<u>4,055</u>
<b>Net assets excluding pension liability</b>		<u>6,025</u>	<u>6,499</u>
Defined benefit pension scheme liability	24	(1,537)	(2,231)
<b>Total net assets</b>		<u><u>4,488</u></u>	<u><u>4,268</u></u>
<b>Funds of the Trust</b>			
<b>Restricted funds:</b>			
Fixed asset funds	17	3,671	2,854
Restricted income funds	17	137	356
Pension reserve	17	(1,537)	(2,231)
<b>Total restricted funds</b>	17	<u>2,271</u>	<u>979</u>
<b>Unrestricted income funds</b>	17	<u>2,217</u>	<u>3,289</u>
<b>Total funds</b>		<u><u>4,488</u></u>	<u><u>4,268</u></u>

The financial statements on pages 75 to 107 were approved and authorised for issue by the Directors and are signed on their behalf, by:

Signed by:

*Joanna Griffin*

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**J Griffin**

Chair of Trustees/Directors

Date: 17 December 2024

The notes on pages 78 to 107 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 2024**

	<b>Note</b>	<b>2024</b> <b>£000</b>	<b>2023</b> <b>£000</b>
<b>Cash flows from operating activities</b>			
Net cash used in operating activities	19	(570)	(152)
<b>Cash flows from investing activities</b>	20	(902)	(624)
<b>Change in cash and cash equivalents in the year</b>		(1,472)	(776)
Cash and cash equivalents at the beginning of the year		4,942	5,718
<b>Cash and cash equivalents at the end of the year</b>	21, 22	<u>3,470</u>	<u>4,942</u>

The notes on pages 78 to 107 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 2024**

**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 2023 to 2024 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 £2,598,000 (2023: £4,055,000) 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 2024**

**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.

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

**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 AUGUST 2024**

**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.

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

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

**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 15. 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 16. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

**2.12 Operating leases**

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

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

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

**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.

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

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

**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 24, 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 2024. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

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

Critical areas of judgment:

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

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

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

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

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

**4. Income from donations and capital grants**

	<b>Unrestricted funds 2024 £000</b>	<b>Restricted fixed asset funds 2024 £000</b>	<b>Total funds 2024 £000</b>	<b>Total funds 2023 £000</b>
Donations	15	-	15	62
Capital Grants	-	669	669	721
<b>Total 2024</b>	<u>15</u>	<u>669</u>	<u>684</u>	<u>783</u>
<b>Total 2023</b>	<u>37</u>	<u>746</u>	<u>783</u>	

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

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

**5. Funding for the Company's charitable activities**

	<b>Unrestricted funds 2024 £000</b>	<b>Restricted funds 2024 £000</b>	<b>Total funds 2024 £000</b>	<b>Total funds 2023 £000</b>
<b>Educational activities</b>				
<b>DfE/ESFA grants</b>				
General Annual Grant	-	15,312	15,312	14,635
Other DfE/ESFA grants				
16 to 19 Core Education Funding	-	888	888	916
Pupil premium	-	774	774	752
Teachers' Pension grant	-	177	177	40
Mainstream Additional grant / Supplementary grant	-	511	511	425
Other DfE/ESFA grants	-	1,029	1,029	919
	-	18,691	18,691	17,687
<b>Other Government grants</b>				
Other government grants	-	39	39	33
SEN funding	-	727	727	710
	-	766	766	743
<b>Other income from the Company's educational activities</b>	351	612	963	757
	351	20,069	20,420	19,187
<b>Total 2024</b>	351	20,069	20,420	19,187
<b>Total 2023</b>	358	18,829	19,187	

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

The Company also received £36,000 of National Tutoring programme funding in the year and costs incurred in respect of this funding totalled £26,000, with the remaining balance of £10,000 included in creditors as this is subject to clawback from the ESFA.



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

**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 AUGUST 2024**

**6. Income from other trading activities**

	<b>Unrestricted funds 2024 £000</b>	<b>Total funds 2024 £000</b>	<b>Total funds 2023 £000</b>
Other income	425	425	220
Hire of facilities	74	74	83
Before and after school club	215	215	246
<b>Total 2024</b>	<b>714</b>	<b>714</b>	<b>549</b>

**7. Expenditure**

	<b>Staff Costs 2024 £000</b>	<b>Premises 2024 £000</b>	<b>Other 2024 £000</b>	<b>Total 2024 £000</b>	<b>Total 2023 £000</b>
Educational activities:					
Direct costs	12,927	-	1,570	14,497	13,861
Allocated support costs	3,184	2,056	2,343	7,583	6,597
<b>Total 2024</b>	<b>16,111</b>	<b>2,056</b>	<b>3,913</b>	<b>22,080</b>	<b>20,458</b>
<b>Total 2023</b>	<b>15,304</b>	<b>1,200</b>	<b>3,954</b>	<b>20,458</b>	

**8. Analysis of expenditure by activities**

	<b>Activities undertaken directly 2024 £000</b>	<b>Support costs 2024 £000</b>	<b>Total funds 2024 £000</b>	<b>Total funds 2023 £000</b>
Educational activities	14,497	7,583	22,080	20,458
<b>Total 2023</b>	<b>13,861</b>	<b>6,597</b>	<b>20,458</b>	

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

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

**8. Analysis of expenditure by activities (continued)**

**Analysis of support costs**

	<b>Educational activities 2024 £000</b>	<b>Total funds 2024 £000</b>	<b>Total funds 2023 £000</b>
Pension interest	104	104	233
Staff costs	3,184	3,184	3,020
Depreciation	539	539	391
Technology costs	490	490	377
Staff development	81	81	53
Recruitment and support	16	16	35
Maintenance of premises and equipment	441	441	417
Cleaning	435	435	227
Rent and rates	137	137	75
Energy costs	395	395	414
Insurance	108	108	67
Security and transport	11	11	8
Catering	614	614	591
Other support costs	809	809	557
Auditor's remuneration	49	49	35
Professional fees	170	170	97
<b>Total 2024</b>	<b>7,583</b>	<b>7,583</b>	<b>6,597</b>

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

Net (expenditure)/income for the year includes:

	<b>2024 £000</b>	<b>2023 £000</b>
Operating lease rentals	122	29
Depreciation of tangible fixed assets	539	391
Fees paid to auditor for:		
- audit	25	24
- other services	13	11

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

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

**10. Staff**

**a. Staff costs and employee benefits**

Staff costs during the year were as follows:

	<b>2024</b>	<b>2023</b>
	<b>£000</b>	<b>£000</b>
Wages and salaries	11,214	10,519
Social security costs	978	960
Pension costs	2,514	2,460
	14,706	13,939
Agency staff costs	1,405	1,365
	16,111	15,304
	<b>2024</b>	<b>2023</b>
	<b>£000</b>	<b>£000</b>
Severance payments	7	-
	7	-

**b. Severance payments**

The Company paid 1 severance payments in the year (2023 - -), disclosed in the following bands:

	<b>2024</b>	<b>2023</b>
	<b>No.</b>	<b>No.</b>
£0 - £25,000	1	-
	1	-

**c. Special staff severance payments**

Included in staff restructuring costs are non-statutory/ non-contractual severance payments totalling £7,000 (2023: £nil).

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

**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

**10. Staff (continued)**

**d. Staff numbers**

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

	<b>2024</b>	<b>2023</b>
	<b>No.</b>	<b>No.</b>
Teachers	176	155
Administration and support	207	204
Management	15	14
	398	373
	398	373

**e. Higher paid staff**

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

	<b>2024</b>	<b>2023</b>
	<b>No.</b>	<b>No.</b>
In the band £60,001 - £70,000	14	6
In the band £70,001 - £80,000	2	4
In the band £80,001 - £90,000	4	1
In the band £90,001 - £100,000	1	-
In the band £120,001 - £130,000	-	1
In the band £130,001 - £140,000	1	-
	1	-
	1	-

**f. Key management personnel**

The key management personnel of the Company comprise the Directors and the senior management team as listed on page 67. 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 £1,538,000 (2023 £1,191,000).

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**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2024**

**11. 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>2024</b>	<b>2023</b>
	<b>£000</b>	<b>£000</b>
St Ambrose Catholic Primary School	93	68
Hagley Catholic High School	626	481
St Joseph's Catholic Primary School	93	72
St Mary's Catholic Primary School	101	72
Our Lady Fatima Catholic Primary School	100	79
St Wulstan's Catholic Primary School	77	58
St Francis Xavier Catholic Primary School	106	85
St Gregory's Catholic Primary School	117	90
Our Lady and St Hubert's Catholic Primary School	192	150
St Philip's Catholic Primary School	113	89
<b>Total</b>	1,618	1,244

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**12. Directors' remuneration and expenses**

During the year, no Directors received any remuneration or other benefits (2023 - £NIL).

During the year ended 31 August 2024, expenses totalling £47 were reimbursed or paid directly to 1 Director (2023 - £271).

**13. 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.

**14. 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 2023	1,078	2,475	392	28	3,973
Additions	523	780	268	-	1,571
At 31 August 2024	1,601	3,255	660	28	5,544
<b>Depreciation</b>					
At 1 September 2023	15	1,149	337	28	1,529
Charge for the year	54	416	69	-	539
At 31 August 2024	69	1,565	406	28	2,068
<b>Net book value</b>					
At 31 August 2024	1,532	1,690	254	-	3,476
At 31 August 2023	1,062	1,326	56	-	2,444

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**15. Debtors**

	<b>2024</b>	<b>2023</b>
	<b>£000</b>	<b>£000</b>
Trade debtors	29	118
Other debtors	953	611
Prepayments and accrued income	437	629
	1,419	1,358
	1,419	1,358

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

	<b>2024</b>	<b>2023</b>
	<b>£000</b>	<b>£000</b>
Pension payable	316	276
Trade creditors	697	918
Other taxation and social security	236	233
Other creditors	23	87
Accruals and deferred income	1,068	731
	2,340	2,245
	2,340	2,245

	<b>2024</b>	<b>2023</b>
	<b>£000</b>	<b>£000</b>
Deferred income at 1 September 2023	224	248
Resources deferred during the year	327	224
Amounts released from previous periods	(224)	(248)
	327	224
	327	224

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 2025.



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**17. Statement of funds**

	Balance at 1 September 2023 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2024 £000
<b>Unrestricted funds</b>						
<b>Designated funds</b>						
Other capital projects	783	-	(537)	119	-	365
Merger and Growth projects	715	-	(521)	7	-	201
School Improvement Fund	141	-	(38)	78	-	181
Other curriculum projects	279	-	(162)	76	-	193
	<u>1,918</u>	<u>-</u>	<u>(1,258)</u>	<u>280</u>	<u>-</u>	<u>940</u>
<b>General funds</b>						
General Funds - all funds	<u>1,371</u>	<u>1,080</u>	<u>(364)</u>	<u>(810)</u>	<u>-</u>	<u>1,277</u>
<b>Total Unrestricted funds</b>	<u>3,289</u>	<u>1,080</u>	<u>(1,622)</u>	<u>(530)</u>	<u>-</u>	<u>2,217</u>

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

	Balance at 1 September 2023 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2024 £000
<b>Restricted general funds</b>						
General Annual Grant (GAG)	219	15,312	(15,374)	(157)	-	-
16 to 19 Core Education Funding	-	888	(888)	-	-	-
Pupil premium	-	774	(774)	-	-	-
Teachers' Pension grant	-	264	(264)	-	-	-
Teaching School	137	-	-	-	-	137
Recovery Premium	-	99	(99)	-	-	-
National tutoring programme	-	26	(26)	-	-	-
Mainstream School Additional Grant	-	511	(511)	-	-	-
Other DfE/ESFA grants	-	818	(818)	-	-	-
Other government grants	-	1,377	(1,377)	-	-	-
Pension reserve	(2,231)	-	212	-	482	(1,537)
	<u>(1,875)</u>	<u>20,069</u>	<u>(19,919)</u>	<u>(157)</u>	<u>482</u>	<u>(1,400)</u>
<b>Restricted fixed asset funds</b>						
DfE/ESFA Capital Grants	2,809	669	(522)	687	-	3,643
Other capital grants	45	-	(17)	-	-	28
	<u>2,854</u>	<u>669</u>	<u>(539)</u>	<u>687</u>	<u>-</u>	<u>3,671</u>
<b>Total Restricted funds</b>	<u>979</u>	<u>20,738</u>	<u>(20,458)</u>	<u>530</u>	<u>482</u>	<u>2,271</u>
<b>Total funds</b>	<u><u>4,268</u></u>	<u><u>21,818</u></u>	<u><u>(22,080)</u></u>	<u><u>-</u></u>	<u><u>482</u></u>	<u><u>4,488</u></u>

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**17. 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 £119,000 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.

An additional £7,000 was designated in the year by the Directors to increase the Merger and Growth fund, including IT infrastructure, to support the future costs associated with planned developments.

An additional £78,000 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 £76,000 was designated in the year by the Directors to increase the Other Curriculum projects and support the additional EHCPs and children with SEN needs.

£687,000 was transferred into restricted fixed asset funds, to represent the funding of fixed asset additions from revenue reserves.

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 2024.

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

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

	<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 and Growth 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	796	944	(369)	-	-	1,371
<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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**NOTES TO THE FINANCIAL STATEMENTS**  
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**17. 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
16 to 19 Core Education Funding	-	752	(752)	-	-	-
Pupil premium	-	40	(40)	-	-	-
Teaching School	137	-	-	-	-	137
Recovery Premium	-	99	(99)	-	-	-
National tutoring programme	-	68	(68)	-	-	-
Mainstream School Additional 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><u>753</u></u>	<u><u>20,519</u></u>	<u><u>(20,458)</u></u>	<u><u>-</u></u>	<u><u>3,454</u></u>	<u><u>4,268</u></u>

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

**Total funds analysis by academy**

Fund balances at 31 August 2024 were allocated as follows:

	<b>2024</b>	<b>2023</b>
	<b>£000</b>	<b>£000</b>
Hagley Catholic High School	-	905
Our Lady of Fatima Catholic Primary School	-	93
St Ambrose Catholic Primary School	-	100
St Joseph's Catholic Primary School	-	(153)
St Mary's Catholic Primary School	-	213
St Wulstan's Catholic Primary School	-	226
St Philip's Catholic Primary School	-	562
St Francis Xavier Catholic Primary School	-	370
St Gregory's Catholic Primary School	-	243
Our Lady and St Hubert's Catholic Primary School	-	791
Central services	2,354	295
	<hr/>	<hr/>
Total before fixed asset funds and pension reserve	2,354	3,645
Restricted fixed asset fund	3,671	2,854
Pension reserve	(1,537)	(2,231)
	<hr/>	<hr/>
<b>Total</b>	<b>4,488</b>	<b>4,268</b>
	<hr/> <hr/>	<hr/> <hr/>

In accordance with a board resolution passed during 2023/24, the Company now pools its reserves and there are therefore no reserves attributable to specific schools.

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

**Total cost analysis by academy**

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

	<b>Teaching and educational support staff costs £000</b>	<b>Other support staff costs £000</b>	<b>Educational supplies £000</b>	<b>Other costs excluding depreciation £000</b>	<b>Total 2024 £000</b>	<b>Total 2023 £000</b>
Hagley Catholic High School	4,612	712	653	819	6,796	6,428
Our Lady of Fatima Catholic Primary School	830	130	75	216	1,251	1,261
St Ambrose Catholic Primary School	864	173	91	163	1,291	1,038
St Joseph's Catholic Primary School	771	112	89	184	1,156	1,107
St Mary's Catholic Primary School	766	281	106	212	1,365	1,212
St Wulstan's Catholic Primary School	571	135	44	139	889	907
St Philip's Catholic Primary School	962	240	62	267	1,531	1,506
St Francis Xavier Catholic Primary School	850	239	73	240	1,402	1,302
St Gregory's Catholic Primary School	1,063	237	73	240	1,613	1,508
Our Lady and St Hubert's Catholic Primary School	1,726	204	116	349	2,395	2,508
Central services	206	743	96	1,024	2,069	1,218
<b>Company</b>	<b>13,221</b>	<b>3,206</b>	<b>1,478</b>	<b>3,853</b>	<b>21,758</b>	<b>19,995</b>

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**18. Analysis of net assets between funds**

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

	<b>Unrestricted funds 2024 £000</b>	<b>Restricted funds 2024 £000</b>	<b>Restricted fixed asset funds 2024 £000</b>	<b>Total funds 2024 £000</b>
Tangible fixed assets	-	-	3,476	3,476
Current assets	2,217	2,477	195	4,889
Creditors due within one year	-	(2,340)	-	(2,340)
Provisions for liabilities and charges	-	(1,537)	-	(1,537)
<b>Total</b>	<b>2,217</b>	<b>(1,400)</b>	<b>3,671</b>	<b>4,488</b>

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

	<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>



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

	<b>2024</b>	<b>2023</b>
	<b>£000</b>	<b>£000</b>
Net (expenditure)/income for the period (as per statement of financial activities)	(262)	61
	<hr/>	<hr/>
<b>Adjustments for:</b>		
Depreciation	539	391
Capital grants from DfE and other capital income	(669)	(746)
Defined benefit pension scheme cost less contributions payable	(316)	(161)
Defined benefit pension scheme finance cost	104	233
(Increase)/decrease in debtors	(61)	292
Increase/(decrease) in creditors	95	(222)
	<hr/>	<hr/>
<b>Net cash used in operating activities</b>	<b>(570)</b>	<b>(152)</b>
	<hr/> <hr/>	<hr/> <hr/>

**20. Cash flows from investing activities**

	<b>2024</b>	<b>2023</b>
	<b>£000</b>	<b>£000</b>
Purchase of tangible fixed assets	(1,571)	(1,370)
Capital grants from DfE and other capital income	669	746
	<hr/>	<hr/>
<b>Net cash used in investing activities</b>	<b>(902)</b>	<b>(624)</b>
	<hr/> <hr/>	<hr/> <hr/>

**21. Analysis of cash and cash equivalents**

	<b>2024</b>	<b>2023</b>
	<b>£000</b>	<b>£000</b>
Cash in hand and at bank	823	1,692
Notice deposits (less than 3 months)	2,647	3,250
	<hr/>	<hr/>
<b>Total cash and cash equivalents</b>	<b>3,470</b>	<b>4,942</b>
	<hr/> <hr/>	<hr/> <hr/>

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**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 AUGUST 2024**

**22. Analysis of changes in net debt**

	<b>At 1 September 2023 £000</b>	<b>Cash flows £000</b>	<b>At 31 August 2024 £000</b>
Cash at bank and in hand	4,942	(1,472)	3,470
	4,942	(1,472)	3,470
	4,942	(1,472)	3,470

**23. Capital commitments**

	<b>2024 £000</b>	<b>2023 £000</b>
<b>Contracted for but not provided in these financial statements</b>		
Acquisition of tangible fixed assets	276	650
	276	650

**24. 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 £316,000 were payable to the schemes at 31 August 2024 (2023 - £276,000) 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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**24. Pension commitments (continued)**

**Valuation of the Teachers' Pension Scheme**

The Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the TPS in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury every 4 years. The aim of the review is to ensure scheme costs are recognised and managed appropriately and the review specifies the level of future contributions.

Actuarial scheme valuations are dependent on assumptions about the value of future costs, design of benefits and many other factors. The latest actuarial valuation of the TPS was carried out as at 31 March 2020. The valuation report was published by the Department for Education on 27 October 2023, with the SCAPE rate, set by HMT, applying a notional investment return based on 1.7% above the rate of CPI. The key elements of the valuation outcome 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 result of this valuation will be implemented from 1 April 2024. The next valuation result is due to be implemented from 1 April 2028.

The employer's pension costs paid to TPS in the year amounted to £1,842,000 (2023 - £1,584,000).

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 2024 was £1,185,000 (2023 - £1,248,000), of which employer's contributions totalled £977,000 (2023 - £1,038,000) and employees' contributions totalled £ 208,000 (2023 - £210,000). 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.

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

**Principal actuarial assumptions**

	<b>2024</b>	<b>2023</b>
	%	%
Rate of increase in salaries	3.65 - 4.15	4.00 - 4.30
Rate of increase for pensions in payment/inflation	2.65	2.90 - 3.00
Discount rate for scheme liabilities	5.00	5.20 - 5.40

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

	<b>2024</b>	<b>2023</b>
	Years	Years
Retiring today		
Males	18.2 - 21.2	18.3 - 21.5
Females	23.6 - 23.8	23.8
Retiring in 20 years		
Males	20.3 - 22.5	20.4 - 22.8
Females	24.4 - 25.4	24.5 - 25.6

**Sensitivity analysis**

	<b>2024</b>	<b>2023</b>
	£000	£000
Discount rate +0.1%	(345)	(290)
Discount rate -0.1%	345	288
Mortality assumption - 1 year increase	621	469
Mortality assumption - 1 year decrease	(621)	(467)
CPI rate +0.1% (long term salary increase)	331	271
CPI rate - 0.1% (long term salary increase)	(331)	(269)

**EMMAUS CATHOLIC MULTI ACADEMY COMPANY**  
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**NOTES TO THE FINANCIAL STATEMENTS  
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**24. Pension commitments (continued)**

**Share of scheme assets**

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

	<b>At 31 August 2024 £000</b>	<b>At 31 August 2023 £000</b>
Equities	8,002	8,252
Corporate bonds	3,589	1,766
Property	1,711	876
Cash and other liquid assets	689	354
Other	-	594
<b>Total market value of assets</b>	<b>13,991</b>	<b>11,842</b>

The actual return on scheme assets was £1,236,000 (2023 - £(142,000)).

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

	<b>2024 £000</b>	<b>2023 £000</b>
Current service cost	(661)	(877)
Interest income	647	489
Interest cost	(751)	(717)
Administrative expenses	-	(5)
<b>Total amount recognised in the Statement of Financial Activities</b>	<b>(765)</b>	<b>(1,110)</b>

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

	<b>2024 £000</b>	<b>2023 £000</b>
<b>At 1 September</b>	<b>14,073</b>	<b>16,595</b>
Current service cost	661	877
Interest cost	751	717
Employee contributions	208	210
Actuarial losses/(gains)	107	(4,085)
Benefits paid	(271)	(241)
<b>At 31 August</b>	<b>15,529</b>	<b>14,073</b>

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

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

	<b>2024</b>	<b>2023</b>
	<b>£000</b>	<b>£000</b>
<b>At 1 September</b>	11,842	10,982
Interest income	647	489
Actuarial gains/(losses)	589	(631)
Employer contributions	977	1,038
Employee contributions	208	210
Benefits paid	(271)	(241)
Administration expense	-	(5)
<b>At 31 August</b>	<u>13,992</u>	<u>11,842</u>

**25. Operating lease commitments**

At 31 August 2024 the Company had commitments to make future minimum lease payments under non-cancellable operating leases as follows:

	<b>2024</b>	<b>2023</b>
	<b>£000</b>	<b>£000</b>
Not later than 1 year	155	47
Later than 1 year and not later than 5 years	171	72
	<u>326</u>	<u>119</u>

**26. Members' liability**

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

**EMMAUS CATHOLIC MULTI ACADEMY COMPANY**  
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**27. 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 £28,062 (2023: £28,566) 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 £Nil (2023: £390) were owed (2023: owed) to the Archdiocese of Birmingham for rental costs on agreements inherited on conversion to Academy status.

The Company paid £456 (2023: £Nil) 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 (2023: £Nil).

The Company paid £22,898 (2023: £769) to Safety Net Fire Solutions Limited, a company controlled by close family members of Amanda Hodder, Chief Finance and Operations Officer for carpentry services. There was £286 outstanding at the year-end (2023: £Nil).

During the year the Company received donations totalling £36 (2023: £18) from its directors. These donations were free of conditions.

**28. Agency arrangements**

The Company distributes 16 - 19 bursary funds to students as an agent for the ESFA. In the accounting period ending 31 August 2024 the Company received £20,783 (2023: £21,775) and disbursed £11,212 (2023: £24,853) from the fund. An amount of £33,469 (2023: £23,898) is included in other creditors relating to undistributed funds that is repayable to the ESFA.

**29. Post balance sheet event**

On 1 September 2024 four schools joined the Company: St Joseph's Catholic Primary School Droitwich, Our Lady Queen of Peace Catholic Primary, St George's Catholic Primary School and St Joseph's Catholic Primary School Worcester.