

EMMAUS CATHOLIC MULTI ACADEMY COMPANY

(A company limited by guarantee)

ANNUAL REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 AUGUST 2022

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

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REFERENCE AND ADMINISTRATIVE DETAILS

Members	Founder Member: The Barberi Newman Foundation Canon. J. Veasey E. Kirwan J. Francis (appointed 6 January 2022) P. Vella (appointed 6 January 2022) C. Loughran (appointed 21 January 2022)
Directors	J Griffin, Chair (Chair of Performance Committee) J Rowe, Vice Chair (Chair of Resources & Audit Committee) C Beech F Foley D Kehoe (resigned 7 November 2022) M O'Brien P Parry G Taylor-Smith, (Chair of Compliance Committee)
Company registered number	09174154
Company name	Emmaus Catholic Multi Academy Company
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 secretary	A Hodder
Chief executive officer	S Horan
Senior management team	S Horan, Catholic Senior Executive Leader / CEO A Hodder, Chief Finance and Operations Officer Principals J Hodgson, Hagley Catholic High School D Simmons, Our Lady of Fatima Catholic Primary School E Brocklesby, St Ambrose Catholic Primary C Hancox, St Gregory's Catholic Primary School (Interim Principal 1 Jan 2022; substantive April 2022) O O'Beirne, Our Lady and St Hubert's Catholic Primary School I Borriello, St Mary's Catholic Primary School K Savage, St Wulstan's Catholic Primary School J Downes, St Francis Xavier Catholic Primary School T Boodell, St Gregory's Catholic Primary School (resigned as Principal 31 December 2021) C Hinton, St Phillip's Catholic Primary School G Linford, St Francis Xavier Catholic Primary School (Interim Principal from 5 September 2022) A Carry, St Joseph's Catholic Primary School

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REFERENCE AND ADMINISTRATIVE DETAILS (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

J Downes, St Francis Xavier Catholic Primary School (resigned 31 August 2022)
C Hinton, St Philip's Catholic Primary School

Independent auditor Cooper Parry Group Limited
Chartered Accountants
Cubo Birmingham
Office 401, 4th Floor
Two Chamberlain Square
Birmingham
B3 3AX

Bankers Lloyds Bank plc
PO Box 1000
BX1 1LT

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

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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DIRECTORS' REPORT
FOR THE YEAR ENDED 31 AUGUST 2022

The Trustees present their annual report together with the financial statements and auditor's report of the charitable company for the period from 1 September 2021 to 31 August 2022. The annual report serves the purposes of both a Trustees' report and a Directors' report, including a strategic report, under company law.

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

Primary Schools:

Our Lady and St Hubert's Catholic Primary School, Oldbury (Sandwell LA); This school has capacity for 420 pupils and an additional 26 (FT) pupils in nursery. The October 2021 Census recorded 422 pupils on roll, the January 2022 Census recorded 423 pupils on roll and the October 2022 Census recorded 414 pupils on roll. In terms of nursery, in October 2021, there were 33 children in attendance, 33 in January 2022 and 29 in October 2022.

Our Lady of Fatima Catholic Primary School, Birmingham (Birmingham LA) has capacity for 210 pupils. The October 2021 census recorded 213 pupils on roll, the January 2022 census 212 pupils on roll and 209 pupils on roll in the October 2022 census.

St Ambrose Catholic Primary School, Kidderminster (Worcestershire LA) has capacity for 210 pupils. The October 2021 census recorded 183 pupils on roll, the January 2022 census 186 pupils on roll and 189 pupils on roll in the October 2022 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 2021 Census recorded 238 pupils on roll, the January 2022 Census recorded 244 pupils on roll and the October 2022 Census recorded 241 pupils on roll. In terms of nursery, in October 2020, there were 17 children in attendance, 19 in January 2022 and 13 in October 2022.

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 2021 Census recorded 211 pupils on roll, 207 pupils in January 2022 and 201 in October 2022. In terms of nursery, in October 2021, there were 15 children in attendance, 19 in January 2021 and 12 in October 2022.

St Joseph's Catholic Primary School, Stourbridge (Dudley LA) has capacity for 210 pupils. The October 2021 census recorded 206 pupils on roll, the January 2022 census 207 pupils on roll and 207 pupils on roll in the October 2022 census.

St Mary's Catholic Primary School, Brierley Hill (Dudley LA) has capacity for 210 pupils. The October 2021 census recorded 188 pupils on roll, the January 2022 census 194 pupils on roll and 200 pupils on roll in the October 2022 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 2021 Census recorded 208 pupils on roll, the January 2022 Census recorded 204 pupils on roll and the October 2022 205 pupils on roll. In terms of nursery, in October 2021, there were 20 children in attendance, 24 in January 2022 and 20 in October 2022.

St Wulstan's Catholic Primary School, Stourport-on-Severn (Worcestershire LA) has capacity for 210 pupils. The October 2021 Census recorded 158 pupils on roll, the January 2022 Census recorded 155 pupils on roll and the October 2022 159 pupils on roll.

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DIRECTORS' REPORT (CONTINUED)
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Secondary School:

In line with the School funding agreement, Hagley Catholic High School, Hagley (Worcestershire LA) has a planned capacity of 1,033 in the age range of 11 – 18. The October 2021 Census recorded 1,098 pupils on roll, the January 2022 Census recorded 1,098 pupils on roll and the October 2022 recorded 1,083 pupils on roll. The fall in numbers in October 2022 is owing to a smaller cohort in the Sixth Form and in-year movement during the academic year 2021/22.

The combined capacity of all nine primary schools from Reception to Year 6 is 2,100 pupils. The capacity of the secondary school is 1,033. The total combined capacity of all ten schools from Reception to age 18 is 3,133. The total number of pupils on roll at the ten schools, Reception to Year 13, as of October 2022 was 3,108 compared to 3,130 in January 2022 and 3,125 in October 2021. This decrease in pupil numbers is due to a dip in Reception numbers in some of our primary schools and a dip in numbers at secondary level.

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

Pupils are admitted in accordance with the admission arrangements published on each respective member academy website. The admission authority is the Board of Directors of Emmaus Catholic MAC. The Board delegates the responsibility for the admissions process to the Local Governing Body of each respective academy. To apply for a place in the normal admissions round, an application must be made using the academy's admission application process in accordance with the published timeline. Places are allocated using the criteria set out on the 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

a. Constitution

Emmaus Catholic Multi Academy Company is a company limited by guarantee and an exempt charity. The charitable company's Memorandum and Articles of Association are the primary governing documents of the company.

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

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

Details of the Trustees/Directors who served throughout the year and to the date of approval of this report and the financial statements are included in the Reference and Administrative Details on page 1.

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

b. Members' liability

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

c. Trustees' indemnities

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

d. Method of Recruitment and Appointment or Election of 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 (who are registered as a body corporate under Part 12 of the Charities Act 2011 – Registered charity number 234216) and the Catholic Diocesan Bishop (Article 45A) to uphold the Objects of the Multi Academy Company.

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

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

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

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

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

When appointing new Trustees/Directors, the Board of Trustees/Directors give consideration to the skills and experience mix of existing Trustees/Directors in order to ensure the Board of Trustees/Directors has the necessary skills to contribute fully to the Multi Academy Company's ongoing development and the Board skill set and requirements are reviewed at least annually. Directors/Trustees recognise the importance of reviewing the effectiveness of the Board and will commission an external governance review during the year 2022/23.

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

e. Policies adopted for the induction and training of Directors

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

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

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

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

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

f. Organisational structure

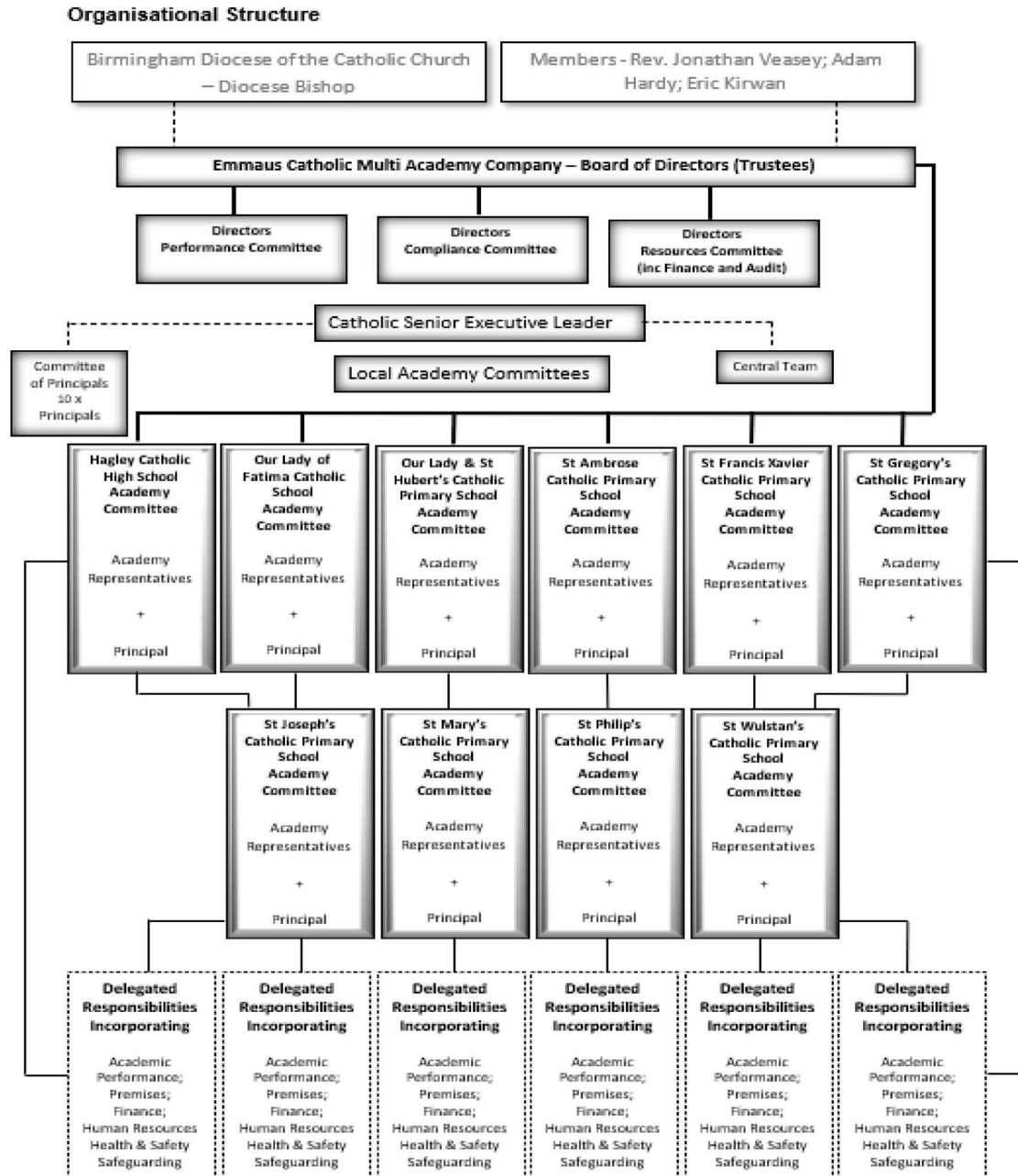
Emmaus Catholic MAC comprised the following individual academies at 31 August 2022:

- 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

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



The work of the Trustees/Directors during 2021/22 included responsibility for the overall strategic direction of the Company, for setting general policy, adopting an annual development plan and budget, approving the annual statutory accounts, monitoring the Multi Academy Company by the use of budgets and other data, and making the major decisions about the direction of the Multi Academy Company, capital expenditure and staff appointments.

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

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

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

- Compliance Committee
- Performance Committee
- Resources and Audit Committee

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

Core Function of the Directors' Subcommittees

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

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.

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

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

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

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

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

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

All Trustees/Directors give of their time freely and no Trustee/Director received any remuneration in the current or prior year, other than those Trustees/Directors who were also employees of the Multi Academy Company up until 1 January 2021. Details of Trustees'/Directors' remuneration and expenses are disclosed in note 14 of the financial statements respectively.

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

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

h. Trade union facility time

Relevant union officials

Number of employees who were relevant union officials during the year	4
Full-time equivalent employee number	3

Percentage of time spent on facility time

Percentage of time	Number of employees
0%	4
1%-50%	-
51%-99%	-
100%	-

Percentage of pay bill spent on facility time £000

Total cost of facility time	13
Total pay bill	13,380
Percentage of total pay bill spent on facility time	- %

Paid trade union activities

Time spent on paid trade union activities as a percentage of total paid facility time hours	100 %
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i. 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.

A Register of Interests is 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 1 School) in order to provide broad and balanced Sixth Form provision for our students.

See also our connection with the Barberi and Newman Academy Trust (company number 8183803) and the Birmingham Roman Catholic Diocesan Trustees (Registered charity number 234216) set out in Constitution, Organisational Structure and method of Recruitment and Appointment or Election of Trustees/Directors sections above.

Kemp House is a charitable organisation that is a related party as Janet Rowe and Geoff Taylor-Smith are Trustees of the charity and Directors of the Multi Academy Company and Caroline Beech was appointed as the charity CEO during the year ending 31 August 2022.

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

j. Engagement with employees (including disabled persons)

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

All updated or new policies relating to staff are accessible to all employees via 'Every' the company policy management system. Staff receive alerts to indicate that a new policy requires reading and acknowledging.

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

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

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

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

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

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

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

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

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

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

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Structure, governance and management (continued)

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 Trust Handbook, and in doing so will contribute to the effective delivery of our Strategic Plan.

Objectives and activities

a. 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 2021/22, 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:

Believe 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.

Achieve 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.

Sustain As responsible stewards of our people, resources and environment, we promote sustainability to preserve Catholic education and protect our communities.

Share We work collaboratively, with integrity and respect, to share expertise, training opportunities and best practice for the benefit of all.

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Objectives and activities (continued)

Serve We recognise the Christian call to serve within our schools and wider communities. By caring for others and putting their needs first, we acknowledge the gifts God has given us and recognise Christ in those we meet.

Along with our mission and vision, our values drive our culture and strategic approach as set out at MAC wide level through the Strategic Plan and Operational Development Plan and at individual school level via the School Development Plan (SDP). Each academy follows a similar format and approach by identifying contextual areas for development according to the following categories:

Catholic Life
RE and Collective Worship
Leadership and Management
Quality of Education (including Teaching and Learning, Curriculum, Assessment and Outcomes)
Personal Development
Behaviour and Attitudes
Quality of Early Years/Sixth Form Provision

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

b. Public benefit

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

Examples of additional activities offered within our local communities during the academic year 2021/22 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/Directors confirm that they have complied with the duty in the Charities Act 2011 to have due regard to the Charity Commission general guidance on public benefit in exercising their powers or duties. They have referred to this guidance when reviewing the Academy Trust's aims and objectives and in planning its future activities.

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Strategic report

Achievements and performance

The Multi Academy Company continues to evolve and to adapt to the ever-changing educational landscape. As of 1 October 2022, the MAC is in its eighth year of operation since conversion to a Multi Academy Company. On 1 February 2021, the four St Catherine of Siena primary schools joined St Nicholas Owen Catholic MAC, which, on the same date, changed its name to Emmaus Catholic MAC.

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

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

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

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

During 2021/22, despite the continued, unprecedented operational challenges of COVID-19, the company also continued to focus on its strategic priorities and an unrelenting focus on teaching and learning, particularly the recovery of lost learning as a result of the pandemic and the development of the curriculum in line with the requirements of the new Ofsted framework. Over the year, each academy had four School Improvement visits with our external School Improvement Partner who validated each Principal's School Self-evaluation (SEF) judgement and set recommendations for improvement in an attempt to support each school to operate at 'at least good' in line with the most recent Ofsted framework.

a. Key performance indicators

There was one Ofsted inspection conducted in an Emmaus MAC school during the academic year 2021/22. St Francis Xavier Catholic Primary School was judged as Requires Improvement in March 2022. The school's vulnerability and likely Ofsted grading was accurately identified by the Multi Academy Company when the school joined the MAC in February 2021 and action was taken to support rapid and sustained improvement via the external school improvement partner and other initiatives. This was recognised by Ofsted in the final report. The MAC and school leadership, including governance, are working hard to move the school to Good as soon as possible. Whilst a 'snapshot in time' the recent School Improvement Visit in October 2022 by our external SIP, who is an NLE and Ofsted trained, judged all lessons observed as Good.

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

The table below shows the current grading of each of our academies and the date of the most recent published inspection:

Academy	Date of Inspection	Ofsted Grading
Hagley Catholic High School	October 2019	Good
Our Lady and St Hubert's Catholic Primary School	March 2013	Outstanding
Our Lady of Fatima Catholic Primary School	July 2011	Outstanding
St Ambrose Catholic Primary School	September 2017	Good
St Francis Xavier Catholic Primary School	March 2022	Requires Improvement
St Gregory's Catholic Primary School	March 2019	Outstanding
St Joseph's Catholic Primary School	September 2017	Good
St Mary's Catholic Primary School	September 2017	Good
St Philip's Catholic Primary School	May 2018	Good
St Wulstan's Catholic Primary School	September 2017	Good

The summary below outlines each academy's evaluation of their achievements against their School Development Plan:

Hagley Catholic High School:

Catholic Life

- All teaching staff met or are on track to meet their CL appraisal target:
 - To make a positive contribution to the development of the Catholic Life of the school by promoting the school and gospel values when leading a Tutor group assembly.
 - To make a positive contribution to the development of the Catholic Life of the school by leading acts of worship for staff or larger groups of students other than just one's form.
 - To make a positive contribution to the development of the Catholic Life of the school by promoting the school and gospel values when leading a charitable event or initiative
 - To make a positive contribution to the development of the Catholic Life of the school by ensuring the sacred space in a teachers form/specified classroom consistently meets the standard laid out by the Lay Chaplain/PICCL.
- Student Chaplaincy Team membership has increased to over 130 students from approximately 80 last year.
- A focus on the consistency of the Catholic identity of the school has seen the vast majority of classroom sacred spaces being good or better and new wall art installed to include more scripture and new virtues and values poster in every classroom.
- Student voice in Spring 2022 showed that 100% of all students who completed the survey (391) could identify how they have contributed to the Catholic Life of the school, 80% could identify the liturgical season at the time, 100% could identify how they had contributed to a charitable initiative.
- All Principal's newsletters continue to include scripture and an explicit Catholic Life focus section.

RE

- New homework strategy developed and embedded at KS3, all students now using online carousel learning for RE homework.
- RE curriculum evaluation demonstrates security in curriculum intent and implementation.
- 83% 9-4 (77%), 36% 9-7 (32.8%) in GCSE RE (Diocese average in brackets).
- SISRA measured SPI of 0.08 and a residual of 0.17 for GCSE RE.
- L3 VA of 0.93 for A Level RE.
- 100% increase in students taking A level RE for 2022/23.

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

Collective Worship

- All students led prayer at some point throughout the year in their form group.
- All KS3 groups completed stations of the cross during Lent around the school site.
- All Year 7 to 10 students attended a Reconciliation Service during the year.
- At least 50% of all students who attended a reconciliation service also received the sacrament of confession.
- 85% of students surveyed report that the Angelus is routinely prayed at noon.
- 91% of students surveyed report that the school day routinely begins in prayer.
- All students attended mass at OLAS for the Feast of St Peter and Paul.
- Quality Assurance of Collective Worship continued with 100% of all services judged to be good or better.
- 100% of all forms visited as part of SLT's "prayer with you" initiative to join students in morning prayer.

Leadership and Management

- 100% staff buy in for the launch vision of a POWERful learning and behaviour culture.
- Embedded a brand-new MIS system (Arbor) and developed links with other secondaries to share developing expertise, champion practitioners developed in behaviour, assessment and timetabling, communication and activities.
- 96% parental usage of new Arbor MIS.
- New CLSEF completed in line with Diocesan guidance and presented to LGB and reviewed by BDES Advisor.
- 3 staff working towards completing NPQs.
- New school uniform procured and launched for September 2022.

Quality of Education

- Very large majority (most) lessons observed development of scaffolding in lessons.
- 89% of observations demonstrate the use of principles 5-8 in teaching and within books; further training has been delivered on scaffolding and use of success criteria 24/06/22 to secure a higher percentage with developments for next year looking to embed these principles further as we look to improve Metacognition. Spring SIP visit with Steve Bell (Painsley MAC CSEL) was highly complementary.
- All students in year 7-10 and 12-13 have worked towards FFT5 targets during this academic year. Positive P8 prediction of +0.46 for current year 10 in the spring term following the introduction of aspirational FFT5 targets. Positive VA in all years at key stage 3.
- Recovery and intervention curriculum established across all years with significant progress made in English.
- 90% of all Heads of Department have established learning end points in all schemes of work.
- 96% of books demonstrate a drive to develop presentation and literacy of embedding key words; all CLT have included literacy links into SOW; accounting for the reading ages of texts has been suspended to next year.
- End points document has been completed by all departments and have been uploaded to the CLT Team. Document identifies key knowledge and skill end points in SOW across all key stages. Departments awareness of end points to be assessed during autumn meetings with JHO.

Behaviour and Attitudes

- 95% positive feedback from staff on established norms and routines throughout year.
- Fixed term exclusions (Suspensions from Sept 22) reduced by 20% on 2020/21.
- 35% reduction in Fixed Term Exclusions of students with SEND on 2020/21.
- Attendance up for year higher than Worcestershire and National Average.

Personal Development

- Character and Culture curriculum remapped to ensure British Values; diversity & inclusion, & careers are more explicitly covered across Keys Stage 3 to 4.

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

- All students in Years 8 to 13 have specific careers events built into their curriculum throughout the year.
- 100% of all Year 11 students received a careers appointment in 2021/22.
- New RSE curriculum embedded into the Character and Culture Curriculum for 2021/22 so that all students receive their statutory entitlement to RSE.
- Increased counselling provision in place in year, with 3 days per week counselling provision from 1 last year, increase of 2 days per week from the Malachi Trust which equates to 150 more student appointments and one day a week mental health art therapy in summer term.

Sixth Form

- New Sixth Form Centre launched.
- Vast majority of students say new sixth form centre is a positive change.
- SISRA predicted VA of -0.02.
- 100% positive destinations for Year 13 leavers.
- Average Grade B in summer exams.

Our Lady and St Hubert's Catholic Primary School:

Catholic Life, RE and Collective Worship

- RE INSET delivered for parents to focus on building links in our community whilst sharing and developing our school culture and vision.
- Following data analysis and book looks, two INSETs were planned to support staff judgements and curriculum provision.
- Monitoring with Governors established that CW was happening as timetable across the school and pupils showcased excellent examples using a wide range of activities.
- Diocesan Lead visit school to work alongside new RE Lead to ensure high quality support for staff.
- Resources of music, bible stories and images have been purchased for CPD and to support staff with their delivery of CW.

Leadership and Management

- Leaders focused on pedagogical approach across the school to enhance teaching and learning
- Leaders ensure high ambitions for pupil premium and ensure that way school uses pupil premium- Y6 91% of pupil premium achieved expected in Maths.
- Leaders continue to be aware of the main pressures on staff and have reduced workload by reducing planning by removing English and Maths planning.
- Leaders have developed Subject leaders, so staff have a better understanding of strengths and areas for development within their subject.

Quality of Education

- Staff check pupils understanding and identify misconceptions accurately and provide clear, direct feedback, which has quickly addressed gaps in knowledge.
- Summative data is quality assured to ensure accurate assessments. KS1 moderated and school requested an EYFS moderation of GLD. All staff judgements we judged accurate.
- Curriculum is ambitious and designed to give all pupils the cultural capital they need to succeed in life.
- Over the course of study, teaching is designed to help pupils remember long term the content they have been taught and integrate new knowledge into larger ideas.

Personal Developments and Behaviour and Attitudes

- Attendance clinics and letters sent to parents have improved attendance which for last year was above national.
- RSHE is delivered sensitively and effectively to all stakeholders and surveys carried out share positive

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

experiences of RHSE.

- A full programme of extracurricular activities has provided children with experiences beyond their day-to-day development and understanding of lifestyle choices.
- Lunch time leader has implemented games/activities which has reduced behaviour incidents at lunchtime.
- Behaviour is tracked and analysed half termly and this has led to a reduction of specific behaviour incidents.

EYFS

- Interventions led have been purposeful and effective to ensure children make good GLD.
- Practitioners know their pupils very well and all end of year judgements were agreed by an external auditor.
- Successful implementation of the EYFS curriculum so children can access all areas of learning through well planned out lessons while making good levels of progress.

Our Lady of Fatima Catholic Primary School:

Catholic Life:

- As part of our Catholic Social Teaching, Mini Vinnies have arranged and led fundraising across the school which involved local community and Parish – raising £345 to CAFOD. Members chose what was purchased through CAFOD website.
- Widened links with community – SLT and Mini Vinnies handing out flowers to neighbourhood for first time following COVID – messages back from local community welcoming this involvement. Donations from neighbours received in support of school.
- Revised curriculum developed with all teachers and to be in place from Autumn 1 – each class now has planned Catholic Social Teaching aspects to their learning with elements of Outreach for all children to be a part of.
- New Celebration boards in place across school building on the 'Journey with Christ' for children to showcase their work and, as a community, for all to celebrate the successes.

Religious Education:

- All classes consistently use and refer to Our Faith Journals throughout the school. There is a wide range of evidence which showcases the children reflecting on the school mission, catholic virtues, and Catholic Social Teaching.
- Events from the across the year are planned into an overview, linked to curriculum planning, and used to lead Collective Worship – resulting in consistent approach to Teaching, Learning and Spiritual Development in all year groups.
- Opportunities for reflection within lessons – a mixture of consolidation of knowledge or extension of knowledge – is clearly shown in RE books through the use of Purple Pen. Clearly showcasing the depth of pupils knowledge based on Big Question. Success of this resulting in similar practise across all subjects.
- Development of Greater depth pursued through use of Rosenshine's Principles (Questioning and Recap) as well as staff meeting CPD and use of Purple Pens in classes. This has resulted in a greater focus on GD in classes but an aspect which will be a development point moving across the next year.

Collective Worship:

- CPD in staff meetings, sharing range of prayer types has increased the range seen in learning walks (led by teachers) across the school and also resulted in pupils leading prayer in a wider range of their CW.
- Rosary Groups were established during break times (twice a week) resulting in wider range of prayer for pupils to access during the year. Pupils led and were responsible for setting up these groups. The highest participants were seen from Years 1 and 2.
- Use of school environments were altered to provide pupils an area to reflect, pray and even write a prayer over the course of the year. Themes and suggestions were shared to guide prayers resulting in independent prayer across KS2. This was embedded across the year.

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

- Following the lifted restrictions of COVID, pupils were able to visit other places of worship, have visitors in to enhance their understanding of other faiths and cultures. All pupils interviewed stated they enjoyed this part of their education and could share something they had learnt following the experience.
- Overview of Prayer shared with parents and the Parish – visitors from the parish and parents attending events advertised, from Mass to Key Stage Collective Worship. Wider range of community coming into school, to be developed and shared again in new year. Expanded upon to include Parish Masses in Church.

Leadership and Management:

- Phase meetings took place across school with positive feedback – implementation impacted through mobility of staff over the year. Feedback has resulted in shared CPD focus for teaching staff with support groups being set up. Supporting in Teaching and Learning use Rosenshine's Principles and the 'Walkthru' approach to CPD (academic year 2022/23).
- School wide focus on Questioning and Recap was incorporated into Learning Walks and Subject Leaders monitoring. All lessons (and planning) now include recap, set section of teaching and learning while some teachers embedded Questions to further engage pupils. Positive feedback from staff resulting in this focus being embedded into the next academic year.
- Wellbeing Champions initially trained and in place Autumn 2021. Staff moved on during restructure process. Wellbeing approach adapted and embedding MyHappyMind into academic Year 2022/23 with new training and development included into Action Plan.

Quality of Education

- Time and CPD spent over the year resulting in an adapted Creative Curriculum with Christ at the Centre. Opportunities planned in for CST and incorporating Core lessons. Planning and consistent approach in place for 2022/23 academic year.
- Over the year, overview and guidance created to support middle leaders / subject leaders. CPD and 1:1 time given to all leaders to guide them in monitoring their area. This built into curriculum redesign and resulted in consistent approach by teachers, clear monitoring expectations and opportunities for Pupils Voice, reflections and feedback. Developed and in place for 2022/23 academic year. All subject leaders conducted monitoring with Action Plans by Summer 2 2022.
- Attainment (overview below) shows all areas to be above or in line with National Average. Focus for 2022/23 will be further challenge for pupils working toward Greater Depth. Progress measures to be released October 2022 however, following COVID, progress is still a focus for 2022/23.

Personal Development

- Sports Values celebrated during 'PE Showcase' weeks at the end of each half term embed the schools expectations in how we treat one another. British Values entwined into curriculum and celebrations resulting in children having a clear understanding of British Values. SIP visit in 2022 graded PD as Outstanding. Sports Values built on school ethos already built around Catholic and British Values.

Behaviour and Attitudes

- Monitoring Cycle as well as CPD given to Subject Leaders resulted in a consistent and planned approach to Pupil Voice across the school. Action Plans developed from pupil voice in Summer 2022 have resulted in clear Subject Action Plans which have been shared with all stake Holders. Pupils from this have purchased new resources for the playground, for subject areas and voted on and created a School Charter / Online Charter.
- Development to Behaviour and Attitudes resulted in an Outstanding grade agreed upon in Summer 2022 SIP visit

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Strategic report (continued)

Achievements and performance (continued)

EYFS Targets

- CPD and planning time throughout the year resulted in new Creative Curriculum, complimenting the new statutory framework but also linking further to the rest of the school. Sharing of new Curriculum with Subject Leaders also has enhanced their knowledge and understanding of framework.
- Following restructure and essential work around the school, budget for new 2022/23 year planned to enhance provision outside. Orders for sheds for Literacy and Maths provision to be used from new budget. Development of play area planned into the year through outside support.

St Ambrose Catholic Primary School:

Catholic Life

RE and Collective Worship

- Baseline assessment data shows knowledge on entry to the school is low. However, because of skilled teaching, good or better progress is made by the end of EYFS and children enter Key Stage 1 with a greater understanding of their faith. (RE Assessment Folder).
- In response to a whole school focus on being a language rich school - EYFS lesson obs June 22 highlighted excellent vocabulary development from low starting points. Y6 pupils enjoy taking part in debates and use their knowledge and skills to effectively justify their reasoning (see Y6 books/July questionnaire).
- In response to staff training on Rosenshine's Principles, children are given the opportunity to speak confidently about previous learning and key concepts using subject-specific vocabulary (see Monitoring file - Reception lesson observations June 2022).
- Pupils are engaged in lessons. SIP Report 8th April: 'Pupils behave well in lessons and around the school. In all classrooms the pupils concentrate well and did not interrupt the learning of others.' Y6 Leavers Questionnaire – 18/20 pupils said they always concentrate in R.E. lessons.
- As a result of effective questioning, pupils make good progress in lessons. From CPD training they have received, teachers use Rosenshine's Principles to help their questioning to ascertain where pupils are in their understanding and this leads to improved learning for most pupils – Lesson observations June 2022.
- Leaders ensure that enrichment opportunities are provided for pupils to enhance their understanding of R.E. Pupils are also encouraged to provide this enrichment for one another e.g. Holy Week services were led by KS2 in 2022 to support whole school understanding of the importance of the events. Governor feedback April 2022 - 'This most memorable service will inevitably remain within the minds of all the children as they progress through life's journey and come to this time in the Church's calendar – it certainly will with me!' As a result of other opportunities pupils are inspired and reflective e.g. vocations workshop – November 2021 'It was really fun to think about what our vocation might be e.g. whether I might get married or be single or have a role in the church.'
- Pupils enter and leave the hall for worship respectfully; they join in community prayer with confidence and enjoy singing in musical praise. As a result of good collective worship sessions, children are provided opportunities to reflect on how they will 'go forth' and share the message of worship sessions (Class worship books).
- Owing to staff training (BDES Advisor – 30/11/21), teachers know how to plan and deliver quality collective worship and this is supported through the use of high quality materials e.g. Ten Ten's collective worship resources. Staff feel more confident in their understanding of the importance of prayer. ECT and RQT have been supported to lead liturgy and prayer in school and these have been delivered to a good quality – learning walks.

Skilled staff, with support of RE leader, helped support Key Stage Two pupils to lead Holy Week Services for the rest of the school to teach them about the important events of the week. Positive feedback received from SIP Visit and Governor.

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Strategic report (continued)

Achievements and performance (continued)

Leadership and Management

- We invested in CPD and targeted support for teachers to assist in raising standards in writing. "Books now show a clear progression of the standards in writing from the start of term. Writing tasks have clear steps which children need to make to succeed and improve in their writing. Predicted grades at KS2 for external assessment were due to rise to 82% age expected and 32% at above age expected. This was a considerable rise from the previous year's results which were well below national average. 2021 predicted results are showing to be above national; although not as high as 2020 predicted, this will ensure a rise in standards for two years." SIP Report, March 2020.
- SIP Visit February 2021: The school continues to benefit from the work of Clever Writer. Interventions are carefully planned so that children can progress well. The developed school wide approach ensures that pupils have more opportunities to write at length particularly about aspects that captured their interest and imagination, therefore, they now have more purpose in their writing. For example, in a year 1 class children were learning about the monarchy, they were enthusiastically writing about their findings from various objects such as crowns, swords and money.
- Teaching is consistently good across the school. 96% of pupils felt their teacher wants them to do their best and 91% said their teachers help them improve their work (May 2021).
'There was good and some outstanding quality teaching observed across the school.' SIP visit February 2022.
- "Leaders have ensured that the teaching of reading is given a high priority. Phonics is taught systematically to help pupils learn new sounds. All children practise new sounds through reading books that match these sounds. The majority of pupils develop a love of reading because their teachers read interesting books to them. Pupils enjoy choosing books that the teacher will read to them at the end of the day.
'The teaching of phonics ensures that pupils make good progress' SIP Report – February 2022.
- 'Leaders are dedicated to their work and do their very best for all pupils. They have thought carefully about how to make learning interesting and relevant, including how to make the best use of the pupils' interest. Pupils talked enthusiastically in year 1 about their instruction writing about how to clean a woolly mammoth. Leaders have identified the important knowledge pupils need to gain, and the order in which it should be taught. Work in pupils' books, and conversations with pupils, show that pupils understand and remember what they have been taught. Teachers regularly check how well pupils are learning. Written work in pupils' English and mathematics books is of good quality.' SIP report February 2022.

Quality of Education

- 'Progress has been good, leaders have developed a curriculum that gives many opportunities to develop the skills of modern Britain, for example pupils talk about nurture and say Mrs Wallace understands us. Pupils spoke about resolution training, safer internet training, teamwork initiatives, and feelings.' SIP visit February 2022.
- 'The curriculum has been further developed to ensure that pupils are prepared for life in modern Britain. A graffiti technique has transformed the school playground displaying British Values.' SIP visit July 2022.

Behaviour and Attitudes

- Pupils have developed a real pride in their school and secure high aspirations. Behaviour is good. 100% of pupils know the three school rules June 2022. 89% of pupils think the three school rules are fair and 90% of pupil premium children say Saint Ambrose is a friendly school July 2022.
- Children form great relationships with each other and adults.
'Positive relationships between staff and pupils are evident.' SIP report April 2022.
'Pupils state this is a joyful, amazing and friendly school.' SIP report April 2022.
- 'Progress has been good in this area. Although PA still remains high at 28.9% leaders have worked tirelessly to address this. A recent pupil survey stated that nearly all children understood the importance of good attendance.' SIP report February 2022.
- 85% of pupil premium pupils and 91% of all pupils understand the importance of coming to school on time

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

every day (July 2022).

Personal Development

- Our PSHE curriculum and RSE is planned to develop children's knowledge and understanding in an age-appropriate way. 100% of pupils surveyed enjoy RSE January 2022 and 100% year 6 enjoy RSE lessons July 2022.
- Pupils, staff and parents are particularly supportive of each other in all aspects of school life. 97% of pupils agree that Saint Ambrose encourages people to respect other people from different backgrounds and to treat everyone equally (March 2022).
- Leaders are considerate about staff workload and wellbeing – SIP report July 2022.
- 98% of pupils receiving nurture support feel that they have friends at school (May 2021). 87% of PP pupils said that there is an adult in school they can talk to if something is worrying them - 9% neutral response - July 2022). We have an annual Health and Wellbeing Day. We have a range of support for mental health as part of our curriculum. We explore careers with children, from EYFS onwards and we also invite parents in to talk about their careers.

Early Years

- SIP commented: 'A strong EYFS lead is extending her knowledge in supporting other leads for EYFS in the MAC. EYFS is a strength of the school.' - July 2022.
- EYFS outdoor environment (July 2022) promotes risk taking and promotes independence as well as working with others. 'I like swinging on the rope when it's really high. I was scared to do it when I started in Reception. Then you land on the soft grass.' 'It is fun because I can climb up it and do new tricks. When I first started school, I couldn't reach it all but now I can climb to the top and move around using all my strength.' 'Pulling the rope is a little bit hard so me and Olivia both pull it. It's good teamwork. I am tired at the end but excited I managed to do it.' (Feedback from EYFS children March 2022).
- Feedback from end of year in Year One after having same teacher for two years-July 2022: 'My child has had a fabulous 2 years'. 'I am so grateful he had Miss Brewer for 2 years' 'We will always be grateful for the valuable input for the first 2 years of his school years'.
- British Values are woven into the EYFS curriculum. Children begin school learning that their view counts. They vote for their story time book at the end of the day by placing a counter on the tens frame of the book they would like to hear. They then take it in turns to be part of counting the votes. Feedback from pupils July 2022: 'It is a fair vote because we count which book has the most votes.'

St Francis Xavier Catholic Primary School:

Catholic Life

- Pupil leaders had the opportunity to work with their peers at St Mary's Catholic Primary School to focus on how they could contribute to the leadership of Catholic Life at St Francis Xavier School. This needs to be further developed in 2022/23.
- The distinct Catholic nature of the school is evident through displays and signs throughout the school.
- Parish and school have worked collaboratively to deliver a successful programme of sacramental preparation for the First Holy Communion and Confirmandi. This involved holding workshops both virtually and in the Parish at the weekend.
- Sacramental workshop with Year 3/6 prayer was reintroduced.
- During the year staff worked on building Catholic Social Teaching into all schemes of work in all subjects to be delivered in 2022/23.
- As part of Catholic Social Teaching, children and staff had the opportunity to take part in fundraising events for CAFOD (during Lent), Harvest (Brushstrokes, Smethwick), MIND, the Ukrainian appeal (food and clothes).

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Strategic report (continued)

Achievements and performance (continued)

Collective Worship

- There is a strong link between school and Parish especially as the weekly school Mass is now being celebrated in church again.
- Emily and Dan from One Life Music led a whole school Lenten retreat, enhancing further the pupils' wonderful contribution to the Liturgy through Music.
- Afternoon prayer services were introduced for Y1/2, Y3/4 and Y5/6.
- Stay 'n' Pray sessions were initiated for parents of children in Years 3 and 6.
- Ten:Resources were introduced and used by SLT to deliver assemblies.

Religious Education

- The RE Curriculum follows the Diocesan program – Learning and Growing as people of God. In addition, resources from CAFOD and Fr Hudson's are used to enhance the curriculum and support learning.

Leadership and Management

- Following the in-year staffing turbulence, all vacant posts were recruited for by the end of the academic year which would provide much needed stability moving forward.
- Senior Leaders surveyed parents on their preferred methods of communication and agreed a communication plan to strengthen this crucial area of school life.
- Following the Ofsted report in March 2022, a face-to-face meeting, led by the Catholic Senior Executive Leader, was held to answer parental questions and give reassurance on how the school would respond to the Ofsted recommendations.

Quality of Education

- Following the Ofsted Inspection in March 2022, senior leaders and subject leaders revamped each subject to ensure that the curriculum is consistently planned in every subject and that there is clear progression from Nursery to Year 6 and also take into account the achievement of ALL groups of pupils in every subject.
- A comprehensive subject development/action plan was in place for every subject for the academic year 2022/23.
- Work began on ensuring that assessment is consistently planned in every subject with a clear and progressive plan from Nursery to year 6.
- Training and CPD was put in place for leaders and teachers to ensure that the curriculum is delivered consistently well in all subjects:
- An audit of staff training needs was conducted at every level in the school resulting in a personalised development/CPD plan for every member of staff which began in the summer term 2022 and will continue into the year 2022/23.
- A whole-school CPD plan was devised taking account of the Ofsted recommendations to be implemented in the summer term 2022 and academic year 2022/23.
- A comprehensive monitoring schedule was designed for each subject with a whole-school overview so that senior leadership and subject leads have a detailed understanding of how well their curriculum is being implemented. This will be implemented for the academic year 2022/23.

Behaviour and Attitudes

- Leaders started working on a process to identify and analyse patterns and trends in pupil behaviour so that measures could be implemented to improve behaviour where necessary. This will be further strengthened in the academic year 2022/23 when all behaviour will be recorded and analysed on the MAC MIS system Arbor.
- Opportunities to develop Fundamental British Values were built into the schemes of work, along with Catholic Social Teaching, for every subject from Nursery to Year 6.

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Strategic report (continued)

Achievements and performance (continued)

EYFS

- 70% of children in early years achieved a good Level of Development which is in line with national average and reflects Ofsted's view that staff's high expectations of learning and following routines in EYFS are preparing pupils well for their next stage of learning.
- Floor books were introduced and integrated.
- Phase one phonics was developed.
- Termly play and stay workshops were introduced for parents.
- Phonics workshops were held for parents.
- Weekly reading mornings took place for parents in Nursery and Reception.
- White Rose maths was introduced.
- New themes using high quality texts were introduced and integrated.
- The curriculum was further refined and delivered, and staff training was provided alongside.
- Weekly surgeries/drop-in sessions took place for parents/carers.

St Gregory's Catholic Primary School:

Catholic Life

- Catholic Life pupil leadership roles were developed further this year: Mini Vinnies developed school outreach work into the local area, e.g., supporting partnerships with Metchley Lane Care Home, Liturgy Leaders continued to lead daily prayer, children led prayer in both class and whole-school worship, staff and pupils planned and delivered Masses.
- Pupils' understanding that we are called to serve was developed by focussing on acts of charity and 'small acts of kindness' such as;
- Regular donations through partnership with the Smethwick and BC foodbank
- Headway fundraiser
- Downs Syndrome Pop Party
- Save the Rainforest fundraiser
- Ukraine support
- Comic relief
- Discussions took place in collective worship and the classroom about why we serve and fundraise and as a result reflections in class books are developing.

Collective Worship

- Opportunities were increased for pupils to lead high quality prayer via Liturgy Leaders continuing to lead day to day prayer, pupils leading prayer in class and whole-school worship and staff and pupils planning and delivering Masses.

Religious Education

- The new RSE was built into the curriculum across all years by timetabled evidence delivery of the Ten Ten scheme 'Life to the Full' and embedding it alongside the Sandwell PSHE curriculum 'Healthy Mind, Happy Me).

Leadership and Management

- A variety of strategic measures were taken to successfully ensure a balanced budget for 2022/23 (prior to the unfunded pay increases).
- Senior and middle leaders were further developed through such subject co-ordination and networking opportunities as Smethwick Cluster of schools CPD Fridays for subjects leads, MAC subject lead co-ordinator meetings, writing moderation has been completed with other MAC schools.
- Staff wellbeing has been promoted and maintained by:
- Discussions with staff to obtain their views on the content of curriculum meetings

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

- Time given, where possible, for additional duties
- Meetings with the school trade union representative to better understand staff wellbeing within the school and respond accordingly.

Quality of Education

- The 5C's Curriculum has been successfully implemented into thematic planning and learning outcomes with skills and knowledge maps being developed for broad curriculum subjects. This has been evidenced clearly in pupil books and via thematic days, such as, Geography Day, Sports' week, Black History week.
- The percentage of children achieving expected standard + in reading was successfully maintained at KS2. KS1 and KS2 Greater Depth were also generally in line with national.
- The maths curriculum has been adapted at the end of 2021/22 to utilise the NCETM Prioritisation Materials to help close the gap for lower attainers and utilise Adaptive practice in the class where extra class support is not available.
- The new teaching and learning model has continued to be embedded through Rosenshine's Principles of Instruction resulting in this approach being incorporated into curriculum planning and evaluations, becoming a more regular part of monitoring, as identified on monitoring feedback forms. The language of the Principles is rich amongst most teaching staff.
- A new RWI Phonics scheme has been successfully introduced in EYFS and KS1 and is starting to show impact. This can also be attributed to the lead assessing and deploying staff well to meet the needs of the children who require the greatest amount of support and bottom 20% of readers being put into groups that suit their current level of attainment.

Behaviour and Attitudes

- Strategies to improve the attendance of children who are persistent absentees were strengthened with the result that PA at the end of 2021/22 was 14.95% and in October 2022 is at 13.68% which shows that the trend is moving in a positive direction. This has been achieved by regular attendance reviews and letters/meetings with parents and the tightening up of routines and attendance expectations.
- Strengthened provision to enable pupils to link the opportunities and experiences provided in school to being prepared to live in modern Britain. This is an area for continued development and reflected in the SEF and SDP for 2022/23.

Personal Development

- The new RSE and PSHE curriculum is embedded and evaluated across the school.

EYFS

- Good progress was made with the aim to develop the provision of a new pre-school and ensure a financially viable model with good outcomes for all children. The intake was good for 2021/22, however, the marketing strategy needs to be developed for future years as the numbers for September 2022 were lower with several children on the waiting list for January 2023.
- Regular progress meetings were held and assessment processes were made clearer to staff to ensure that the assessment of children's progress in Reception is used to plan next steps to learning more fully.
- 65% GLD was just below national, but above regional. Further work is to be done in this area to ensure continual improvement.
- Work has been done to improve the outdoor area to facilitate learning and training for staff for 2022/23 is to be arranged with the EYFS Lead to maximise the potential of this outdoor area.

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

St Joseph's Catholic Primary School:

Catholic Life

- Parish Priest celebrated Mass in school for individual classes and the whole school since the cessation of Covid restrictions. Additional support also given to classes for both sacramental preparation and the teaching of RE by the Parish Priest.
- Continued charity outreach:
- Local – Stourbridge Foodbank, Fireside, The Sanctuary.
- National – Fr Hudson's, Cancer Research, Helping Hands.
- Global – The Gambia, CAFOD, The Ukraine.
- Children put their faith into action by raising money and awareness of charities.
- Displays around School supporting the Catholic Life of the school – Leaves on tree in Hall updated during prayer through colour on St Joseph's Day and each class taking responsibility for one Sacrament displayed on a stained-glass window. As a result, the distinctive Catholic nature of the school is clearly evident around the school.
- Year 5 Retreat to Alton Castle resumed. Through the experience, children encountered Christ through Creation, challenging activities and community.
- Introduction of Ten:Ten Resources into the PSHE curriculum supporting children to "Live life to the Full".

Collective Worship

- Parish and School have worked collaboratively with parents to support the children in preparation to receive the sacraments in Years 3 and 6. Confirmation and Reconciliation were celebrated in Spring 2022. First Holy Communion was conducted in the Summer term 2022. Programme of support included sessions for both parents and pupils. Parents have commented that it was both peaceful and prayerful. In pupil voice, the Year 6 children commented that 'it was like the beginning of a new and enjoyable life.'
- Since the cessation of Covid restrictions children were able to celebrate Collective Worship in key stages and as a whole school. Liturgy Leaders and the Head Boy and Girl (and Deputies) in Year 6 supported both the weekly Gospel and Gifts from God Assemblies. Class based worship continued across the school, with a greater emphasis of pupil-led opportunities.
- Children have had the opportunity to celebrate Mass in Bubbles and live streamed to classrooms and St Joseph's, Golden Hill in the absence of their Parish Priest.

Religious Education

- Staff have been provided support and guidance by the experienced and well-established RE lead in the school – this has included support through the termly staff meeting schedule in RE. Whole school attainment data for the end of 2022 showed that 83% of pupils were at least at the expected standard and 22% at greater depth.
- The RE Curriculum follows the Diocesan program – Learning and Growing as people of God. In addition, resources from CAFOD and Fr Hudson's are used to enhance the curriculum and support learning.

Leadership and Management

- Safeguarding is effective due to the strong leadership by the DSL and two DDSLs. The culture and compliance of Safeguarding is of highest priority and pupil/ parent voice confirm the culture keeps children safe and happy. This was also verified externally through a safeguarding audit completed by Bright Core Education.
- Programme of CPD in place to support middle leaders including through the school's meeting schedule, INSET days and other MAC-wide opportunities. This impacted on the quality of teaching and learning. A strength of the school validated by the external SIP visit in June 2022 stated: Leaders target training well, for example, retrieval-based learning and action-based research have been implemented across the school.

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

- Foundation subjects being assessed in terms of a RAG rating on a termly basis which has enabled subject coordinators to identify strengths and areas for development.

Quality of Education

- Quality of teaching is consistently good, with increasing evidence of outstanding practice. A strength of the school validated by the external SIP visit in March and June 2022 stated: Staff are ambitious for pupils with SEND and make sure that they can access the whole curriculum. Pupils are highly motivated in lessons and demonstrate positive attitudes to learning. Teachers are thorough in checking what pupils know and can do. They address gaps in knowledge quickly. Teaching, learning and assessment is strong across the school.
- Successful completion of final Maths Mastery programme – consistent approach in the quality of the teaching and learning of maths across the school.
- Rosenshine's Principles consistently implemented across a number of subjects. A strength of the school validated by the external SIP visit in June 2022 stated: Carefully chosen improvements are based on evidence-based research. Leaders target training well, for example, retrieval-based learning and action-based research have been implemented across the school.
- Read Write Inc. programme (phonics) embedded within school – resources to support home reading carefully matched to their reading level. Half termly assessments completed by English lead so that pupils are appropriately supported in the teaching of early reading and that no child was left behind (90% of pupils achieved Year 1 PSC threshold in 2022). A strength of the school validated by the external SIP visit in June 2022 stated: Leaders' work to prioritise reading has proven very successful. Pupils make good progress towards becoming fluent readers.
- 2022 End of Key Stage 2 outcomes are above and well-above (in English) national comparisons, including children at greater depth. Whole school combined, reading, writing and maths data is above LA and National Benchmark.

Behaviour and Attitudes

- Introduction of Mentor Dog effectively supported pupils (and staff) after the periods of lockdown since Spring 2021. This included support with transition into school, behaviour at break and lunchtimes, rewards and physical activity opportunities through the 'Daily K' initiative. A strength of the school validated by the external SIP in March 2022 stated: The mentor dog has made a high impact on the well-being of the pupils, one child's attendance has risen from 91% to 97% as a direct result of working with Ted.
- No suspensions recorded in 2021/22.
- Programme of Growth Mindset implemented across the school. External provider has supported Years 2 and 6 with Growth Mindset workshops. Information page on Growth Mindset has been signposted to parents.
- Attendance is consistently high at 97%. A strength of the school validated by the external SIP visit in March 2022 stated: Attendance is high, pupils love coming to school.

Personal Development

- Ongoing focus events supported children with their emotional well-being i.e. Children's Mental Health Week, Anti-Bullying Week, Safer Internet Day etc.
- Range of opportunities for children to be active in school to support with their mental health i.e. Walk Once a Week programme, Active Maths, Maths on the Move, Daily K with Ted, breakfast, lunchtime and after school clubs etc.
- High uptake by pupils to participate in extra-curricular activities before, during and after school. Wide range of extra-curricular activities on offer to pupils across KS1 and 2 i.e. sports, music, art and DT. School Games Mark application completed. A strength of the school validated by the external SIP visit in March 2022 stated: Pupils experience a range of activities from Irish Dancing to archery, dance, basketball, gymnastics and tag rugby. Pupils enjoy and are proud of taking roles within the school, such as school

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

council, Playground Buddies and Rainbow Warriors.

- RSE lead reviewed Ten:Ten resources to support with implementation of revised curriculum programme across the school. This included a consultation with parents.

EYFS

- RWI is fully embedded across EYFS and KSI and results are well above national. This is despite a reduction in the number of staff available to teach RWI. RWI one-to-one tutoring is used to ensure no child is left behind.
- The standard of handwriting and writing in EYFS has improved because of the implementation of the Kinetic Letters programme and has increased opportunities for writing within continuous provision.
- Strong links established with independent onsite Pre School which enabled for an effective transition in preparation for September 2022.
- The children in EYFS/ KS1 are offered a rich and varied curriculum, with opportunities to deepen cultural capital and extend learning beyond the classroom through trips and experiences.
- 83% achieved a Good Level of Development (GLD).

St Mary's Catholic Primary School:

Catholic Life and Mission

- Pupil voice and assembly evaluations show that almost all pupils understand and value the school's catholic life and mission - children link their actions to the Gospel Values.
- Applications, minutes and tasks in pupil groups (e.g. Mini Vinnies, Caritas ambassadors and Faith leaders) demonstrate pupil's good contribution to the school's Catholic life and mission.
- Pupil voice and special times books show that the vast majority of pupils value contribute to the actions taken as a school around Catholic life and Mission.
- Pupils respond well to questions posed to them in relation to CST- they are developing their understanding of Caritas including social justice, climate change and refugees. e.g., Pupils put thoughts into action by leading a collection for Ukrainian refugees Spring 2022.
- Behaviour around the school is excellent. Pupils share a sense of common purpose underpinned by the school's Catholic ethos and values. (SIP report March 2022).

RE and Collective Worship

- Whole school data analysis shows the progress in RE academic year 2021/22 as 78% of pupils achieving expected or above. This is an increase of 3% when compared with last year's data.
- The quality and variety of the majority of pupils' work is good- pupils take pride in their work in RE.
- Teachers offer a range of activities which is developing pupils' subject knowledge and skills in RE.
- Pupil readers at Sunday Mass was implemented; pupils willingly partake in and value enhanced opportunities to share in collective worship (Pupil voice readers at Church Summer 2022).
- Pupils work confidently with others to prepare prayer and liturgy.
- Pupils act with reverence and are keen to participate. Children sing joyfully, respond with reverence and reflect in silence.
- Pupils actively engage with and participate in opportunities prayer and liturgy- e.g.: Weekly Masses and assemblies, whole year group assemblies, Christmas carol service/nativity, Bambinelli service, Lenten service, May procession.

Leadership and Management

Externally quality assured (SIP):

- Leaders ensure that teachers receive focused and highly effective professional development, which is consistently built on over time.
- Leaders have a very clear vision of providing high quality education.
- Leaders have a very clear understanding of the pressures staff are under and take this into account when

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

discussing workload.

- The curriculum is well developed and monitored by leaders.
- Pupils speak confidently about their learning.
- Leaders engage well with pupils, a recent assembly celebrated women in science.
- Leaders have high but realistic expectations of staff.
- All staff regularly plan and deliver staff meetings to further develop pedagogical knowledge in their subject areas.
- Leaders and teachers all state that decisions are made collectively with the best interests of the pupils at the heart of all decisions.
- Leaders regularly support teachers by modelling best practice in teaching.
- Relationships with stakeholders is strong.
- The school has a strong culture of safeguarding.
- Safeguarding was found to be effective by audit.

Quality of Education

A range of monitoring throughout the year shows:

- Most children know their next steps for learning and learning is moved on, as a result of live feedback and marking (Nov, Jan, Feb, May, July).
- Across subjects, new information and key concepts are presented to pupils clearly and in a way that motivates learning (Nov, Jan, March, May plus conferencing in each term).
- Reading: Over the year, pupils' engagement and knowledge of texts has improved thanks to teachers implemented suggestions and strategies for Reading VIPERs.
- Learners with SEND are more regularly accessing tasks with independence (03/02/22, 18/05/22).
- 83% reach expected standard in Phonics.
- EPGS, Reading and Writing all above national average.

Behaviour and Attitudes

Externally quality assured (SIP):

- Pupils state this is an amazing, safe and kind school.
- There are high expectations for every child.
- Behaviour around the school is excellent. Pupils share a sense of common purpose underpinned by the school's Catholic ethos and values.
- All staff feel part of the "St Mary's Team".
- Pupils know that adults want to hear about any worry they have, no matter how small, so that they can help sort it out.
- In lessons most children work hard and have determination to do their very best.
- Pupils are respectful and most have good attitudes towards learning, there are exceptional attitudes to learning in the year 6 classroom.
- Behaviour is good in most classes.
- At playtimes, pupils play together harmoniously skilled support from lunchtime staff ensure that any issues are dealt with fairly and consistently.
- Pupils say bullying is rare and that staff will give help if they need it.

Personal Development

Externally quality assured (SIP):

- Pupils make a tangible contribution to school life.
- The members of the eco team work hard to make the school even more eco-friendly.
- Pupils valued leaders meeting each child at the start and end of the school day.
- Pupils are prompt to arrive for learning and leaders act quickly to address any reasons for late arrivals.
- Leaders have carefully considered how they will help pupils to develop a clear moral compass so that they

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

grow up, they are well-equipped to make a positive contribute to the world.

- The leadership roles that pupils hold allow them to experience helping others in a meaningful way.
- Pupils in the school have developed a deep sense of respect for themselves, for others and for the school and wider community.
- Pupils understand the importance of healthy living and active lives.
- There is a wide range of extra-curricular activities on offer including competitive sports, choir and coding club. Some of these activities are from a direct response to a request from the pupils.
- Pupils take an active role in the running of the school, for example the recent additions to the front of school displays are the result of pupil's actions.

Early Years

- September 2021 -Long-term curriculum plans have been devised, in line with the new EYFS and Development Matters. A range of topics have been chosen to broaden children's knowledge. Skill progression is evident in curriculum documents.
- Children make good progress in the development of their communication and language skills. 92.6% of children achieved the ELG for listening attention and understanding (the two children who did not achieve the ELG are SEND and awaiting EHCP assessment). 81.5% of children achieved the ELG for Speaking (of the 5 children who did not achieve the ELG, 4 are SEND and 1 did not start education until the summer term).
- Pupils enjoy, listen attentively and respond appropriately to familiar stories, rhymes and songs.
- Practitioners and leaders create an environment that supports the intent of an ambitious and coherently planned and sequenced curriculum. The available resources meet the children's needs and promote their focus on learning.
- 66.7% of children made a Good Level of Development. Areas of particular strength, with 92.6% of children achieving the ELG are Listening, Attention and Understanding; Managing Self; Building Relationships; Gross Motor Skills; and The Natural World.
- Children in preschool make good progress and are well prepared to start Reception.

St Philip's Catholic Primary School:

Catholic Life

- RSE scheme 'LIVE LIFE TO THE FULL' embedded within the whole school, and this measured through lesson observation, parent interviews to support pupils understanding of being a child of God.
- CST Curriculum maps for the whole school to incorporate CST teachings in our curriculum are in place and clearly evidenced.
- Catholic Life is central to our school and a number of wider projects, fundraising and celebrations have taken place to reignite and embrace the school and wider community.
- Local level – Brushstrokes, Harvest, St Philip Neri church in support of repair works led by mini-Vinnie's.
- Wider level– Fr Hudson's, Macmillan, CAFOD, UKRAINE.
- School environment continues to display and supports the Catholic life of the school through photographs, displays and reflection of the liturgical year.
- All teaching staff met and achieved their Catholic Life appraisal target - To continue to embrace and reignite the whole school community where we make a positive contribution to the development of the Catholic Life of the school.
- Communication with parents present Catholic Life focus and the values and virtues of the half term.
- The work of the SLT and learning mentor in our mission continues to support families and pupils to share that they are valued within our school community through a range of targeted projects.
- Behaviour and attitudes and Personal development is outstanding, and this has been quality assured by our SIP, which contributes to the catholic life of the school.

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DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Strategic report (continued)

Achievements and performance (continued)

Collective Worship

- Pupils are taking greater responsibility for their preparing, and leading different forms of worship throughout school. The pupils take responsibility for engaging with enthusiasm and independence throughout the school. This is evidenced in our school journals with 100% engagement.
- Prayer leaders are active in their roles in the classroom and the wider school through prayer services and mass.
- School and parish have worked together collaboratively with parents to support the children in preparation to receive first communion in year 3 and year 4 (of pupils who did not receive the sacrament in the previous year).
- Excellent outcomes for engagement of prayer and worship and experiences are rich and inspiring within the school community, this is done through class prayer services, preparation for mass and class prayer opportunities. This is testimony to the Mission team that have a clear understanding of the liturgical year.
- ONE LIFE class and whole school retreats supported the liturgical year.

Religious Education

- The RE curriculum follows the diocesan program – Learning and Growing as People of God.
- RE attainment at the end of KS1 met. Children attained well to meet ARE & GD, Girls slightly outperformed boys, PP children attained well.
- RE attainment at the end of KS2 in RE met 83.3% children achieved ARE & GD. Girls outperformed boys. PP children attained well.

Leadership and Management

- Senior leaders and subject leaders have worked together to develop a strong 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. This has seen in knowledge organisers, books, monitoring outcomes of a good standard.
- Leaders have continued to develop and shape a pedagogical approach using Rosenshine's principles with new staff and staff moving into new phases to embed highly ongoing improvements in teaching of the curriculum, this is evident in lessons and seen in books of a good standard.
- SLT have promoted, shared and driven the ethos of the school's strong understanding of staff well-being, through initiatives, support and the achievement of the Sandwell Well- Being Charter Mark.
- Leaders have endeavoured to continue to drive the inclusive culture of safeguarding and well-being for staff and pupils that is sound within school and quality assured by our safeguarding audit and SIP.
- Safeguarding is effective due to the leadership of the DSL and DDSL who deliver a safe culture and meet compliances with the Local authority. This was quality assured by Bright Core Education through an external safeguarding audit.
- 3 staff completing NPQs, 1 in Behaviour, 1 in Early Years and 1 in Leading Teacher Development.

Quality of Education

- Through a planned and rigorous programme to support all teachers to ensuring the implementation of the curriculum clearly leads to a strong impact of quality of education for all learners. This outcome is evident in books and lessons of our monitoring cycle to ensure the curriculum is delivered and reflected upon focusing on impact
- Rosenshine's principles are consistent across the curriculum in subjects across the school.
- Read write inc programme for phonics continues to be a central priority focus in school and it is monitored effectively with half termly assessments completed by RML leader to ensure excellent provision for ALL PUIPLS (2022 outcome for year 1 phonics screening 97%).
- Our end of KS2 progress measures are Reading - 2.2, Maths - 2.0 prove that pupils make good progress when they leave St Philip's.

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

- Assessment has been used effectively to inform teaching and outcomes of pupil's progress. Sharply identifying underperforming groups - boys and non-pupil premium at the expected standard and interventions and use of recovery and school led tutoring funding has supported this.

Behaviour and Attitudes

- Focussed systems have been put into place to promote the positive calm and safe environment to all pupils to promote exemplary behaviour and attitudes to all areas of school life.
- Robust behaviour plans are put in place for pupils who have additional needs and tailored emotional support. This is put in place through careful planning of the Principal, SENCO and Learning mentor.
- With the impact of behaviour log analysis, personalised support has been put in place to ensure focussed pupils play a positive role in creating a school environment in which continues to celebrate values and all that makes us unique as a school.
- Revision of rewards system is in place to support with bespoke needs of the children in school community. This has been a successful initiative.

Personal Development

- Bespoke systems are in place in school to support children and families with social, emotional, and psychological needs to improve confidence and outcomes for vulnerable children particularly post pandemic.
- The work of the learning mentor continues to drive the mission statement of our school to support pupils and families to engaging with outside agencies to support disadvantaged and vulnerable families to achieve and have high aspirations.
- Parent questionnaires and pupil voice support this. Also, the achievement of the Well-Being Charter Mark.
- With the continued dedication of the learning mentor working 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 has been 100% successful within the school community.
- Through therapeutic services, this has supported the psychological and emotional needs of targeted children and if this is further needed, referrals are made to the wider external agencies to support further. This is ongoing at a high level.
- Range of opportunities for pupils have supported their mental health and well-being to further raise awareness of individual needs and wider needs.
- Initiatives such as WOW project, Rainbow Warriors, playground buddies, sager 6 group, Junior PCSOS. Safeguarding champions have all been a positive contribution to school life and personal development
- Afterschool clubs and sporting tournaments have had a high volume of parental and pupil uptake, which support the wide variety of opportunities pupils can access.

EYFS

- At the end of the EYFS the 73% met GLD (Good Level of Development).
- The Neli programme and Early talk boost for writing are two interventions that has supported pupils within EYFS with communication and language.
- RWI continues to be embedded across EYFS and KS1 and results prove school has exceeded national benchmarks.
- EYFS within their curriculum offered a wide range of opportunities through their carefully planned curriculum to support a varied and rich curriculum.

St Wulstan's Catholic Primary School:

Catholic Life

- 9 Y6 pupils received the Sacrament of confirmation in June 2021.
- 19 Y3 pupils received the Sacraments of Reconciliation and First Holy Communion in June 2022.
- 15 Y4 pupils received the Sacraments of first Holy Communion delayed from June 2021 due to the pandemic.

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DIRECTORS' REPORT (CONTINUED)
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Strategic report (continued)

Achievements and performance (continued)

- All teaching staff met and achieved their Catholic Life appraisal target.
- Mini Vinnies developed their leadership by hosting Mothering Sunday breakfast and Father's Day afternoon tea to raise money for the Red Cross.
- The Mini Vinnie group were visited by the Hagley BAttitudes team to support and strengthen their vocation.
- Whole school and sacramental virtual retreats were held throughout the year by One Life music.
- Catholic Social Teaching has been embedded across the entire curriculum.
- Fundraising events, which were both school and pupil led, were held during Lent to support Fr. Hudson's, Ukraine appeal, Red Cross and CAFOD.

RE and Collective Worship

- Pupil-led collective worship was strengthened by such activities as Minnie Vinnies leading acts of collective worship for the whole-school and Y6 leading Stations of the Cross during Lent.
- Monitoring of Collective Worship continued with 100% of all liturgies judged to be good or better.
- RE lead and SLT monitoring of RE and Diocesan assessment programme was maintained showing over 70% at Expected or Above attainment across the school.
- School Masses were not undertaken by the PP, but weekly virtual Masses were attended by the whole-school.
- School Sunday Mass was reintroduced.
- KS2 weekly prayers were held in the school Chapel.
- KS1 weekly Praise group was held in the school Chapel.

Leadership and Management

- The school invested in CPD for school leaders to strengthen further leadership and management across the school: 1 staff member commenced the NPQL and two staff members completed the Emmaus Senior Leadership Induction Programme.
- Governors continued to robustly challenge school leadership – all link governors visited the school termly with impact reports produced at the Local Governing Body meeting.
- Two new members of the LGB were recruited in line with the skills audit to ensure there is a mix of complementary skills around the table.

Quality of Education

- 77% Y1 pupils passed the Phonics Screening Test.
- Results at KS2 were strong and all above national average.
- 95% achieved the expected standard in KS2 writing, 37% Greater Depth.
- 89% achieved expected standard in KS2 reading, 53% Greater Depth.
- 74% combined RWM achieved expected standard, 21% Greater Depth.
- School-led tutoring programme funding was used to support pupils in Y5 and Y6 and contributed to the above national results in RWM.
- Programmes of intervention were incorporated into the academic year to include KS2 Phonics Close Gap as a consequence of the pandemic.
- A tutor partner was engaged to support pupil in Maths in Y2-5.
- The learning environment was a whole-school development focus. Excellent progress has been made in this area. Leaders carried training for all colleagues and classrooms now have a consistent approach to ensure that learning walls both aid and celebrate pupils' learning.

Behaviour and Attitudes

- All stakeholders have been surveyed. 100% parent respondents reported that the school ensure that children are well behaved.
- 100% parental respondents felt that the school ensured their child's mental well-being was supported via

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Strategic report (continued)

Achievements and performance (continued)

such initiatives as well-being day, off screen day, Zoom meetings with friends and staff, wellbeing check phone calls.

- The June 2022 Pupil Survey confirmed that pupils are overwhelmingly positive and want to attend school.
- Leaders have strong and consistent systems in place to manage pupil behaviour which staff understand and follow with precision.

Personal Development

- All stakeholders have been surveyed on Personal Development. 100% of parent respondents reported that the school supports their child's wider development.
- The new RSE Ten Ten curriculum is embedded.
- NSPCC workshops and Young Citizen experiences have been successful in supported pupils' personal development.
- The schools has continued to offer a range of extra-curricular activities to support pupils' wider development such as choir, football, netball, cricket, STEM club, cinema club.
- The Safeguarding audit conducted in January 2022 by an external consultant concluded that Safeguarding at St Wulstan's is effective.

EYFS

- 60% of children in Reception (10 pupils in cohort) have achieved a Good Level of Development (GLD).
- Progress data was measured from Autumn 2 to Summer 2 and shows that all pupils made expected or better progress in Reading, Writing and Number.
- Plans have been drawn up for the use of the £25,000 bequest to develop the Outdoor Learning Environment to extend learning opportunities for all pupils.

Achievements and Performance in formal key stage examinations/assessments

The data below outlines Emmaus Catholic Multi Academy Company schools' attainment and progress data for the year ending 2022. As highlighted in the IDSR, performance data for 2022 should not be compared with 2019 and earlier, nor should comparisons be made between schools. This is because schools may have been affected differently by COVID-19.

In respect of the primary data below, the vast majority of attainment and progress across the Multi academy Company is in line with or above national average. In the small minority of cases where attainment or progress is identified as being below national average, schools have identified that this is cohort specific and predominantly linked to COVID-19, pupil and staff absence. More importantly, where data is below national average, schools have put measures in place to rapidly address these areas.

From a secondary perspective, at the time of writing this report, the final validated data has not been released, however, checking tables data suggests that both at Key Stages 4 and 5 that pupils are achieving in line with national averages.

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Strategic report (continued)

Achievements and performance (continued)

	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
Phonics Attainment									
Reading	Sig above national (30 pupils)	Sig below national (60 pupils)	in line with national (28 pupils)	in line with national (30 pupils)	in line with national (31 pupils)	in line with national (30 pupils)	in line with national (29 pupils)	Sig above national (30 pupils)	in line with national (30 pupils)
KS1 Attainment									
Reading	Sig above national (30 pupils)	in line with national (60 pupils)	in line with national (25 pupils)	in line with national (26 pupils)	in line with national (31 pupils)	in line with national (30 pupils)	in line with national (29 pupils)	in line with national (30 pupils)	in line with national (20 pupils)
Writing	Sig above national (30 pupils)	in line with national (60 pupils)	in line with national (25 pupils)	in line with national (26 pupils)	Sig below national (31 pupils)	in line with national (30 pupils)	in line with national (29 pupils)	in line with national (30 pupils)	Sig above national (20 pupils)
Mathematics	in line with national (30 pupils)	in line with national (60 pupils)	in line with national (25 pupils)	in line with national (26 pupils)	in line with national (31 pupils)	in line with national (30 pupils)	in line with national (29 pupils)	in line with national (30 pupils)	in line with national (20 pupils)
KS2 Attainment									
Reading	in line with national (31 pupils)	in line with national (60 pupils)	in line with national (27 pupils)	in line with national (30 pupils)	in line with national (31 pupils)	Sig above national (30 pupils)	in line with national (30 pupils)	in line with national (30 pupils)	in line with national (19 pupils)
Writing	in line with national (31 pupils)	in line with national (60 pupils)	in line with national (27 pupils)	in line with national (30 pupils)	in line with national (31 pupils)	in line with national (30 pupils)	in line with national (30 pupils)	in line with national (30 pupils)	Sig above national (19 pupils)
Mathematics	in line with national (31 pupils)	in line with national (60 pupils)	in line with national (27 pupils)	in line with national (30 pupils)	in line with national (31 pupils)	in line with national (30 pupils)	in line with national (30 pupils)	in line with national (30 pupils)	in line with national (19 pupils)
Combined RWM	in line with national (31 pupils)	in line with national (60 pupils)	in line with national (27 pupils)	in line with national (30 pupils)	in line with national (31 pupils)	in line with national (30 pupils)	in line with national (30 pupils)	in line with national (30 pupils)	in line with national (19 pupils)
EGPS	in line with national (31 pupils)	Sig above national (60 pupils)	in line with national (27 pupils)	in line with national (30 pupils)	in line with national (31 pupils)	in line with national (30 pupils)	in line with national (30 pupils)	in line with national (30 pupils)	Sig above national (19 pupils)
KS2 Progress									
Reading	in line with national (30 pupils)	in line with national (60 pupils)	in line with national (25 pupils)	in line with national (29 pupils)	in line with national (29 pupils)	in line with national (30 pupils)	in line with national (28 pupils)	in line with national (28 pupils)	Sig above national (18 pupils)
Writing	Sig below national (30 pupils)	in line with national (60 pupils)	in line with national (25 pupils)	Sig below national (29 pupils)	in line with national (29 pupils)	in line with national (30 pupils)	Sig above national (28 pupils)	in line with national (28 pupils)	Sig above national (18 pupils)
Mathematics	Sig below national (30 pupils)	in line with national (60 pupils)	in line with national (24 pupils)	Sig below national (29 pupils)	in line with national (29 pupils)	in line with national (30 pupils)	in line with national (28 pupils)	in line with national (28 pupils)	Sig above national (18 pupils)

Key Stage 5 Results 2022

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

Cohort Size	78
A Level Cohort	76
Academic Cohort	78
Applied General Cohort	29
KS4 Prior Attainment*	6.67
L3VA (prediction for 2022)	-0.02

*Prior attainment for 2022 cohort was based on the award of CAG's.

Overall Performance Summary (Academic and Vocational)

Overall APS per pupil	127.73
Overall APS per entry	39.72
Overall APS per entry (female)	39.26
Overall APS per entry (male)	39.59
Overall Average Grade per Entry	B

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Strategic report (continued)

Achievements and performance (continued)

AAB Measure

% A Level Students achieving A Levels at grades AAB or higher in at least 2 facilitating subjects	28.6
% A Level Students achieving A Levels at grades AAB or higher in at least 3 facilitating subject	4.3
% Students included in AAB measure	62.8

Percentage of Entries**

Percentage of entries achieving A*-A	39.7
Percentage of entries achieving A*-B	70.9
Percentage of entries achieving A*-C	91.4
Percentage of entries achieving A*-E	100

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

Grade Counts

Percentage of A Level Entries Achieving Each Grade:

A*	=	11.9	D	=	7.3
A	=	27.8	E	=	1.3
B	=	31.1	U	=	0
C	=	20.5	X	=	0

GCSE 2022

Cohort Summary

Cohort Size	187
Number of Disadvantaged	18
Male	97
Female	90

Overall Performance Summary

Average Total Attainment 8	55.24
Disadvantaged Average Total Attainment 8	43.65
Students Achieving 9-7 in English and Maths	23.5%
Disadvantaged students achieving 9-7 in English and Maths	5.6%
Students Achieving 9-7 in English	41.7%
Students Achieving 9-7 in Maths	31.6%
Students Achieving 9-5 in English and Maths	66.3%
Disadvantaged students achieving 9-5 in English and Maths	44.4%
Students Achieving 9-5 in English	82.4%
Students Achieving 9-5 in Maths	68.4%
Students Achieving 9-4 in English and Maths	82.4%
Disadvantaged students achieving 9-4 in English and Maths	61.1%
Students Achieving 9-4 in English	90.4%
Students Achieving 9-4 in Maths	84.5%

Students Entered for the Ebacc	Average Points Score EBACC
Students in cohort achieving a standard pass in the Ebacc (4+)	61.5%

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Strategic report (continued)

Achievements and performance (continued)

Students in cohort achieving a strong pass in the Ebacc (5+)				43.9%
36.4%				5.03
Progress 8				+0.02
Disadvantaged Progress 8				-0.18
Entries achieving grades 9-7 (or equivalent)				30.5%
Entries achieving grades 9-5 (or equivalent)				69.5%
Entries achieving grades 9-4 (or equivalent)				83.1%
9 – 6.8	6-17.7	3-10.4	U-0.1	
8 – 8.7	5-21.2	2-4.6		
7 – 15.0	4-13.5	1-1.6		

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 2022, the balance of the unrestricted and restricted income reserves was £4,671,000 (2021: £4,574,000), which is after transfers of £517,000 to the restricted fixed asset fund to fund capital expenditure during the year. Further details on the level of reserves held by the Multi Academy Company are set out in the Reserves Policy section below.

As the majority of the Multi Academy Company's funding is based on pupil numbers, pupil numbers are also a key performance indicator. The total number of pupils on roll at the ten schools, Reception to Year 13, as of October 2022 was 3,108 compared to 3,130 in January 2022 and 3,125 in October 2021. This decrease in pupil numbers is due to a dip in Reception numbers in some of our primary schools and a dip in numbers at secondary level.

Staffing costs are another key performance indicator for the MAC and the percentage of total staff costs to total educational grant funding (being GAG funding plus other operating educational grants from the ESFA and / or Local Authority) for the year was 82.3% (2021: 82.6%), while the percentage of staff costs to total costs (excluding depreciation and LGPS FRS102 pension cost charges) was 79.8% (2021: 80.3%).

b. Going concern

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

The pension reserve fund has a deficit balance at 31 August 2022 of (£5,613,000), which represents the deficit in the LGPS at the balance sheet date. The effect of the LGPS deficit is that the Company is required to make additional pension contributions over a number of years in order to fund the deficit. Those additional contributions are determined by the pension scheme trustees, who use different assumptions to those utilised in calculating the deficit balance of (£5,613,000). 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 2023, and have noted that the Government has provided a guarantee that in the event of the Company's dissolution, any outstanding LGPS liabilities would be met by the DfE.

The Directors consider that the net current assets balance is a more accurate reflection of the financial health of the Company, which was recorded as £4,901,000 at the period end. Revenue reserves are held above the Company's target level of 10%.

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Strategic report (continued)

Achievements and performance (continued)

The Balance Sheet has moved from a net liability position of (£8,640,000) in the previous year to a net surplus position of £753,000 at 31 August 2022 due to the inclusion of a defined benefit pension scheme deficit which is ultimately guaranteed by the Department of Education.

The implications of unfunded education pay awards and increasing energy costs are a concern for the company especially as they were announced after the budget setting period for 2022/23 had been completed. For 2022/23 the MAC will have to use company reserves to fund these unplanned and unfunded increases, however, this is not sustainable in the long-term.

c. Promoting the success of the Academy Trust

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

Our educational business relationships and community

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

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

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

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

Our stakeholders

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

Our people

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

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Strategic report (continued)

Achievements and performance (continued)

Our Members

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

Maintaining a reputation for high standards

The Multi Academy Company has been in existence for eight years, as of 1st October 2022. Formerly known as St Nicholas Owen Catholic MAC, the Multi Academy Company changed its name to Emmaus Catholic MAC from 1 February 2021 when it expanded and the four Sandwell schools became part of the Emmaus MAC family. 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 full details of our achievements during the year and, the standards of educational performance we have achieved for all our stakeholders.

During the academic year 2021/22 we have continued to make a concerted effort to ensure that the COVID-19 outbreak has not had a detrimental effect on our promotion of the success of the Multi Academy Company. We have continued to respond to the challenges posed by the pandemic with creativity and flexibility and have found new remote ways of connecting with our stakeholders to promote our success.

Financial review

For the year ended 31 August 2022, the Multi Academy Company's total income (excluding capital grants and the net assets transferred on conversion / net assets transferred from academies joining the Trust in the year) was £18,805,000 (2021: £15,624,000) while the total expenditure (excluding depreciation and LGPS FRS102 pension cost charges) was £18,191,000 (2021: £14,649,000), resulting in a net operating surplus / deficit for the year of £614,000 (2021: £975,000).

The balance of reserves at 31 August 2022, excluding the restricted fixed asset funds and LGPS liability fund was £4,671,000 (2021: £4,574,000).

It should also be noted that COVID-19 continued to have an impact owing to the additional cost of supply staff to cover absent colleagues and the additional cost of cleaning staff and materials in line with health and safety and risk assessment requirements.

The net book value of fixed assets at 31 August 2022 were £1,465,000. The fixed assets held by the Multi Academy Company are used exclusively for providing education and associated support services to the pupils of Emmaus Catholic Multi Academy Company.

Included within the Multi Academy Company's balance sheet at year end is a defined benefit pension scheme liability of £5,613,000 (2021: £14,110,000), which arises from the deficit in the Local Government Pension Scheme ("LGPS") that is attributable to the Academy(ies). Further details regarding the deficit in the LGPS at 31 August 2022 are set out in note 26 to the financial statements.

We continually monitor and update key financial policies during the period including the Financial Regulations, which lay out the framework for the Multi Academy Company's financial management, including financial responsibilities of the Board of Trustees/Directors, Catholic Senior Executive Leader/Chief Executive Officer, Chief Finance and Operations Officer, Principals, managers, budget holders and other staff, as well as the

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Strategic report (continued)

delegated authorities for spending. The other financial policies reviewed and adopted during the period included Financial Scheme of Delegation, Value for Money Statement, Investment Policy, Reserves Policy, Charging and Remissions Policy and Anti-fraud and Bribery Policy.

a. Reserves policy

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

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

The Multi Academy Company's current level of reserves at 31 August 2022 is £753,000 (2021: (£8,640,000)), of which £4,671,00 (2021: £4,574,000) are operational reserves (that is, total funds less the amount held in total restricted fixed asset and pension funds).

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

In addition, an initial amount of £100,000 continues to be allocated by Trustee/Directors from Reserves to support the academies with any additional and unplanned costs related to COVID-19.

The value of the restricted fixed asset fund at 31 August 2022 is £1,695,000 (2021: £896,000), which is represented by the fixed assets that are used exclusively for providing education and associated support services to the pupils of the Multi Academy Company. Fixed asset funds also include any unspent capital grants. These funds can only be realised by disposing of the associated tangible fixed assets.

The pension reserve fund has a deficit balance at 31 August 2021 of £5,613,000, which represents the deficit in the LGPS at the balance sheet date. The effect of the LGPS deficit is that the Multi Academy Company is required to make accelerated and additional pension contributions over a number of years in order to fund the deficit. These accelerated and additional pension contributions will be funded from the Company's annual recurring income, which may significantly impact its ability to continue to deliver its educational outcomes with the available public funding it receives. The Trustees/Directors have noted however that the Government has provided a guarantee that in the event of an academy closure, any outstanding LGPS liabilities would be met by the Department for Education.

b. Investment policy

Up to £1,000,000 of surplus funds are invested to optimal effect by the Multi Academy Company with the objective of ensuring maximum return on assets invested but with minimal risk. This is via a ninety-day low risk banking investment. Given the increased revenue surplus for August 2022, the Trustees/Directors will be increasing the investment to ensure a larger return on revenue investments.

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.

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c. 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

Emmaus Catholic Multi Academy Company has considerable reliance on continued Government funding through the ESFA. In the year, approximately 91.1% of the Multi Academy Company's income (excluding amounts transferred from other academies joining the MAC) was ultimately Government funded. Whilst this level is expected to continue, there is no assurance that Government policy or practice will remain the same or that public funding will continue at the same levels or on the same terms, particularly in light of continuing changes in the National Funding Formula for schools.

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

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

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

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

Staffing

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

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Failures in governance and / or management

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

Fraud and mismanagement of funds

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

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

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

Fundraising

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

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

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

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

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Streamlined energy and carbon reporting

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

	20-21	21-22
Energy consumption used to calculate emissions (kWh)	2,548,987.46	2,961,409.87

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

Scope	Energy Source	Emissions Tonnes (CO ² e)	
1	Gas	345.52	349.36
	Oil	-	-
	Academy Vehicles	0.88	1.36
2	Electricity Standard	139.93	220.80
	Electricity Renewables / Nuclear	-	-
3	Staff mileage in year on academy business	-	-
Total Emissions		486.33	571.52
Intensity ratio		0.16	0.18

Quantification and reporting methodology	We have followed the 2022 HM Government Environmental Reporting Guidelines. We have also used the GHG Reporting Protocol – Corporate Standard and have used the 2021 UK Government's Conversion Factors for Company Reporting.
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Action		
Three key measures taken to improve energy efficiency	1	Get the pupils involved – we will be working with the pupils in the new year to monitor the energy consumption and consider ways to reduce consumption in the classrooms. Work with student voice to encourage walking to school rather than driving.
	2	Recent catering tender to ensure locally sourced food to support our local economy, reduce freight emissions and increase the pupil connection with the source of their food. The student food council will work with the caterers to look at reducing waste.
	3	Create sustainable buildings by replacing all lights with LED, adding PV panels when replacing school roofs and ensuring windows are replaced when required. Audits within the MACt to understand the actions we need to take to reduce our carbon footprint.

Intensity measurement	The chosen intensity measurement ratio is total gross emissions in metric tonnes CO ₂ e per pupil, the recommended ratio for the sector.
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EMMAUS CATHOLIC MULTI ACADEMY COMPANY
(A company limited by guarantee)

DIRECTORS' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Plans for future periods

As stated previously in this report, the detailed MAC strategy is set out in the five-year Strategic Plan. The plans for future periods below are also outlined in the MAC operational development plan 2022/23:

- All schools achieve at least in line with national averages at all key stages.
- Work continues on developing the Emmaus Learning Journey outlining what a child in an Emmaus MAC school can expect to receive from age 3 – 19.
- Through partnership with the Haybridge Teaching School Hub, Emmaus MAC will continue to offer innovative, high quality teaching programmes which attract a continuous supply of quality teaching staff and improve teaching and learning in our schools.
- Emmaus ICT strategy 2022 – 2025 will be presented to Directors and approved taking into account the recent MAC move to Microsoft 365 and the Edtech implications and opportunities that this offers.
- The MAC digital footprint will continue be maximised ensuring a comprehensive, current, appealing and informative brand.
- Sustainability will continue to be a key priority in line with the government Carbon Net Zero initiative as reflected in the MAC Estates Management Plan.
- Emmaus operational processes and new ways of working will continue to be streamlined and embedded following MAC growth and preparation for further future growth.
- The Emmaus wellbeing strategy will be developed and implemented.
- A talent development and CPD programme will continue to be strengthened, supporting staff development, to improve the quality of teaching and learning, aid staff retention and be an employer of choice.

Funds held as custodian on behalf of others

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

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

Disclosure of information to auditor

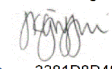
Insofar as the Directors are aware:

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

Auditor

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' report, incorporating a strategic report, was approved by order of the Board of Directors, as the company directors, on 19 December 2022 and signed on its behalf by:

DocuSigned by:

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J Griffin
Chair of the Trust Board

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

GOVERNANCE STATEMENT

Scope of responsibility

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

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

The Board of Trustees/Directors has delegated the day-to-day responsibility to the Chief Executive Officer/Catholic Senior Executive Leader, as Accounting Officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between Emmaus Catholic Multi Academy Company and the Secretary of State for Education. They are also responsible for reporting to the Board of Trustees/Directors any material weaknesses or breakdowns in internal control.

Governance

The information on governance included here supplements that information that is described in the Directors' Report and in the Statement of Directors' Responsibilities.

The Board of Directors has formally met 8 times during the year 31 August 2022.

Attendance during the year at meetings of the Board of Directors was as follows:

Director	Meetings attended	Out of a possible
J Griffin, Chair (Chair of Performance Committee)	7	8
J Rowe, Vice Chair (Chair of Resources & Audit Committee)	6	8
C Beech	8	8
F Foley	8	8
D Kehoe	5	8
M O'Brien	8	8
P Parry	8	8
Suzanne Horan (CEO/CSEL)	8	8
Geoff Taylor -Smith	8	8

The Board of Trustees 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. The Board also commissioned an external audit of governance of the Local Governing Bodies across all ten schools by the MAC external school improvement partner who is Ofsted trained and a National Leader in Education. The outcome of these reviews were been built into the MAC-wide and individual School Development Plans for 2021/22 and recommendations were reviewed during the Leadership and Management SIP visits during the Summer Term 2022.

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.

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

GOVERNANCE STATEMENT (CONTINUED)

Governance (continued)

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

Attendance during the year at meetings was as follows:

Director	Meetings attended	Out of a possible
J Rowe (Chair)	7	7
D Kehoe	3	7
F Foley	1	7
G Taylor-Smith	7	7
J Griffin	3	7
M O'Brien	6	7
P Parry	7	7
S Horan (CEO/CSEL)	7	7

The Resources and Audit Committee role for the academic year 2021/22 has included:

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

Personnel:

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

Pay:

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

Resources:

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

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

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

GOVERNANCE STATEMENT (CONTINUED)

Governance (continued)

The Compliance Committee met three times during the year 2021/22 to maintain an oversight of such compliance issues as Health and safety, Estates Management and Safeguarding.

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

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

The Performance Committee met five times during 2021/22 to maintain oversight of performance and school improvement issues.

Attendance during the year at meetings was as follows:

Director	Meetings attended	Out of a possible
J Griffin (Chair from 1 February 2021)	3	3
C Beech	3	3
D Finucane (Chair until resignation 31 January 2021)	0	0
F Foley	2	3
M O'Brien	2	3
S Horan (CEO/CSEL & Director until 31 January, 2021)	3	3

Review of value for money

As Accounting Officer, the Chief Executive Officer/Catholic Senior Executive Leader has responsibility for ensuring that the Multi Academy Company delivers good value in the use of public resources. The Accounting Officer understands that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

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

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

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

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

GOVERNANCE STATEMENT (CONTINUED)

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 2021 to 31 August 2022 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 2021 to 31 August 2022 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Trustees/Directors.

The risk and control framework

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

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

Since converting to Multi Academy Company status in 2014, the Trustees/Directors have always ensured that internal scrutiny is completed by a body independent of our external auditors.

The Board of Directors employs DRB as internal auditor who carry out two internal control checks per year.

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

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

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

GOVERNANCE STATEMENT (CONTINUED)

The risk and control framework (continued)

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

The internal auditor has delivered their program of work during the year ended 31 August 2022 as planned. While there were no fundamental internal control weaknesses identified from the work completed, the Trustees/Directors and management have developed an action plan to continue to strengthen and improve internal controls over the next twelve months and to address any areas for development.

Review of effectiveness

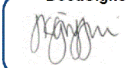
As accounting officer, the Catholic Senior Executive Leader/Chief Executive Officer has responsibility for reviewing the effectiveness of the system of internal control.

During the year ended 31 August 2022 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;
- a school resource management review
- the work of the executive leaders within the Multi Academy Company who have responsibility for the development and maintenance of the internal control framework.

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

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

DocuSigned by:

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Joanna Griffin
Chair of the Trust Board
Date: 19 December 2022

DocuSigned by:

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Suzanne Horan
Accounting Officer

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

STATEMENT ON REGULARITY, PROPRIETY AND COMPLIANCE

As accounting officer of Emmaus Catholic Multi Academy Company I have considered my responsibility to notify the Company's Board of Directors and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of all funding received by the Company's, under the funding agreement in place between the Company's and the Secretary of State for Education. As part of my consideration, I have had due regard to the requirements of the Academies Trust Handbook 2021.

I confirm that I, and the Multi Academy Company's Board of Trustees/Directors, are able to identify any material irregular or improper use of funds by the Multi Academy Company, or material non-compliance with the terms and conditions of funding under the Multi Academy Company's funding agreement and the Academies Trust Handbook 2021.

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

DocuSigned by:

Suzanne Horan

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Suzanne Horan

Accounting Officer

Date: 19 December 2022

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

STATEMENT OF DIRECTORS' RESPONSIBILITIES
FOR THE YEAR ENDED 31 AUGUST 2022

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:

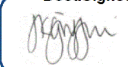
- select suitable accounting policies and then apply them consistently;
- observe the methods and principles of the Charities SORP 2019 and the Academies Accounts Direction 2021 to 2022;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

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

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

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

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

DocuSigned by:

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J Griffin
Chair of the Trust Board
Date: 19 December 2022

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

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

Opinion

We have audited the financial statements of Emmaus Catholic Multi Academy Company (the 'charitable company') for the year ended 31 August 2022 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 2021 to 2022 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 2022 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 2021 to 2022 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; and
- the Directors' Report and the Strategic Report have been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

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

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

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

Responsibilities of trustees

As explained more fully in the directors' responsibilities statement, the Directors (who are also the directors of the Company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Directors determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

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

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

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

Auditor's responsibilities for the audit of the financial statements

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

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

Our assessment focussed on key laws and regulations the Company has to comply with and areas of the financial statements we assessed as being more susceptible to misstatement. These key laws and regulations included but were not limited to compliance with the Companies Act 2006, Charities Act 2011, the Academies Trust Handbook 2021, the Academies Accounts Direction 2021 to 2022, taxation legislation, data protection, anti-bribery and employment legislation.

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

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

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

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

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

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

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

Use of our report

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

A handwritten signature in black ink that reads "Cooper Parry Group Limited". The signature is written in a cursive style and is positioned above a horizontal line.

Simon Atkins FCA (senior statutory auditor)

for and on behalf of

Cooper Parry Group Limited

Chartered Accountants

Statutory Auditor

Cubo Birmingham

Office 401, 4th Floor

Two Chamberlain Square

Birmingham

B3 3AX

20 December 2022

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

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

In accordance with the terms of our engagement letter dated 22 September 2020 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2021 to 2022, 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 2021 to 31 August 2022 have been applied to the purposes identified by Parliament and the financial transactions conform to the authorities which govern them.

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

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

The accounting officer is responsible, under the requirements of Emmaus Catholic Multi Academy Company's funding agreement with the Secretary of State for Education dated 1 July 2014 and the Academies Trust Handbook, extant from 1 September 2021, 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 2021 to 2022. 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 2021 to 31 August 2022 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

Approach

We conducted our engagement in accordance with the Framework and Guide for External Auditors and Reporting Accountant of Academy Trusts issued by ESFA. We performed a limited assurance engagement as defined in our engagement letter.

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

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

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

The work undertaken to draw our conclusions included:

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

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

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

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

Conclusion

In the course of our work, nothing has come to our attention which suggest in all material respects the expenditure disbursed and income received during the year 1 September 2021 to 31 August 2022 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
Chartered Accountants
Statutory Auditor

Date: 20 December 2022

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 2022**

	Note	Unrestricted funds 2022 £000	Restricted funds 2022 £000	Restricted fixed asset funds 2022 £000	Total funds 2022 £000	Total funds 2021 £000
Income from:						
Donations and capital grants:	4					
Transfer from existing academy trust		-	-	-	-	(4,627)
Other donations and capital grants		27	-	559	586	159
Charitable activities	5	105	18,221	-	18,326	15,236
Teaching schools		-	-	-	-	33
Other trading activities	6	451	-	-	451	335
Investments	7	1	-	-	1	-
Total income		<u>584</u>	<u>18,221</u>	<u>559</u>	<u>19,364</u>	<u>11,136</u>
Expenditure on:						
Charitable activities	8	537	18,650	277	19,464	15,546
Teaching schools		-	-	-	-	25
Other expenditure	9	-	-	-	-	15,767
Total expenditure		<u>537</u>	<u>18,650</u>	<u>277</u>	<u>19,464</u>	<u>31,338</u>
Net income/(expenditure)		47	(429)	282	(100)	(20,202)
Transfers between funds	19	138	(655)	517	-	-
Net movement in funds before other recognised gains		<u>185</u>	<u>(1,084)</u>	<u>799</u>	<u>(100)</u>	<u>(20,202)</u>
Other recognised gains:						
Actuarial gains on defined benefit pension schemes	26	-	9,493	-	9,493	11
Net movement in funds		<u><u>185</u></u>	<u><u>8,409</u></u>	<u><u>799</u></u>	<u><u>9,393</u></u>	<u><u>(20,191)</u></u>

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

STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT)
(CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Note	Unrestricted funds 2022 £000	Restricted funds 2022 £000	Restricted fixed asset funds 2022 £000	Total funds 2022 £000	Total funds 2021 £000
Reconciliation of funds:					
Total funds brought forward	1,489	(11,025)	896	(8,640)	11,551
Net movement in funds	185	8,409	799	9,393	(20,191)
Total funds carried forward	<u>1,674</u>	<u>(2,616)</u>	<u>1,695</u>	<u>753</u>	<u>(8,640)</u>

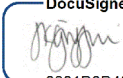
The Statement of Financial Activities includes all gains and losses recognised in the year.

The notes on pages 62 to 92 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 2022**

	Note	2022 £000	2021 £000
Fixed assets			
Tangible assets	16	1,465	681
Current assets			
Debtors	17	1,650	1,146
Cash at bank and in hand		5,718	5,496
		<u>7,368</u>	<u>6,642</u>
Creditors: amounts falling due within one year	18	(2,467)	(1,853)
Net current assets		<u>4,901</u>	<u>4,789</u>
Net assets excluding pension liability		<u>6,366</u>	<u>5,470</u>
Defined benefit pension scheme liability	26	(5,613)	(14,110)
Total net assets		<u><u>753</u></u>	<u><u>(8,640)</u></u>
Funds of the Trust			
Restricted funds:			
Fixed asset funds	19	1,695	896
Restricted income funds	19	2,997	3,085
Pension reserve	19	(5,613)	(14,110)
Total restricted funds	19	<u>(921)</u>	<u>(10,129)</u>
Unrestricted income funds	19	<u>1,674</u>	<u>1,489</u>
Total funds		<u><u>753</u></u>	<u><u>(8,640)</u></u>

The financial statements on pages 58 to 92 were approved and authorised for issue by the Directors and are signed on their behalf, by:

DocuSigned by:

 3381D8D48B794E9...

J Griffin

Chair of the Trust Board

Date: 19 December 2022

The notes on pages 62 to 92 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 2022

	Note	2022 £000	2021 £000
Cash flows from operating activities			
Net cash provided by operating activities	21	723	2,906
Cash flows from investing activities	22	(501)	(411)
Change in cash and cash equivalents in the year		222	2,495
Cash and cash equivalents at the beginning of the year		5,496	3,001
Cash and cash equivalents at the end of the year	23, 24	5,718	5,496

The notes on pages 62 to 92 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 2022

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 2021 to 2022 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

2.2 Going concern

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

The Directors consider that the net current assets balance is a more accurate reflection of the financial health of the Company, which was recorded as £4,901,000 (2021: £4,798,000) at the period end. Revenue reserves are held above the Company's target level.

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

2.3 Income

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

• **Grants**

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

General Annual Grant is recognised in full in the statement of financial activities in the year for which it is receivable and any abatement in respect of the year is deducted from income and recognised as a liability.

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

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

2. Accounting policies (continued)

2.3 Income (continued)

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

- **Donations**

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

- **Other income**

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

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

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

2.4 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use.

- **Charitable activities**

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

All resources expended are inclusive of irrecoverable VAT.

2.5 Interest receivable

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

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

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

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
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

2. Accounting policies (continued)

2.8 Debtors

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

2.9 Cash at bank and in hand

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

2.10 Liabilities

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

2.11 Financial instruments

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

Financial assets - trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 17. Prepayments are not financial instruments.

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

Financial liabilities - trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost as detailed in note 18. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

2.12 Operating leases

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

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

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

2. Accounting policies (continued)

2.13 Pensions (continued)

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 30.

2.15 Fund accounting

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

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

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

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

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

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

3. Critical accounting estimates and areas of judgment

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

Critical accounting estimates and assumptions:

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

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost or income for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 26, will impact the carrying amount of the pension liability. Furthermore a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2019 has been used by the actuary in valuing the pensions liability at 31 August 2022. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

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

Critical areas of judgment:

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

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

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

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

4. Income from donations and capital grants

	Unrestricted funds 2022 £000	Restricted funds 2022 £000	Restricted fixed asset funds 2022 £000	Total funds 2022 £000	Total funds 2021 £000
Donations					
Transfer from existing academy trust	-	-	-	-	(4,627)
Donations	27	-	-	27	20
Capital Grants	-	-	559	559	139
Subtotal	<u>27</u>	<u>-</u>	<u>559</u>	<u>586</u>	<u>159</u>
	<u>27</u>	<u>-</u>	<u>559</u>	<u>586</u>	<u>(4,468)</u>
Total 2021	<u>20</u>	<u>(4,743)</u>	<u>255</u>	<u>(4,468)</u>	

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

5. Funding for the Company's educational activities

	Unrestricted funds 2022 £000	Restricted funds 2022 £000	Total funds 2022 £000	Total funds 2021 £000
DfE/ESFA grants				
General Annual Grant	-	15,397	15,397	12,397
Other DfE/ESFA grants				
Pupil premium	-	703	703	589
Teachers' Pension grant	-	51	51	444
Supplementary grant	-	178	178	-
Other DfE Group grants	-	542	542	632
	-	16,871	16,871	14,062
Other Government grants				
Other government grants	-	105	105	94
SEN funding	-	518	518	358
	-	623	623	452
Other income from the Company's educational activities	105	585	690	483
COVID-19 additional funding (DfE/ESFA)				
Catch-up Premium	-	-	-	239
Recovery Premium	-	77	77	-
School Led Tutoring	-	65	65	-
	-	142	142	239
	105	18,221	18,326	15,236
Total 2021	15	15,221	15,236	

The Company received £77,000 of funding for Recovery Premium which was fully spent in the year.

The Company also received £74,000 of School Led Tutoring funding in the year and costs incurred in respect of this funding totalled £65,000, with the remaining balance of £9,000 included in creditors as this is subject to clawback from the ESFA.

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

6. Income from other trading activities

	Unrestricted funds 2022 £000	Total funds 2022 £000	Total funds 2021 £000
Other income	161	161	162
Hire of facilities	77	77	69
Before and after school club	213	213	104
Total 2022	<u>451</u>	<u>451</u>	<u>335</u>

7. Investment income

	Unrestricted funds 2022 £000	Total funds 2022 £000	Total funds 2021 £000
Bank interest	1	1	-
	<u>1</u>	<u>1</u>	<u>-</u>

8. Expenditure

	Staff Costs 2022 £000	Premises 2022 £000	Other 2022 £000	Total 2022 £000	Total 2021 £000
Educational activities:					
Direct costs	11,667	-	1,086	12,753	10,454
Allocated support costs	3,514	1,411	1,786	6,711	5,092
Teaching school	-	-	-	-	25
Other expenditure (Note 9)	-	-	-	-	15,767
Total 2022	<u>15,181</u>	<u>1,411</u>	<u>2,872</u>	<u>19,464</u>	<u>31,338</u>
Total 2021	<u>12,461</u>	<u>1,182</u>	<u>17,695</u>	<u>31,338</u>	

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

9. Other expenditure

	Restricted funds 2022 £000	Total funds 2022 £000	Total funds 2021 £000
De-recognition of leasehold land and buildings	-	-	15,767

10. Analysis of expenditure by activities

	Activities undertaken directly 2022 £000	Support costs 2022 £000	Total funds 2022 £000	Total funds 2021 £000
Educational activities	12,753	6,711	19,464	15,546
Total 2021	10,454	5,092	15,546	

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

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

10. Analysis of expenditure by activities (continued)

Analysis of support costs

	Educational activities 2022 £000	Total funds 2022 £000	Total funds 2021 £000
Pension interest	240	240	170
Staff costs	3,514	3,514	2,649
Depreciation	277	277	272
Technology costs	399	399	222
Staff development	62	62	35
Recruitment and support	9	9	12
Maintenance of premises and equipment	505	505	406
Cleaning	202	202	188
Rent and rates	82	82	75
Energy costs	275	275	181
Insurance	70	70	60
Security and transport	6	6	4
Catering	521	521	383
Other support costs	457	457	329
Auditor's remuneration	43	43	33
Professional fees	49	49	73
Total 2022	6,711	6,711	5,092

Included within professional fees are legal and professional costs relating to academy transfers of £Nil (2021: £30,000) and legal and professional costs relating to all other matters of £73,000. (2021: £43,000).

11. Net income/(expenditure)

Net income/(expenditure) for the year includes:

	2022 £000	2021 £000
Operating lease rentals	28	2
Depreciation of tangible fixed assets	277	272
Fees paid to auditor for:		
- audit	20	21
- other services	7	4

EMMAUS CATHOLIC MULTI ACADEMY COMPANY
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

12. Staff

a. Staff costs

Staff costs during the year were as follows:

	2022	2021
	£000	£000
Wages and salaries	9,936	8,616
Social security costs	951	723
Pension costs	3,217	2,654
	<u>14,104</u>	<u>11,993</u>
Agency staff costs	1,045	468
Staff restructuring costs	32	-
	<u>15,181</u>	<u>12,461</u>
	<u><u>15,181</u></u>	<u><u>12,461</u></u>
	2022	2021
	£000	£000
Redundancy payments	24	-
Severance payments	8	-
	<u>32</u>	<u>-</u>
	<u><u>32</u></u>	<u><u>-</u></u>

b. Severance payments

The Company paid two severance payments in the year (2021 - none), disclosed in the following bands:

	2022	2021
	No.	No.
£0 - £25,000	2	-
	<u>2</u>	<u>-</u>
	<u><u>2</u></u>	<u><u>-</u></u>

c. Special staff severance payments

Included in staff restructuring costs are two non-statutory/ non-contractual severance payments totalling £7,770 (2021: £Nil). Individually, the payments were £2,770 and £5,000.

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

12. Staff (continued)

d. Staff numbers

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

	2022	2021
	No.	No.
Teachers	158	140
Administration and support	209	184
Management	13	13
	<u>380</u>	<u>337</u>

e. Higher paid staff

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

	2022	2021
	No.	No.
In the band £60,001 - £70,000	5	4
In the band £70,001 - £80,000	5	2
In the band £110,001 - £120,000	1	1
	<u>1</u>	<u>1</u>

f. Key management personnel

The key management personnel of the Company comprise the Directors and the senior management team as listed on page 1. The total amount of employee benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the Company was £1,148,000 (2021 £939,000).

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

13. Central services

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

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

The Company charges for these services on the following basis:

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

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

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

The actual amounts charged during the year were as follows:

	2022	2021
	£000	£000
St Ambrose Catholic Primary School	70	41
Hagley Catholic High School	480	280
St Joseph's Catholic Primary School	71	42
St Mary's Catholic Primary School	75	45
Our Lady Fatima Catholic Primary School	76	45
St Wulstan's Catholic Primary School	64	35
St Francis Xavier Catholic Primary School	82	41
St Gregory's Catholic Primary School	90	44
Our Lady and St Hubert's Catholic Primary School	137	66
St Philip's Catholic Primary School	88	45
Total	1,233	684

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

14. Directors' remuneration and expenses

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

		2022	2021
		£000	£000
S Horan (CSEL) (Directorship ended 31 January 2021)	Remuneration	-	45 - 50
	Pension contributions paid	-	10 - 15

During the year ended 31 August 2022, no Director expenses have been incurred (2021 - £NIL).

15. Directors' and Officers' insurance

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

16. Tangible fixed assets

	Building improvements £000	Furniture and equipment £000	Computer equipment £000	Motor vehicles £000	Total £000
Cost or valuation					
At 1 September 2021	-	1,186	328	28	1,542
Additions	273	756	32	-	1,061
At 31 August 2022	<u>273</u>	<u>1,942</u>	<u>360</u>	<u>28</u>	<u>2,603</u>
Depreciation					
At 1 September 2021	-	605	228	28	861
Charge for the year	-	223	54	-	277
At 31 August 2022	<u>-</u>	<u>828</u>	<u>282</u>	<u>28</u>	<u>1,138</u>
Net book value					
At 31 August 2022	<u>273</u>	<u>1,114</u>	<u>78</u>	<u>-</u>	<u>1,465</u>
At 31 August 2021	<u>-</u>	<u>581</u>	<u>100</u>	<u>-</u>	<u>681</u>

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17. Debtors

	2022	2021
	£000	£000
Trade debtors	68	112
Other debtors	1,097	560
Prepayments and accrued income	485	474
	<u>1,650</u>	<u>1,146</u>

18. Creditors: Amounts falling due within one year

	2022	2021
	£000	£000
Trade creditors	991	659
Other taxation and social security	234	212
Pension payable	248	249
Other creditors	71	58
Accruals and deferred income	923	675
	<u>2,467</u>	<u>1,853</u>
	2022	2021
	£000	£000
Deferred income at 1 September 2021	224	207
Resources deferred during the year	248	224
Amounts released from previous periods	(224)	(207)
	<u>248</u>	<u>224</u>

Deferred income at the balance sheet date is represented by grant funds and other educational activities funds received in advance which relate to activities that will be undertaken during the year ending 31 August 2023.

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NOTES TO THE FINANCIAL STATEMENTS
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19. Statement of funds

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

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

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

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

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

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

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

The Pension reserve represents the Local Government Pension Scheme deficit.

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

An additional £141,000 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 £226,000 was designated in the year by the Directors to increase the Merger, Central Offices and transformation project fund, to support the future costs associated with planned developments.

An additional £23,000 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 £110,000 was designated in the year by the Directors to increase the Other curriculum project fund, to support the future costs associated with planned developments.

£517,000 was transferred into restricted fixed asset funds, to represent the funding of fixed asset additions from revenue reserves (£362,000 from designated funds, £155,000 from General Annual Grant).

Under the funding agreement with the Secretary of State, the Company was not subject to a limit on the amount of GAG it could carry forward at 31 August 2022.

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

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

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

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

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

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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022**

19. Statement of funds (continued)

Total funds analysis by academy

Fund balances at 31 August 2022 were allocated as follows:

	2022	2021
	£000	£000
Hagley Catholic High School	1,012	972
Our Lady of Fatima Catholic Primary School	142	249
St Ambrose Catholic Primary School	268	244
St Joseph's Catholic Primary School	127	228
St Mary's Catholic Primary School	427	475
St Wulstan's Catholic Primary School	278	234
St Philip's Catholic Primary School	693	644
St Francis Xavier Catholic Primary School	359	389
St Gregory's Catholic Primary School	278	239
Our Lady and St Hubert's Catholic Primary School	816	710
Central services	271	190
	<hr/>	<hr/>
Total before fixed asset funds and pension reserve	4,671	4,574
Restricted fixed asset fund	1,695	896
Pension reserve	(5,613)	(14,110)
	<hr/>	<hr/>
Total	753	(8,640)
	<hr/> <hr/>	<hr/> <hr/>

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

19. Statement of funds (continued)

Total cost analysis by academy

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

	Teaching and educational support staff costs £000	Other support staff costs £000	Educational supplies £000	Other costs excluding depreciation £000	Total 2022 £000	Total 2021 £000
Hagley Catholic High School	3,976	687	422	776	5,861	5,643
Our Lady of Fatima Catholic Primary School	728	162	76	198	1,164	1,187
St Ambrose Catholic Primary School	636	133	50	132	951	980
St Joseph's Catholic Primary School	707	123	63	119	1,012	962
St Mary's Catholic Primary School	717	138	80	138	1,073	1,140
St Wulstan's Catholic Primary School	612	76	45	129	862	843
St Philip's Catholic Primary School	981	146	54	155	1,336	746
St Francis Xavier Catholic Primary School	801	240	62	146	1,249	635
St Gregory's Catholic Primary School	886	193	56	146	1,281	714
Our Lady and St Hubert's Catholic Primary School	1,475	309	134	260	2,178	1,118
Central services	158	542	43	481	1,224	681
Company	<u>11,677</u>	<u>2,749</u>	<u>1,085</u>	<u>2,680</u>	<u>18,191</u>	<u>14,649</u>

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

Analysis of net assets between funds - current year

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

Analysis of net assets between funds - prior year

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

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NOTES TO THE FINANCIAL STATEMENTS
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21. Reconciliation of net expenditure to net cash flow from operating activities

	2022	2021
	£000	£000
Net expenditure for the year (as per statement of financial activities)	(100)	(20,202)
	<hr/>	<hr/>
Adjustments for:		
Depreciation	277	272
Capital grants from DfE and other capital income	(559)	(139)
Interest receivable	(1)	-
Defined benefit pension scheme obligation inherited	-	6,508
Defined benefit pension scheme cost less contributions payable	756	480
Defined benefit pension scheme finance cost	240	170
Increase in debtors	(504)	(704)
Increase in creditors	614	870
Fixed assets transferred from existing academy trust	-	(116)
De-recognition of leasehold Land and Buildings held by the Diocese	-	15,767
	<hr/>	<hr/>
Net cash provided by operating activities	723	2,906
	<hr/> <hr/>	<hr/> <hr/>

22. Cash flows from investing activities

	2022	2021
	£000	£000
Interest receivable	1	-
Purchase of tangible fixed assets	(1,061)	(550)
Capital grants from DfE and other capital income	559	139
	<hr/>	<hr/>
Net cash used in investing activities	(501)	(411)
	<hr/> <hr/>	<hr/> <hr/>

23. Analysis of cash and cash equivalents

	2022	2021
	£000	£000
Cash in hand and at bank	5,718	5,496
	<hr/>	<hr/>
Total cash and cash equivalents	5,718	5,496
	<hr/> <hr/>	<hr/> <hr/>

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

24. Analysis of changes in net debt

	At 1 September 2021 £000	Cash flows £000	At 31 August 2022 £000
Cash at bank and in hand	5,496	222	5,718
	<u>5,496</u>	<u>222</u>	<u>5,718</u>

25. Capital commitments

	2022 £000	2021 £000
Contracted for but not provided in these financial statements		
Acquisition of tangible fixed assets	228	135
	<u>228</u>	<u>135</u>

26. Pension commitments

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

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

Contributions amounting to £248,000 were payable to the schemes at 31 August 2022 (2021 - £249,000) and are included within creditors.

Teachers' Pension Scheme

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

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

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

Valuation of the Teachers' Pension Scheme

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

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

The next valuation result is due to be implemented from 1 April 2024.

The employer's pension costs paid to TPS in the year amounted to £1,444,000 (2021 - £1,323,000).

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

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

Local Government Pension Scheme

The LGPS is a funded defined benefit pension scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2022 was £1,252,000 (2021 - £969,000), of which employer's contributions totalled £1,060,000 (2021 - £810,000) and employees' contributions totalled £ 192,000 (2021 - £159,000). The agreed contribution rates for future years are 20.3 to 22.6 per cent for employers and 5.5 to 12.5 per cent for employees.

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

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

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

Principal actuarial assumptions

	2022	2021
	%	%
Rate of increase in salaries	4.05 - 4.40	3.90 - 4.20
Rate of increase for pensions in payment/inflation	3.00 - 3.05	2.80 - 2.90
Discount rate for scheme liabilities	4.25 - 4.30	1.65 - 1.70

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

	2022	2021
	Years	Years
Retiring today		
Males	21.2 - 22.6	21.6 - 22.7
Females	23.6 - 25.0	24.0 - 25.1
Retiring in 20 years		
Males	22.9 - 24.1	23.4 - 24.4
Females	25.4 - 27.0	25.8 - 27.1

Sensitivity analysis

	2022	2021
	£000	£000
Discount rate +0.1%	(320)	(535)
Discount rate -0.1%	322	545
Mortality assumption - 1 year increase	555	943
Mortality assumption - 1 year decrease	(553)	(907)
CPI rate +0.1% (long term salary increase)	302	-
CPI rate - 0.1% (long term salary increase)	(300)	-

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

Share of scheme assets

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

	2022	2021
	£000	£000
Equities	7,565	6,642
Gilts	-	594
Corporate bonds	1,713	443
Property	888	625
Cash and other liquid assets	368	333
Derivatives	-	1,273
Other	448	-
Total market value of assets	10,982	9,910

The actual return on scheme assets was £(299,000) (2021 - £1,217,000).

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

	2022	2021
	£000	£000
Current service cost	(1,781)	(1,290)
Past service cost	(35)	-
Interest income	176	109
Interest cost	(412)	(275)
Administrative expenses	(4)	(4)
Total amount recognised in the Statement of Financial Activities	(2,056)	(1,460)

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

	2022	2021
	£000	£000
At 1 September	24,020	10,792
Current service cost	1,781	1,290
Interest cost	412	275
Employee contributions	192	159
Actuarial (gains)/losses	(9,968)	1,097
Benefits paid	123	(62)
Past service costs	35	-
Transferred in on existing academies joining the trust	-	10,469
At 31 August	16,595	24,020

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26. Pension commitments (continued)

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

	2022	2021
	£000	£000
At 1 September	9,910	3,829
Transferred in on existing academies joining the trust	-	3,961
Interest income	176	109
Actuarial (losses)/gains	(475)	1,108
Employer contributions	1,060	810
Employee contributions	192	159
Benefits paid	123	(62)
Administration expense	(4)	(4)
	<u>10,982</u>	<u>9,910</u>
At 31 August	<u><u>10,982</u></u>	<u><u>9,910</u></u>

27. Operating lease commitments

At 31 August 2022 the Company had commitments to make future minimum lease payments under non-cancellable operating leases as follows:

	2022	2021
	£000	£000
Not later than 1 year	27	1
Later than 1 year and not later than 5 years	59	-
	<u>86</u>	<u>1</u>
	<u><u>86</u></u>	<u><u>1</u></u>

28. Members' liability

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

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29. Related party transactions

Owing to the nature of the Company and the composition of the Board of Directors being drawn from local public and private sector organisations, transactions may take place with organisations in which the directors have an interest. All transactions involving such organisations are conducted in accordance with the requirements of the Academies 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 £12,537 (2021: £7,759) 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 £780 (£780) were paid to the Archdiocese of Birmingham for rental costs on agreements inherited on conversion to Academy status.

The Company paid £765 (2021: £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 (2021: £Nil).

During the year the Company received donations totalling £180 (2021: £Nil) from its directors. These donations were free of conditions.

30. Agency arrangements

The Company distributes 16 - 19 bursary funds to students as an agent for the ESFA. In the accounting period ending 31 August 2022 the Company received £21,758 (2021: £18,132) and disbursed £25,481 (2021: £3,392) from the fund. An amount of £26,976 (2021: £30,699) is included in other creditors relating to undistributed funds that is repayable to the ESFA.