Registered number: 08933913

Christ the King Catholic Collegiate

Trustees' report and financial statements

for the year ended 31 August 2023

DAINS
ACCOUNTANTS

Christ the King Catholic Collegiate
(A company limited by guarantee)

Contents

	Page
Reference and administrative details	1 - 2
Trustees' report	3 - 43
Governance statement	44 - 51
Statement of regularity, propriety and compliance	52
Statement of trustees' responsibilities	53
Independent auditors' report on the financial statements	54 - 57
Independent reporting accountant's report on regularity	58 - 59
Statement of financial activities incorporating income and expenditure account	60 - 61
Balance sheet	62 - 63
Statement of cash flows	64
Notes to the financial statements	65 - 97

REFERENCE AND ADMINISTRATIVE DETAILS

Members

Reverend J Veasey
Mr Eric Kirwan
Mr Christopher Loughran
Ms Jacqui Francis
Mr Peter Vella

Trustees

Mrs T Madden, Headteacher and Accounting Officer[1,3]
Mr D O'Leary[2,3]
Mrs G Regan, Chair of Trustees[2,3]
Mrs E Brindley[1,3]
Mrs S Brammeld[1,2]
Mrs P Hanrahan[3]
Mr R Bowers[1]
Mr S Chan[1,2]
Ms A Jones (appointed 20 April 2023)[1,2]

[1] Member of Finance and Resources Committee
[2] Member of Audit and Risk Committee
[3] Member of Standards and Provision Committee

Company registered number

08933913

Company name

Christ the King Catholic Collegiate

Principal and registered office

C/O St Teresa's Catholic Primary School, Stone Road, Stone Road, Staffordshire, ST4 6SP

Senior management team

T Madden, Accounting Officer/ CEO
G Murray, Headteacher - St John Fisher Catholic College
S Moorhouse, Headteacher - St Thomas Aquinas Catholic Primary School
N Price, Headteacher - St Teresa's Catholic Primary School
E B Grove, Headteacher - St Wulstan's Catholic Primary School
D Mellor, Headteacher - St Mary's Catholic Primary School
C Booth, MAC Business Manager/ Chief Financial Officer
D Rushton, MAC Operations Manager / DPO
R Wilson, Headteacher - Our Lady & St. Werburgh's Catholic Primary School (appointed 1 September 2022)

Independent auditors

Dains Audit Limited, Suite 2 Albion House, 2 Etruria Office Village, Forge Lane, Stoke on Trent, ST1 5RQ

REFERENCE AND ADMINISTRATIVE DETAILS (continued)
for the year ended 31 August 2023

Bankers

Lloyds Bank, 46-48 High Street, Newcastle Under Lyme, Staffordshire, ST5 1QY

Solicitors

Howes Percival LLP, The Osiers Business Centre, Leicester, LE19 1DX

Trustees' report
for the year ended 31 August 2023

The Board of Directors present their annual report together with the audited financial statements and Auditors' report of Christ the King Catholic Collegiate Multi Academy Company for the period 1 September 2022 to 31 August 2023. The Board of Directors confirm that the annual report and financial statements of the Collegiate comply with the current statutory requirements, the requirements of the academy's governing document and the provisions of 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) (effective 1 January 2019). The annual report serves the purposes of both a trustees' report and a directors' report under company law.

The Multi Academy Company operates 1 secondary and 5 primary academies in North Staffordshire. The academies have a combined pupil capacity of 2,700 and recorded a roll of 2,670 in the January census 2023.

Structure, governance and management

Constitution

Christ the King Catholic Collegiate is a Multi Academy Company limited by guarantee and an exempt charity. The charitable company's memorandum and articles of association are the primary governing documents of the Multi Academy Company.

The charitable company was established according to an agreement between the Secretary of State for Education in England and the Archdiocese of Birmingham. No alteration or addition may be made to or in the provision of the Articles without the written consents of the Secretary of State, the Founder Member of the Company, the Trustees of the Archdiocese of Birmingham and the Archbishop of Birmingham. The Multi Academy is constituted under a Memorandum of Association dated 4 April 2017. The Trustees of Christ the King Catholic Collegiate are also the directors of the charitable company for the purposes of company law.

On 1 April 2014, the four schools listed below converted to academies and became part of Christ the King Catholic Collegiate:

- St John Fisher Catholic College
- St Mary's Catholic Primary School
- St Teresa's Catholic Primary School
- St Thomas Aquinas Catholic Primary School

On 1 April 2017 St Wulstan's Catholic Primary School joined Christ the King Catholic Collegiate Multi Academy Company and the Articles of Association for all Academies in the Multi Academy were rewritten to bring them in line with the direction given by the ESFA for the conversion of schools joining an existing multi academy.

On 1 April 2018 Our Lady and St Werburgh's Catholic Primary School joined Christ the King Multi Academy Company under the 2017 Articles of Association.

The principal objective of the Multi Academy Company, taken from our Articles of Association, is to advance for the public benefit, education in the United Kingdom. In particular, but without prejudice to the generality of the foregoing, by establishing, maintaining, carrying on, managing and developing Catholic schools designated as such, offering a broad and balanced curriculum or 16 to 19 provision offering a curriculum appropriate to the needs of its students and in each case conducted as Catholic Schools in accordance with the Code of Canon Law of the Latin Church from time to time and the doctrinal, social and moral teachings of the Catholic Church from time to time and following the directives and policies issued by the Diocesan Bishop to ensure that the formation, governance and education of the Academies is based on the principles of the Catholic doctrine, and at all times serving as a witness to the Catholic faith of Our Lord Jesus Christ.

Details of the Trustees who served during the year, and to the date these accounts are approved are included in the Reference and administrative details on page 1.

Structure, governance and management (continued)

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; and of the costs, charges and expenses of winding up, and for the adjustment of the rights of the contributories among themselves.

Trustees' indemnities

Subject to the provisions of the Companies Act 2006 every Academy Representative or other officer or auditor of the Company acting in relation to the Academy shall be indemnified out of the assets of the Company against any liability incurred by him in that capacity in defending any proceedings, whether civil or criminal, in which judgment is given in favour or in which he is acquitted or in connection with any application in which relief is granted to him by the court from liability for negligence, default, breach of duty or breach of trust in relation to the affairs of the Company. The insurance provides cover up to £10,000,000 on any one claim.

Method of recruitment and appointment or election of Trustees

Christ the King Catholic Collegiate is an exempt charity. In accordance with the Articles of Association, there is a Board of Directors. The Collegiate has a relationship with the Trustees of the Birmingham Diocesan Trust (Registered Charity Number 234216) of Cathedral House, Saint Chad's, Queensway, Birmingham B4 6EX, as indicated in the Articles of Association and in a Lease for the Premises of the Academies, which are in the ownership of the Birmingham Diocesan Trust.

The Board of Directors will be appointed according to the provisions of the Articles of Association.

Directors are recruited by identifying those in the local community who meet the requirements of foundation directors and who have an appropriate set of skills and experience for the role of Director. Nominations are scrutinised by the Diocesan Education Service of the Archdiocese of Birmingham who also provide advice and guidance.

The Directors are Trustees of the Multi Academy Company and have delegated responsibility for the Governance, Leadership and Management of the Multi Academy on behalf of the Members.

Structure, governance and management (continued)

Policies adopted for the induction and training of Trustees

The induction, training and support programme for the Board of Directors will differ according to the nature of the post and the varying needs and experience of the individual concerned. Training is provided by the CEO, CFO and Operations Manager to new Trustees upon appointment.

Trustees will be given gold membership to the National Governance Association (NGA) and undergo training and learning modules through their on-line portal, The Learning Link.

There are some general principles outlined below which should be common to all:

- It is expected that the incumbent Board of Directors will provide a good deal of practical help, advice, guidance and encouragement in all aspects of Governance and in enabling new Board members to integrate to a new situation.
- Prior to taking up the appointment the new member will be welcome to visit the Academies as necessary to meet key people as appropriate.
- The Trust's Equality & Diversity and related policies will be applicable to all. The other Board members will be informed of any new appointments.
- Every Board member should be prepared to offer support to new Board members as appropriate. In some circumstances, a short-term mentor is appointed to provide individual support.
- Directors are encouraged to take advantage of training provided by the National Governance Association, local agencies and by the Archdiocese.
- The Trust is a member of the Confederation of School Trusts (UK) which is a national organisation with an effective voice for influencing policy and advocating for, connecting and supporting executives and governance leaders.
- All Trustees are provided with copies of policies, procedures, minutes, strategic plans, accounts, budgets, plans and other documentation required to undertake their role as Trustees.

Structure, governance and management (continued)

Organisational structure

The Multi Academy Company is governed by the Board of Directors which appoints from its members, Standards and Provision, Finance and Resources and Audit and Risk committees, setting clear terms of reference. The Directors / Trustees are responsible for setting general policy, adopting an annual plan and budget, monitoring the Academies with the Collegiate by the use of budgets and data on pupil attainment and making major decisions about the direction of the Trust and its Academies, capital expenditure and staff appointments.

Each academy is governed by a Local Governing Body (LGB). Foundation Governors are appointed by the Archdiocese of Birmingham, Staff and Parent Governors are elected by their peers. In accordance with Diocesan guidelines the Board of Directors determine the terms of reference for the LGB.

The Directors / Trustees of the Board have overall responsibility for setting the strategic aims and objectives of the multi academy company. The Board shall exercise its powers and functions with a view to fulfilling a strategic leadership role in the running of the Multi Academy, addressing such matters as;

- Promoting the Catholic life, mission and purpose across the Collegiate;
- Policy development and strategic planning, including targetsetting to keep up momentum on school improvement in all Academies;
- Setting Strategic Multi Academy Company priorities;
- Securing high achievement and standards in each academy;
- Monitoring performance and the achievement of objectives and ensuring that plans for improvement are acted upon;
- Financial management, delegation and audit;
- Establishing and maintaining a transparent system of prudent and effective internal controls;
- Capital projects and capital expenditure;
- Approving terms of reference;
- Appointing Headteachers and Senior Leaders for each academy;
- Holding individual academies to account and provide challenge and support to the Headteachers.
- Setting the Academies' standards of conduct and values.

These strategic responsibilities are distributed between the CtKCC Board and three Committees of Directors: Standards and Provision Committee, Finance and Resources Committee and the Audit and Risk Committee.

The Local Governing Bodies engage with the local Parish and community, provide evaluative feedback and supporting evidence to the Directors on the impact and effectiveness of both the Company's and the Academy's collective and individual aims and objectives; policies; targets and plans.

There is a formal, binding, Scheme of Delegation, an appendix to the Articles of Association which sets out the responsibilities and delegated powers of the Directors' Committees and the Local Governing Bodies. The terms of reference and delegated powers of the Committees are reviewed annually. A more detailed scheme of delegation, indicating more specific parameters, such as spending limits and procedures is documented in the internal financial procedure manual and is updated annually.

For 2022/2023, the Board of Directors delegated the daytoday responsibility to the Accounting Officer/CEO for ensuring financial controls conform to the requirements of both propriety and good financial management. The Accounting Officer/CEO, working with the Multi Academy Business Manager/CFO and Multi Academy Operations Manager and each Academy's leaders, controls the Academies at an executive level implementing the policies laid down by the Trustees and reporting back to them.

Structure, governance and management (continued)

The Accounting Officer/CEO is personally responsible to the Trust Board for:

- The strategic direction of Christ the King Catholic Collegiate and its Academies
- Ensuring regularity and propriety
- Prudent and economical administration
- Efficient and effective use of valuable resources
-

Included in the responsibilities of the Accounting Officer/CEO is a duty to take appropriate action if the Trust Board is contemplating a course of action which is considered to infringe the requirements of propriety or regularity (including the provisions of the Funding Agreement, the CtKCC Strategic Development Plan, or other documents setting out the financial duties of the Trust Board) or would not represent prudent or economical administration or the efficient or effective discharge of the Trust Board's functions.

Arrangements for setting pay and remuneration of key management personnel

Decisions on pay are managed in a fair, just and transparent way. The aim of the company Pay Policy, which is implemented across all Academy schools is to:

- Maximise the quality of teaching and learning in the schools
- Support the recruitment and retention of a high quality workforce
- Enable the Academies to recognise and reward staff appropriately for their contribution
- Help to ensure that decisions on pay are managed in a fair, just and transparent way.

Pay decisions in CtKCC are ratified by the Trust Board. The salary range of the Headteacher in each school is based on the school group size. This is used alongside School Teachers Pay and Conditions Document (STPCD) to calculate the unit total and to identify the school group normally indicated by each unit total. Based on the unit total the Directors have assigned the academy Headteacher groups as follows:

- St John Fisher Catholic College: 7
- St Mary's Catholic Primary School: 3
- St Teresa's Catholic Primary School: 3
- St Wulstan's Catholic Primary School:3
- St Thomas Aquinas Catholic Primary School: 2
- Our Lady and St Werburgh's Catholic Primary School: 2

An ISR of seven consecutive points is set based on the group of the school. A new Headteacher should normally be placed on one of the four bottom points of the ISR. Deputy Headteachers have a range of 5 consecutive points with the highest point being at least two points below that of the lowest ISR of the Headteacher. Assistant Headteachers have a range of 2 to 5 consecutive points (depending on the specific role) with the highest point being no higher than the lowest point for a Deputy Headteacher.

All teachers employed in CtKCC Academies are paid in accordance with the statutory provisions of the STPCD as updated from time to time. All support staff employed in CtKCC Academies are paid in accordance with the scheme of conditions of service agreed by the National Joint Council (NJC) for Local Government Services (referred to as the "Green Book").

Structure, governance and management (continued)

The Trust Board and senior management consults staff and unions on the pay policy and review it each year, or when changes occur to:

a. The STPCD, to ensure that the pay policy complies with the current STPCD and the accompanying statutory guidance. It is used in conjunction with them, but, in the event of any inadvertent contradictions, the Document and guidance take precedence.
b. The scheme of conditions of service agreed by the NJC for Local Government Services as adopted and applied by CtKCC schools.

The Trust Board recognises that they have good business reasons for undertaking an annual Accounting Officer/CEO evaluation. In addition to helping the Trustees meet their responsibilities, the regular evaluation of the Accounting Officer/CEO's performance brings benefits that include:

- Aligning the strategic direction set by the Board with the Accounting Officer/CEO's capabilities.
- Promoting better Board and Accounting Officer/CEO relations to ensure an appropriate and productive collaboration
- Allowing the Board to have greater objectivity about the Accounting Officer/CEO remuneration
- Setting an example of accountability for the Multi Academy Company as a whole, signalling that performance management is a core culture of the Trust.
- Encouraging the Accounting Officer/CEO's personal development.

The Trust Board accepts its responsibilities to ensure that a formal Accounting Officer/CEO performance review takes place annually, since the Board has the ultimate responsibility for the strategy and performance of the Trust. The Accounting Officer/CEO evaluation process is factored around a number of leading practice principles which must:

- Align Accounting Officer/CEO performance with the objectives of the Trust
- Be based on clear expectations developed and agreed in advance with the Accounting Officer/CEO
- Have a clear, transparent and agreed link between performance outcomes and remuneration
- Encourage the Accounting Officer/CEO to set developmental goals and plans and provide specific direction as necessary for the outcomes of the evaluation process.
- Use an externally appointed SIP to support the annual appraisal of the Accounting Officer/CEO
- Be conducted in a manner conducive to ongoing good governance.
- Be tailored to the specific needs of the Multi Academy.
- Comply with relevant standards for accountability and communication of the results for the Trust.
-

Adopting a more formalised, structured approach to the Accounting Officer/CEO evaluation and remuneration, gives the Trust Board a greater likelihood of not only optimising their relationship with the Accounting Officer/CEO but also improving the overall performance of the Trust.

The Trust Board believes that it is important that salaries are justified and are in the best interests of the company with its charitable status, demonstrate value for money and reflect the individual's responsibilities.

The Trust Board ensure that its decisions about levels of executive pay follow a robust evidencebased process and are reflective of the individual's role and responsibilities. The Accounting Officer/CEO is not involved in deciding their own remuneration.

Structure, governance and management (continued)

The Board ensures that it discharges its responsibilities effectively and is confident that its approach to pay is transparent, proportionate and justifiable based on evidence using the following criteria:

- The academic performance in the Collegiate's schools.
- The degree of educational challenge across the schools.
- The capacity to support and drive school improvement
- Leading a culture of improvement
- Clearly define curriculum intent and principles that inform the work of leaders and staff in the schools.
- Quality assurance and accountability – knowing schools quantitatively and qualitatively
- The degree of financial challenge.
- Multi Academy growth

Trade union facility time

Christ the King Catholic Collegiate has a long standing Partnership and Facilities Agreement with its recognised Trade Unions and Professional Teaching Associations. The Agreement sets out Christ the King Catholic Collegiate's commitment to partnership working with trade unions and recognises the value this relationship adds to the business.

CtKCC Senior Management meet through a Joint Consultative and Negotiation Committee (JCNC) three times per year. The Trade Unions and Professional Teaching Associations recognised by CtKCC for collective bargaining purposes are: UNISON, UNITE, National Education Union (NEU), National Association of Schoolmasters and Union of Women Teachers (NASUWT), Association of School and College Leaders (ASCL), National Association of Head Teachers (NAHT).

Many academies, nationally, have already opted to contribute to locally agreed 'pools', recognising the clear advantages of such a mechanism to discharge their statutory obligations under the Trade Union and Labour Relations (Consolidation) Act 1992 and to comply with ACAS Code of Practice "Time off for trade union duties and activities". This pooled agreement covers access to Trade Union representation at Local Officer level that have a Trade Union function above school level. The types of TU representation covered by this agreement include:

- Consultation and negotiation with the relevant academy on proposals for redundancy and restructuring, and representing members throughout the process.
- Representing members (in accordance with responsibilities as determined by the professional. association) in the academy on matters such as disciplinary, capability, grievance and consultation on academy terms and conditions of service.
- Responsibilities in line with the legal rights and duties of a Union Health & Safety Representative.
- Responsibilities in line with the legal rights and duties of a Union Learning Representative.
- Trade Union representation on any Joint Consultative Forum which the relevant academy arranges or Local Authority consultation and negotiation forums at which matters concerning academies may be considered.
- Assisting the relevant academy in resolving collective disputes and individual disputes with members
- The locally agreed 'pooled' arrangement for Staffordshire academies currently comprises of a yearly lump sum of £280 plus a per pupil cost of £0.90 for secondary schools or £0.95 for primary schools.
- The Stoke on Trent City Council locally agreed pooled arrangement current costs for a full academic year is based on £2.26 per pupil multiplied by the number of pupils on roll on the previous year October School Census.

Structure, governance and management (continued)

Relevant union officials

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

Percentage of time spent on facility time

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

Percentage of pay bill spent on facility time	£	
Total cost of facility time	4,060	
Total pay bill	13,090,666	
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	-	%

Structure, governance and management (continued)

Related parties and other connected charities and organisations

The Multi Academy Company is under Trusteeship of the Archdiocese of Birmingham. Each Academy within the Collegiate pays for a Service Level Agreement (SLA) with the Birmingham Diocesan Education Service (BDES) for educational support and training.

The Board of Directors complete a pecuniary interest declaration on an annual basis which sets out any relationship with the Multi Academy Company that is not directly related to duties as a board member. Each board member is required to declare a potential 'conflict of interest' if it arises between such declarations. Once a declaration has been made, the board member concerned takes no further part in any decision relating to the matter declared.

Post 16 provision is shared collaboratively with St Margaret Ward Catholic Academy and St Thomas More Catholic Academy, through the Trinity Sixth Form, a soft federation, and a memorandum of understanding. Oversight of progress and outcomes of the Trinity Sixth Form is delegated to the Local Governing Body of St John Fisher Catholic College.

The Headteachers maintain collaborative relationships with other secondary and primary academies, particularly those in the Stoke on Trent and Staffordshire areas, where matters of mutual interest are discussed, and school improvement is supported.

The Board has appointed an independent school improvement partner (SIP). The schools also work closely with the Golden Thread Teaching School Hub, the Shaw Education Trust, KNSTE Institute of Education, the North Midlands NCETM Maths Hub, Stainsby Mill Education, ARK English Mastery and the BDES to support school improvement.

The Board of Directors, in line with the BDES Academy Strategy is exploring the possibility of further growth with greater opportunities for schools to work together as well as increasing the capacity of the Multi Academy Company to support the BDES mission to secure, protect and improve Catholic education. CtKCC continues to ensure that due diligence is undertaken by all interested parties which has shown there is a clear route map which has increased confidence in the process of academisation.

Structure, governance and management (continued)

Engagement with employees (including disabled persons)

The Trust's engagement with employees is based on the GC100 Guidance – The Association of General Counsel and Company Secretaries which published guidance on directors' duties under section 172 of the Companies Act 2006 (section 172) (2006 Act and stakeholder considerations. Trustees have a range of strategies that they adopt in order to help them embed section 172 in their decision making.

Section 172 imposes a general duty on every company director to act in the way they consider, in good faith, would be most likely to promote the success of the company for the benefit of its stakeholders as a whole. This requires directors, in making their decisions and choices and in setting policies and strategy, to have regards to a non-exhaustive list of factors, including the interests of employees and how the actions and behaviours of the company affect customers, suppliers, the community and the environment as well as the company's reputation. The factors are designed to ensure that, in promoting the success of the company, broader implications of decisions are considered by the directors.

Trustees have a range of strategies that they adopt in order to help them embed section 172 in their decision making:

- **Strategy**: there are regular meetings with the Accounting Officer/CEO and Academy leaders. The Headteacher Board (HTB) meet every half term to drive school improvement, collaboration and support curriculum intent and principles. The Central team deliver strategy planning meetings to drive the business operations, HR and marketing strategies and to ensure there are robust, efficient backoffice systems and processes in place to drive the Multi Academy forward. CFO network meetings with BDES, Academy Managers and business team meetings take place on a termly basis.
- **Training**; there are training courses on induction to the Board in the context of their wider duties and responsibilities. We encourage staff to be architects of their own success and offer CPD, NPQ, partnership with The National College and ISBL membership.
- **Information**; information and documents are shared through a secure online portal. There are a variety of documents and processes in place that help to disseminate information to Trustees in order that they can carry out their role and satisfy the duty.
- **Policies and Process**: systems and processes are used extensively to support the Trust's goals. CtKCC has put in place policies and processes appropriate to support the company's operating strategy and to support its goals in the light of the section 172 duty. The Trust is committed to employment policies which follow best practice based in ensuring equal opportunities for all employees irrespective of gender(s), race, colour, age, sexuality, disability or marital status. This includes all protected characteristics in line with the Equality Act 2010. The Trust gives full and fair consideration to applications for employment from disabled persons having regard to their particular aptitudes and abilities.
- **Engagement**; the Trust Board regularly consider what should be the company's approach to engagement with employees. The Trust consults employees or their representative regularly so that the views of employees are considered in making decisions which are likely to affect their interests.

Structure, governance and management (continued)

Engagement with suppliers, customers and others in a business relationship with the academy trust

One of the objectives of the Trust Board's Governance Action Plan is to ensure there is effective staff, pupil, parent and Parish engagement that can help the Trust Board perform its role and fulfil its mission, aims and objectives and to ensure the community is at the heart of the Multi Academy's vision and values. Re-establishing our schools and workplaces where everyone is heard and valued whilst being supported and challenged to excellence.

The key stakeholders are our pupils and parents, who are at the heart of our purpose and work in service of our young people. We are focused on responding to the needs of, and building long-term relationships with our communities and for our schools and Parishes to grow and flourish in vibrant communities of faith, joyful in their service to God and others.

The Trust Board aims to fulfil their moral obligations and further develop the Catholic ethos by strengthening the link between schools and Parishes, supporting the synodal pathway, 'Walking Together' and involving all our young people, families, parishes and the vulnerable of our community. The Trust Board have a role to play as a Catholic organisation to encourage participation in our communities to support the Church in revitalising its mission of bringing the Good News to all.

Procedures are in place to make sure that all supplier and customer engagements operate in the best interest of the Trust. New suppliers are subject to an appraisal process including standards requirements for declaring interests and agreements and ensuring that they comply with our Catholic culture and values.

Objectives and activities

Objective and aims

Christ the King Catholic Collegiate is a family of six schools working together in a culture of trust, respect and love, offering wider educational opportunities for children, young people and staff to achieve and excel throughout their educational life. Our strategic vision identifies five priorities for collaborative activity which should steer growth and development over the next 3 Years:

1. Nurturing the spiritual life of all through the development of Catholic social teaching within the curriculum.
2. Secure, protect and enhance Catholic education in our schools through effective governance and leadership.
3. Ensuring consistently high standards of teaching and learning across all CtKCC schools.
4. Further embedding sustainable school improvement and leadership structures.
5. Further embedding and enhancing coherent wellbeing support systems for staff and learners.

We are committed to providing distinctive, strong, sustainable Catholic education based on Jesus's words *"I have come that they may have life in all its fullness"* John 10:10. As a Catholic Collegiate, we are true to our Gospel Values of Love, Faith and Service to others and are also bound by the seven principles for public office; selflessness, integrity, objectivity, accountability, openness, honesty and leadership.

Objectives and activities (continued)

Objectives, strategies and activities

The object of the Multi Academy Company is to enhance the quality of outcomes for the pupils within our Academies, and of the wider community by working together to:

- Provide an excellent education so that all our children achieve the best outcomes to become the person God meant them to be.
- Improve the quality of teaching and learning.
- Share knowledge, expertise and resources and to strengthen and nurture the Catholic life of our schools.
- Support our academies, staff and pupils in their journey to sustained outstanding performance through partnership, support and collaboration.
- Understand our communities in order to maximise our potential to raise aspirations and outcomes for our staff and pupils.
- Aspire to a sustainable future for our academies so that outstanding achievement and progress can be secured for generations of pupils.
- Provide better quality training opportunities for all staff so they can be inspirational leaders and outstanding practitioners, within a planned framework of support for their wellbeing.
- Nurture the spiritual development of every individual.
- Protect and preserve Catholic education in our community for future generations.
- Support attainment effectively across the Academy schools.
- Respect and value all members of our Collegiate and those we meet externally, in keeping with our Catholic identity.
- Enhance strategic planning across the Collegiate.
- Provide challenge and support to all academies across the Collegiate; monitor and evaluate data presented by academies and review the impact of support on pupil progress.
- Conduct business in accordance with the highest standards of integrity, probity, and openness.
- Achieve value for money and economies of scale in purchasing policy
- Comply with the Academies Trust Handbook.
- Provide value for money across the Collegiate.
- Comply with all appropriate statutory and curriculum requirements.

Key developments for 2022-23

During this academic and financial year, a number of key actions and developments have taken place which provide quality assurance and support the business needs and the delivery of the CtKCC Strategic Development Plan.

- The Governance Action Plan has been implemented in order to improve the effectiveness of the Board to ensure there is a clear company vision, ethos and strategic direction and for stakeholders to be engaged.
- The Multi Academy Company continues to use the Confederation of School Trusts Assurance Framework for Trust Governance. This is a competency framework which sets out the knowledge, skills and behaviours required to be a Trustee and is used as a basis for the Trust Board to assess their corporate capacity and effectiveness. The four domains of the Assurance Framework assess the Board leadership, structures, accountability and compliance.
- The Multi Academy Company has continued to market and reposition itself through a robust evolution of the 'brand which involved aligning both the online and offline resources with the mission and ethos of CtKCC to ensure that stakeholders support the delivery of the strategic vision and mission.
- Each Academy school has a marketing and communications plan with core marketing solutions including individual school promotional videos.
- 'Our People Strategy' continues to be implemented to apply HR practices and solutions across all academies in order to secure positive outcomes for Directors, Governors, Staff and Pupils.

Objectives and activities (continued)

- CtKCC is a signatory to the DfE's Wellbeing Charter and the company continues to implement a wellbeing programme for staff to support mental health and wellbeing.
- The business and HR needs have been aligned with the Multi Academy's ethos, mission and values.
- The Headteacher Board (HTB) has continued to work closely and collaboratively to ensure effective improvement in leadership, consistency and parity across the academies and adoption of best practice.
- The SIP continues to work across the schools within the Collegiate for quality assurance and for delivery of school development plans.
- There is continued evaluation of the Teaching and Learning Policy through regular HTB meetings.
- Our NASEN trained staff continue to carry out SEND peer reviews in our schools.
- Our link Director for disadvantaged children has been working with our individual schools to implement a programme of disadvantaged peer reviews.
- Work has been undertaken to make continued and rapid progress to close the gaps of gender, EYFS, SEND and pupil premium children in all academies.
- Work has been undertaken to continue to increase the percentage of more able children achieving greater depth in reading, writing and mathematics across the Collegiate.
- A number of staff have completed NPH qualifications this year. We have identified a talent pool of potential leaders with a new group of potential leaders starting or completing NPQ qualifications.
- SLT, Directors and LGBs have accessed training for the new CSI (Catholic Schools Inspection) Framework.
- Further work has been carried out to evaluate the effectiveness of the primary curriculum leading to revisions where appropriate.
- Work has been carried out to maintain the percentage of children making better than expected progress in our primary schools, so that all primary academies in the Collegiate are in line with or better than national.
- All academies continue to work together to support each other in achieving the best curriculum for all pupils.
- All schools are signed up to NCCE (National Centre for Computing Education) training and we have a NCCE Facilitator within our Collegiate.
- We have continued to work to improve the performance of specific subjects within the secondary curriculum.
- The curriculum offer in the secondary academy has been broadened at KS4, particularly in relation to alternative provision and applied qualifications.
- The secondary academy has moved to a two-year KS4 to ensure breadth and balance at KS3.
- We remain concerned that the gaps are not closing quickly enough at KS3 and KS4 making this an area of focus for the coming year in the secondary school.
- We are working to further develop collaborative links with other Trusts and local schools.
- We are partnered with The National College for online training and CPD opportunities for all CtKCC employees.
- Concerns about outcomes at KS3 and KS4 have led to the commissioning of an external review of Teaching and Learning.
- We continue to identify barriers to learning and use research-based solutions to remove them.
- We increased leadership support and training to ensure all academies in the Collegiate achieve at least a good outcome from an Ofsted section 5 (Graded), section 8 or section 9 inspection (Ungraded).
- We increased leadership support to ensure that all academies achieve at least a 'Good' outcome from a CSI Inspection.
- Training has been provided for Directors and LGBs on the IDSR and ASP.
- We continue to work to sustain and further develop the Catholic mission of the Collegiate with reference to future Directors, local governors and senior leadership appointments in all of the academies.

Objectives and activities (continued)

- SEMH and behaviour issues have become more concerning post pandemic and consequently we have been part of the National Behaviour Hubs Programme since January 2023. This is a two-year programme across all our schools and will continue throughout 2023-24. We have bee partnered with the Chiltern Learning Trust. SJFCC was named as the Extended school and has been provided with additional targeted support from the named Partner school. St Mary's has taken the lead for our primary schools. A CtKCC action plan has been drawn up to address identified issues across our schools, particularly in relation to SEMH and consistency. All schools now have a new Behaviour for Learning Policy. All schools have attended training and open days to support developments. The AO has carried out formal monitoring visits for all schools.

The CEO is a member of two RSC learning sets for SEND and Inclusion.

The CFO continues to be part of the West Midlands RSC Learning Set working in partnership with the DfE with a focus to ensure CtKCC is a source of strength, innovation and financially viable. The CFO is also part of the Diocesan CFO Network.

Formal Accounting Officer visits take place at least twice a year with outcomes reported to Directors.

Details of the Trustees who served during the year, and to the date these accounts are approved are included in the Reference and administrative details on page 1.

CtKCC commissioned following external reviews during 2022-23:

- Shaw Education Trust (SET) to carry out an external review of EYFS in our primary schools to improve outcomes for our all our children.
- SET to carry out an external review of Post 16 provision in the secondary school to assess progress made towards the areas for development highlighted in the Ofsted report.
- Stainsby Mill Education to carry out a review of curriculum at St John Fisher.
- Stainsby Mill to carry out a review of curriculum at St Wulstan's.
- The Stoke Mathematics Excellence Partnership to carry out a review of Maths in our Stoke-on-Trent primary schools.

Public benefit

The Collegiate Directors have complied with their duty to have due regard to the guidance and public benefit published by the Charity Commission.

The Collegiate is committed to ensuring equality of opportunity for all who learn and work within its schools and respects and values positively differences in race, gender, sexual orientation, ability, class and age. It strives to remove conditions which place people at disadvantage and actively combats bigotry. The Collegiate considers all applications from disabled persons, bearing in mind the aptitudes of the individuals concerned. Where an existing employee becomes disabled, every effort is made to ensure that employment with the Multi Academy continues. The Collegiate's policy is to provide training, career development and opportunities for promotion, which are, as far as possible, identical to those for other employees.

Strategic report

Achievements and performance

Teaching & Learning

Good practice continues to be shared across the academies in the Collegiate with stronger practitioners supporting colleagues in other academies.

We continue to see a more pronounced impact from the pandemic on the attainment gap at EYFS and at KS1, especially in those schools with a high proportion of EAL children. Reading gaps still exist in inference, decoding and phonics although these are beginning to close. Additional support has been implemented to help the children with their reading in all our schools. Where appropriate new reading and phonics schemes have been introduced. The number of learners arriving in our secondary school with a reading age below 7 has increased. A phonics specialist has been appointed to help address the issues faced and additional opportunities to support reading have been built into the curriculum.

The widened gaps between disadvantaged children and their peers created by the pandemic are beginning to close slowly. Where it has been possible to source high quality tutors, this has been very effective in closing the gaps. However, the number of tutors available has been less that needed. Issues with behaviour for learning continue to be an issue in all our schools particularly the secondary school. The emotional wellbeing of the children has been, and continues to be, adversely affected by their lost learning.

Moderation has taken place in Maths, Reading, Writing and RE, both across CtKCC and with external support. We have an LA moderator for writing in both KS1 and KS2. The secondary school used external moderation and marking services to ensure rigour in their assessment. Despite this, at KS5 that was still disparity between estimated grades and actual grades.

Transition has been supported by primary colleagues working with their secondary counterparts. Primary colleagues have also supported their secondary counterparts in improving differentiation and feedback. There has been an emphasis on improving outcomes at greater depth in all areas, particularly in reading and writing.

Formal Accounting Officer Visits have taken place twice in each school this year, with a focus on EYFS, reading, writing, RE and Behaviour for Learning. These visits are supported by the Board appointed SIP who visited all schools at least twice, with agreed identified areas for improvement. The RSHE curriculum has been evaluated and modified where appropriate in all schools.

The curriculum model has been reviewed and refined in all schools to ensure more effective progression. All primary schools are now using the Building the Kingdom model to underpin their curriculum. Work is still underway on evaluating and fully embedding feedback and assessment in EYFS.

There continues to be a focus on closing gaps in Special Educational Needs and Disability (SEND), English as an Additional Language (EAL) and Pupil Premium (PP). There has been a widening gender gap in the secondary school. Changes to the curriculum at KS3 have been implemented and internal data suggests that there has been a narrowing of the gap, but this is still an area of concern. Adaptation remains a focus for the secondary school, especially for the more able and post 16 students.

Strategic report (continued)

Achievements and performance (continued)

The impact of staff absences and school closures

We continued to deal with significantly higher than normal levels of staff absence during 2022-23 due to localised covid outbreaks. This has necessitated bringing in external, high levels of cover which in turn has continued to have a detrimental impact on the emotional health and wellbeing of the staff and children, particularly in the secondary school. In addition, the teachers strikes led to the closure of some of our schools on occasions. School closure and significant staff absences have continued to have adverse consequences, carrying high social and economic costs. Staff and pupil absences have in some cases led to slower rates of learning with the negative impact worst for pupils who are economically disadvantaged.

Last year we created an agile approach to remote and hybrid learning, but this was not without its challenges. We have worked hard to close the gaps, but there is still work to do in closing the attainment gap between disadvantaged pupils and their peers, SEND pupils and their peers and to close the gender gap. The main issues faced have been around the emotional health and wellbeing of the pupils, which in turn impacts on behaviour

We continue to provide access to counselling, emotional coaches and family support workers to ensure that the children are able to progress. Continued and consistent support continues to be required to help pupils' catch up and close the learning gaps. Schools have found that although a focused catch-up programme is beneficial, the most effective support is based around the individual, which is time consuming and costly.

All the schools within CtKCC continue to implement a recovery curriculum, intended to ensure all our learners are fully supported and ready for learning. We are beginning to see the impact on our children as they once again become efficient and confident learners. The concerns raised about some of the behaviours seen in our schools which were not present before the pandemic, have been addressed through restorative practice through our involvement with the National Behaviour Hubs Programme.

Monitoring progress and outcomes

The scrutiny of all data forms the basis of strategic school improvement across CtKCC, which is reactive and effective, allowing for changes to the CtKCC Strategic Plan and the CtKCC School Improvement Strategy thereby ensuring that school improvement is better managed across the Collegiate.

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A member of the Senior Leadership team has oversight of the data for all the primary academies. Progress and attainment data is collected three times a year for the primaries in Maths, Reading and Writing and RE. We use FFT estimates to benchmark progress.

Monitoring progress using PowerBI has been embedded in the secondary school. The same system is also being used to monitor behaviour for learning alongside the introduction of the new policies and procedures to improve progress and outcomes. SMID (School Management Information Data) has also been introduced to provide a more robust assessment of progress against external measures at KS4 and KS5. FFT estimates continue to be used in the transition phase from ALPS to SMID to help benchmark progress at KS4.

External data is presented to and scrutinised by individual LGBs and the Standards and Provision Committee (S&P) of the Board, where data is available. In addition, internal attainment and progress data are presented to, and scrutinised by, the LGBs and the S&P committee.

Strategic report (continued)

Achievements and performance (continued)

External data from KS4 and KS5 examinations is now available however, the level of disruption that the children and young people have experienced must be taken into consideration when looking at this data. The DfE state that "school and college performance data for the 2022/2023 academic year should be used with caution". In 2022/23, the KS4 and KS5 qualifications returned to pre-pandemic standards. Performance measures based on qualification results reflect this and consequently cannot be directly compared to measures from 2021/2022. The DfE also notes that "there are ongoing impacts of the COVID-19 pandemic, which affected individual schools, colleges and pupils differently".

The DfE has announced that it intends to publish primary assessment data at school level on the performance measures website for academic year 2022/23 in December 2023. This will be the first time they have published school level KS2 performance measures since 2019.

The Accounting Officer and the Headteachers work collaboratively to drive school improvement in all the schools. The CtKCC Headteacher Board (HTB) meets at least 6 times a year to:

- monitor progress against the Directors' Strategic Plan
- monitor pupil progress across the Collegiate;
- plan improvement strategies;
- discuss outcomes.

Key Performance Indicators

Primary Outcomes 2023

Comparisons of external data have been made with the provisional national and diocesan attainment figures available for 2023, and the outcomes from 2019. In 2019 at KS2, all schools were above the combined national standard for attainment. In 2023, all schools are starting to return to the levels seen in 2019, and in all schools, they either match or exceed national standards for reading, maths, GPS and science at the expected standard and greater depth. Four out of five schools were also at or above the national standards for writing and combined. The widening gap between disadvantaged and non-disadvantaged children has started to close, but we are not yet at the levels seen in 2019, despite significant support and intervention. GDS has been a focus for all schools. Improvements have been made in reading, maths and GPS with all schools starting to move back towards, or exceeding the outcomes from 2019. GDS in writing is more variable and so remains an area of focus for the schools. Nationally at KS1 and KS2 there has been a dip in all areas except for reading at KS2 which remains the same as 2019 at 73%. Our outcomes at KS1 showed greater variation with schools with a high proportion of EAL children faring less well. At KS1 most schools have seen improvements in outcomes at the expected standard with either exceeding or bridging the disadvantaged gap towards 2019 outcomes. GDS outcomes at KS1 are more variable with the context of the school having a significant impact. All the schools have asked that the writing research group continues to provide ongoing support to improve outcomes in this area. Work is already underway to provide additional support for the children in Y3 to ensure that the gaps are closed. Significant additional support had been put into supporting phonics and on the whole, we are pleased with the outcomes. Despite the work that has been done to close the gaps there is still a need to do even more. The impact of the pandemic on our youngest children is seen in the lower levels of GLD nationally and in four of our schools. The current data includes those children who only arrived in the school (and the country) a few weeks before the SATs. Percentages are expected to increase in some schools if the disapplication of these children is approved.

Strategic report (continued)

Achievements and performance (continued)

	OLSW		SM		ST		STA		SW		Diocese		National	
EYFS GLD														
Reception	67(76)%		66(74)%		53(69)%		73(70)%		75(78)%		67%		67(72)%	
KS1 Phonics Screen Check														
Year 1	87(100)%		90(62)%		53(82)%		69(80)%		81(73)%		80%		81(82)%	
KS1 SATS														
Year 2	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Reading	83(87)%	38(23)%	70(60)%	28(16)%	78(44)%	29(11)%	80(60)%	23(23)%	73(77)%	20(28)%	71%	19%	69(75)%	19(25)%
Writing	67(70)%	14(3)%	60(54)%	5(7)%	62(33)%	0(11)%	63(77)%	10(18)%	75(70)%	8(18)%	64%	9.0%	61(69)%	8(15)%
Maths	80(80)%	21(13)%	72(80)%	28(18)%	84(72)%	18(27)%	80(85)%	33(28)%	75(82)%	23(23)%	72%	17%	71(76)%	17(22)%
Combined	67(63)%	14(3)%	47(51)%	5(11)%	60(60)%	0(17)%	60(72)%	7(13)%	72(68)%	0(12)%	59%	7%	57%	6%
KS2 SATS														
Year 6	EXP	GDS	EXP	GDS	EXP	GDS	EXP	GDS	EXP	GDS	EXP	GDS	EXP	GDS
Reading	100(87)%	53(27)%	77(72)%	30(28)%	83(83)%	53(23)%	87(93)%	40(23)%	81(85)%	38(31)%	78%	32 %	73(73)%	28%
Writing	87(90)%	17(43)%	63(87)%	0(26)%	79(81)%	23(34)%	97(82)%	30(23)%	74(79)%	16(16)%	76%	13%	71(78)%	13%
GPS	93(90)%	40(43)%	80(84)%	38(33)%	85(87)%	57(51)%	93(93)%	43(33)%	88(81)%	48(29)%	80%	38%	72(79)%	28%
Maths	90(90)%	37(23)%	73(84)%	23(38)%	85(89)%	40(26)%	90(100)%	40(30)%	88(86)%	40(31)%	79%	27%	73(78)%	22%
Combined	80(87)%	17(7)%	51(77)%	0(16)%	70(72)%	17(15)%	83(83)%	20(7)%	72(66)%	16(13)%	66%	9%	59(65)%	7%
Science	83%		82%		83%		97%		84%				82%	

At Our Lady and St Werburgh's progress in maths at KS1 and KS2 continues to improve and attainment has reached 2019 levels for the expected standard and exceeds 2019 levels for GDS. The school continues to share good practice in writing. The school introduced a new reading and phonics scheme to address previously identified issues and are embedding EP Accelerating Reading. Phonics outcomes are now in line with national and have started to move back to pre-pandemic levels. KS1 reading outcomes are improving and exceed national with GDS having overtaken 2019. At KS2, reading is now above 2019 levels at the expected standard and GDS. GPS has improved beyond 2019 results at the expected standard and the gap is closing for GDS. Writing is the area that remains most affected at KS1 and KS2, although the gap is closing and is smaller than the national gap. There are still concerns around the GLD data which despite meeting national, has not yet returned to 2019 levels. Interventions are in place to support the revised broader curriculum.

Outcomes in phonics for St Mary's have seen significant improvement following the introduction of a new programme, leading to score above national. EYFS has been an area of focus for the school, however, GLD in 2023 was below national largely due to a number of children who arrived in school later in the school year, some from overseas. The school has continued to focus on developing reading, writing and oracy and are embedding EP Accelerating Reading. Improvements have been seen in reading and maths at KS1 for those children meeting the expected standard when compare with national data. At KS2 outcomes in reading, maths, GPS and science either meet or exceed national data for the expected standard and at greater depth. Writing outcomes were disappointing at KS2, despite significant intervention and support. Several children have been disapplied in the September checking exercise as they only arrived in the country in the Spring or Summer term of Y6. There is still some work to do to increase the number of children achieving GDS in writing at KS1 and KS2 which will in turn improve combined outcomes. Consequently, writing remains an area of focus for the school although interventions have led to some improvements and the school has recently adopted a new writing scheme to help support progress in this area.

Strategic report (continued)

Achievements and performance (continued)

St Teresa's' GLD remains below national and below outcomes in 2019. The school continues to work hard to bridge the significant language gaps for the children in EYFS, some who arrive in the country just before starting school. Work has taken place to address the issues previously highlighted at KS1 and significant progress has been made, but there is still work to do. By the end of Y2 in 2023, 91% of the children had reached the required standard in phonics following the introduction of a new phonics scheme. Outcomes at KS1 for the expected standard are now above national in all areas and have improved significantly since 2019. At KS1 there is still an issue with children not achieving in line with national at GDS for writing, but the school has plans in place to address this going forward. Outcomes in writing, consequently, remain a focus for the school. Attainment at KS2 is above national in all areas both at the national standard and for GDS, with outcomes broadly in line with pre-pandemic levels. The school has now fully embedded the EYFS Maths Mastery programme. Greater depth remains a focus for the school in maths and writing at KS1 and writing and GPS at KS2.

St Thomas Aquinas' has worked hard to get GLD above the 2019 outcome and above national for 2023. Phonics outcomes in 2023 were 69% at the end of Y1 rising to a combined total of 97% by the end of Y2 in 2023. This represents a move back toward pre- pandemic levels. The extremely high proportion of EAL children means that phonics remains a focus for the school. The large number of EAL children in school has an impact on initial progress, but as can be seen from the table, this improves as the children move through the school. which shows a significant improvement since 2019. The school has put significant support in place to achieve this. Outcomes in all areas at KS1 and KS2 are above national, both for the expected standard and at GDS. Reading at KS1 and writing at KS2 have shown particular improvement against 2019 levels and the measures used have been shared with other schools across CtKCC. Greater depth has improved significantly at KS2 in all areas, although work is still being done to support further improvements. Writing at KS1 remains a focus for the school. Attainment remains positive in maths particularly at GDS and the maths lead continues to deliver the, "Embedding and Sustaining Mastery" programme for the Maths Hub. Good practice in maths will continue to be shared with other CtKCC schools in the coming year.

In 2022-23 at St Wulstan's phonics were an area of focus. A new phonics scheme was introduced leading to an improvement in outcomes in line with national at 81% and above 2019 levels. GLD is above national but has not returned to pre-pandemic levels. Much work has been done on developing the curriculum at EYFS and the school had now moved to embedding and evaluating. Maths continues to be an area of strength at KS1 and KS2 and the school shares good practice with other CtKCC schools. There is still some work to do to increase the number of children achieving GDS in writing at KS1, but the programme in KS2 has had a positive impact on attainment, although there is still more work to do to get back to 2019 levels. Writing, consequently, remains an area of focus across the school. The broader curriculum based on Building the Kingdom and a curriculum of hope has now been reviewed and further refined. The work done in focusing on GDS has had positive outcomes, particularly in reading and GPS.

Strategic report (continued)

Achievements and performance (continued)

Secondary Outcomes 2022

Full external examinations for KS4 and KS5 took place this year for the first time since the pandemic began. Comparisons of external data have been made with the national figures and outcomes in 2019.

KS4 Outcomes

KS4		Progress 8	Attainment 8	Basics 4+	Basics 5+	English 4+	English 5+	Maths 4+	Maths 5+	RE 4+	RE 5+
2019	All	-0.03	44.00	66	36	78	63	63	33	63	58
	Dis	-0.21	39.00	53	21	68	58	58	24	61	58
	NAT	-0.03	46.7	65	43	71	57	72	50	73	61
2020	All	NA	NA	78	53	87	85	78	57	84	79
	Dis	NA	NA	65	47	85	62	68	47	79	73
	NAT	NA	50.2		50			77	58	81	67
2021	All	NA	NA	73	47	86	85	78	54	78	67
	Dis	NA	NA	62	46	75	53	69	44	67	61
	NAT	NA	50.9		32					80	66
2022	All	-0.39	48.8	71	48	87	81	75	51	73	61
	Dis	-0.91	41.8	57	34	64	48	59	41	45	39
	NAT	-0.03	48.8	69	50	79	65	73	55	77	66
2023	All	-0.67	40	60	38	69	49	66	39	58	46
	Dis	-1.07	33.5	46	19	57	24	54	27	43	26
	NAT	-0.03	46.2	65	45	75	60	70	51		

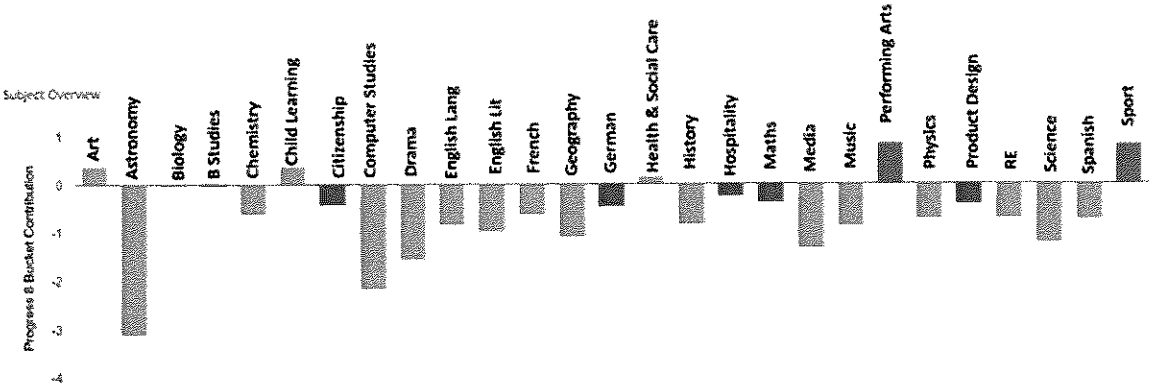
Headlines figures were significantly below national averages, with our learners gaining the lowest set of results in recent history. Progress 8 is -0.67 and well below average. Attainment 8 is 40 in comparison to a national figure of 46.2. Our Basics results for 4+ are 5% below national and for 5+ they are 12% below national. It was concerning to note that the disadvantaged gap did not close significantly, despite measures put in place to support these learners. The gap has closed to -0.58 half a grade, but the overall attainment has gone down. SEND outcomes show a slight improvement with leaners -0.39 below their peers.

The gender gap has widened with a difference of almost a grade -0.95 (females higher than males). This was also replicated in the gap seen between males and females for the basics, both at 4+ and 5+. One of the issues faced was that six learners who had received much help and support to keep them in school, chose to either not turn up for their exams or to fail to complete their exams when they came in for them. The removal of these learners from the data set gives data more like that seen in 2019. On a positive note, our EAL learners achieved +1.32 above their non EAL peers.

Relative performance in the individual subjects show that the only areas of real positivity are those subjects which have been a target for additional support over the past two years, namely, Art, Child Learning and Development, Health and Social Care, Performing Arts, and Sport.

Strategic report (continued)

Achievements and performance (continued)



Results are obviously not good enough and a number of measures have been put in place to ensure that there is no repeat of these results in the coming year. The school has been part of the National Behaviour Hubs programme since January 2023 and is due to graduate in January 2024. CtKCC remains part of the programme for an additional year which will give the school additional support in this area. The Behaviour Hubs' plan has been implemented to improve general behaviour which will have a positive impact on progress for all learners. Aim High mentoring groups have been introduced in Y11. The future careers programme has been refined with an emphasis on next steps. Support materials and revision sessions have been brought forwards for Y11 with faculties organising sessions earlier. Finally, as a consequence of the work we are doing around metacognition and self-regulation there is an increased focus on training the learners in how to learn as well as more in-depth guidance through the rigour of marking. Training has been provided to staff in Behaviour for Learning; metacognitive techniques and self-regulation training is planned for October 2023. The school is focusing on classroom routines and quality first teaching across all subject areas as part of the wider school improvement plan. In addition, the Directors have commissioned an external review of Teaching and Learning and are working with All Saints Catholic Collegiate to help address the issues raised by the results. Recently, there has been a move to SMID as a mechanism for tracking progress throughout the school which is more user friendly and agile in its ability to highlight underperformance and monitor progress against individual targets. Going forward the main areas of focus at KS4 are closing the gaps for gender, PP and SEND and improving outcomes in the highest grades for all learners.

Strategic report (continued)

Achievements and performance (continued)

KS5 Outcomes

KS5 provision is shared with two other local Catholic Secondary schools in the Trinity Sixth Form. A small number of students travel between the three Trinity schools. Those learners who achieved grades in our partner schools did slightly better overall in those subjects than in subjects they studied in their home school. Predictions for 2023 were positive, however the outcomes were significantly lower than 2019. A lot of work went into improving outcomes at KS5 in 2022-23, including an external review of provision leading to the creation and implementation of a detailed action plan; working with other local post 16 providers; having some mock exam papers externally marked; carrying out robust moderation with our Trinity partners and using the external School Improvement Partner (SIP). However, despite this, outcomes at KS5 were disappointing.

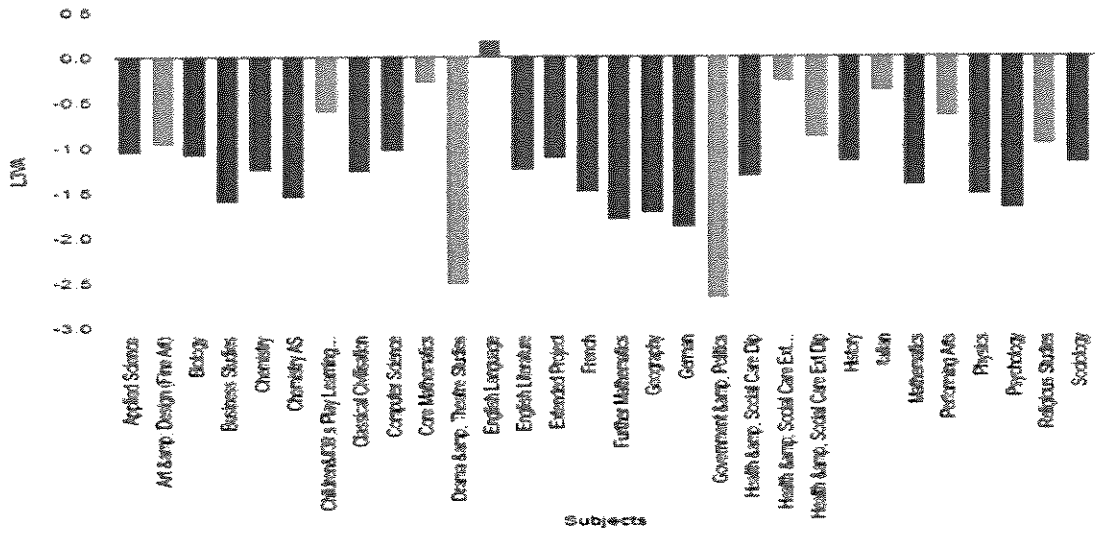
KS5		Average Grade	Points Per Entry	Value added	A*- B	A*- C	A*-E	English C+	Maths C+	RE C+	English E+	Maths E+	RE E+
2019	All	C	31.13	-0.21	52	72	98	81	53	57	100	100	100
	NAT	C+	34.01	-0.02	65	88	100	89	86	89	100	100	100
2020	All	C+	34.3	NA	57	83	100	89	86	97	100	100	100
	NAT			NA	65	88	100	89	86	89	100	100	100
2021	All	B	39.5	NA	68	93	99	80	85	85	100	100	100
	NAT			NA									
2022	All	C+	33.36	NA	46	73	93	93	60	91	100	93	100
	NAT	B	39.04	NA	62	82	98	86	79	88	99	98	99
2023	All	C-	28.9	NA	31	51	90	85	53	86	100	89	89
	NAT			NA	53	75	97	78	76	79	99	96	98

In 2020 and 2021 grades awarded at both GCSE and A level were via teacher assessment. Consequently, progress scores are not included during these years, or for years 2021 and 2022 (due to the GCSE scores on which progress is based not being externally assessed results.

Relative performance in the individual subjects show that the only area of positivity is English Language. Those subjects shown in grey had particularly small cohorts.

Strategic report (continued)

Achievements and performance (continued)



Going forward KS5 remains a significant area of focus alongside QFT (Quality First Teaching across all the Trinity schools. The enrichment offer has been revised and enhanced. An external review of Teaching and Learning has been commissioned and the curriculum has been re-evaluated and revised to enhance QFT to ensure that the Intent is high quality as well as the Implementation so that the Impact is effective. As in KS4, Aim High mentoring groups have been introduced. Career guidance has been refocused within school to ensure the highest aspirations and there is an increased emphasis on next steps including future careers, apprenticeships and university placements. More rigorous academic mentoring is underway in Y12 and Y13. An increased focus and emphasis on independent learning will be enhanced by the self-regulation training. Study skills sessions which have been voluntary in the past are now mandatory as are study periods. Individual plans have been given to all students including guided revision, increase expectation of mandatory silent study to 3 hours per week, The students are also being taught explicitly about exam technique and guidance on the rigour applied to marking.

Strategic report (continued)

Achievements and performance (continued)

Ofsted/CSI Inspections
During 2022/23 four of our schools; Our Lady and St Werburgh's, St Thomas Aquinas, St Mary's and St Teresa's were inspected by Ofsted, with positive outcomes in all cases. Two of our schools also had a diocesan CSI inspection, St Marys' and St John Fisher with both schools achieving excellent outcomes.

The current situation is shown in the table:

School	CSI/s.48	Ofsted	Current Self Evaluation
Our Lady and St Werburgh's Catholic Primary	Outstanding: s.48 May 2018	Good: s.8 September 2022	Good
St John Fisher Catholic College	Good: CSI May 2023	Declining Good: s.8 June 2022	Good
St Mary's Catholic Primary	Outstanding: CSI May 2023	Good: s.8 December 2022	Good
St Teresa's Catholic Primary	Good: s.48 July 2017	Good: s.8 January 2023	Good
St Thomas Aquinas Catholic Primary	Outstanding: s.48 July 2019	Good: s5 November 2022	Improving Good
St Wulstan's Catholic Primary	Good: s.48 September 2018	Good: s.8 February 2020	Improving Good

During 2022-23 we were fortunate to have two CSI (Catholic School Inspectorate) inspectors and one Ofsted inspector on staff, giving us an invaluable insight into the requirements of the CSI and Ofsted frameworks.

Our Lady and St Werburgh's had an ungraded s.8 Ofsted inspection in September 2022 and remains Good. The school have worked hard over the year to address the areas for development highlighted in the inspection. These were focused on adaptations of the curriculum to support all children in achieving the intended curriculum outcomes and phonics. The Headteacher is currently undergoing training to become a CSI Inspector. The school is due to be inspected under the CSI framework during the next academic year.

St Mary's had an ungraded s.8 Ofsted inspection in December 2022 and remains Good. The school have worked hard over the year to address the areas for development highlighted in the inspection. These were to ensure that the new reading scheme is fully embedded and to ensure that staff are enabled to plan and deliver effective additional support for pupils with SEND. The school has worked closely with colleagues from other schools to address the issues raised in the inspection. The CSI inspection in May 2023 led to the school being judged to be Outstanding in all areas of the framework.

St Teresa's had an ungraded s.8 Ofsted inspection in January 2023 and remains Good. The school has implemented an action plan to address the areas for development highlighted in the inspection. These were focused on ensuring that all staff have sufficient training in supporting the new phonics scheme and in fully embedding the newly revised curriculum. The school is due to be inspected under the CSI framework during the next academic year and is fully prepared having worked with the BDES, CtKCC and schools from other trusts.

Strategic report (continued)

Achievements and performance (continued)

St Thomas Aquinas had a graded section 5 Ofsted inspection in November 2022. The school had not been inspected since 2009. The school was graded as Good overall with Outstanding judgements for Behaviour and Attitudes and Personal Development. The school has implemented an action plan to address the areas for development highlighted in the inspection. These were focused on fully embedding the newly revised curriculum and securing prior learning through establishing a more robust understanding of the sequence of learning. The school is not due to be inspected under the CSI framework during the next academic year but is fully prepared.

St Wulstan's is due an ungraded inspection in 2023-24 and is fully prepared. The school is not due to be inspected under the CSI framework during the next academic year but is fully prepared.

St John Fisher had an ungraded section 8 Ofsted Inspection in June 2022 which took place without the Headteacher present, due to a serious illness. At the point of inspection, the new Deputy Headteacher had been in post for 6 days. The school retained its Good judgement but will have a graded s.5 inspection in 2023-24. We are confident that any suggested decline will be reversed when Ofsted return. The school has implemented an action plan to address the areas for development highlighted in the inspection. These were focused on improving behaviour for learning, fully embedding the planned curriculum, delivering a phonic programme for learners who struggle to read, improving communication with staff and improving sixth form enrichment. St John Fisher was inspected under s48 in May 2023. The CSI judgment was that the school is Good overall with Outstanding judgements for Catholic Life and Collective Worship.

External reviews and internal scrutiny for monitoring and evaluation

The Shaw Education Trust (SET) in-depth EYFS reviews included;

- An evaluation of the curriculum provision for EYFS in each school.
- Observation of EYFS provision.
- An opportunity to discuss provision with the EYFS lead.
- An opportunity to discuss provision with the EYFS teachers and TAs.
- An evaluation of the facilities available for EYFS.
- An evaluation of the Teaching and Learning in EYFS.
- An evaluation of the methods used to assess progress towards the Early Years Goals.

The Director for Curriculum and the AO attended all initial feedback. Reports for each school were shared with the LGB and the Directors Standards & Provision committee. Action plans have been developed by each school to address identified areas for development and shared with the LGB and the Directors Standards & Provision committee.

The SET in-depth Post 16 review included;

- An evaluation of the Sixth Form curriculum provision.
- Observation of Post 16 curriculum provision.
- A Sixth Form learner work scrutiny.
- An evaluation of the Teaching and Learning in the Sixth Form.
- An evaluation of the enrichment curriculum provision for Sixth Formers.
- Discussion with learners about Sixth Form Provision.
- An opportunity to discuss provision with the Head of Sixth Form.
- An opportunity to discuss provision with the AHT with responsibility for Sixth Form.
- An opportunity to discuss provision with Pastoral Support Lead for Sixth Form.
- An evaluation of the facilities available for Sixth Form.

The Director for Curriculum and the AO attended the initial feedback. The report was shared with the LGB and the Directors Standards & Provision committee. An action plan has been developed to address identified areas for development and shared with the LGB and the Directors Standards and Provision committee.

Strategic report (continued)

Achievements and performance (continued)

The Lead school and MAT from the National Behaviour Hubs programme have carried out an initial review and monitoring visits at SJFCC. A detailed action plan was produced following the initial visit and has been updated following monitoring visits to support the improvements identified. The action plan and all updates have been shared with the LGB and the Directors Standards & Provision Committee.

The curriculum review carried out by Stainsby Mill Education at the secondary school included:

- Lesson visits.
- Interviews with key staff members.
- Investigating how curriculum leadership enables highly effective curriculum implementation.
- Assessing how the impact of curriculum leadership in supporting learners in attaining well across the breadth of planned subjects.is effected, maintained and monitored.
- Investigating how effectively pupils are appropriately challenged within lessons and across sequences of lessons so that all pupils succeed and make progress.

The AO was involved with the review at all stages and attended the initial feedback. The report was shared with the LGB and the Directors Standards & Provision committee. An action plan has been developed to address identified areas for development and shared with the LGB and the Directors Standards and Provision committee.

The Board appointed SIP has visited each school and has completed reviews which have been shared with the Board in addition to advising the Board on the CEO/AO's and Headteachers' Performance management

The Accounting Officer/CEO visits all schools at least fortnightly and carries out formal observations at least twice a year. Reports are provided to the Standards and Provisions Committee of the Board.

We have continued to carry out NASEN SEND peer reviews, focusing on the action plans written following external reviews of SEND. We have carried out disadvantaged peer reviews, focusing on the action plans written following external reviews of PP.

Our Lady and St Weburgh's has redeveloped its Behaviour for Learning policy and procedures following the Ofsted inspection and an internal review, leading to extremely positive outcomes. The major overhaul of curriculum implemented last year has been evaluated. The EYFS Review identified the best way to implement changes in the delivery of phonics in the school. The school is part of the pilot for the EP Accelerating Reading programme and has a NCTEM maths lead. The Headteacher is the CtKCC lead for RE, coordinating moderation and the sharing of good practice. SIP and AO reports show that the school selfevaluation is robust.

St Mary's has fully implanted its action plan in relation to EYFS leading to rapid and sustained improvement. The school is part of the pilot for the EP Accelerating Reading programme. The school has adopted relentless routines and a restorative approach to BfL. The Headteacher has taken the lead for all the primary schools on the National Behaviour hubs programme. The school has worked closely with colleagues in CtKCC to support school improvement in RE and English. SIP and AO reports show that the school selfevaluation is robust.

St Teresa's has a KS1 Local Authority writing moderator lead, who is able to support all our schools. The high proportion of EAL children in school makes the development of language a priority for the school. Oracy and phonics have been a particular focus this year. SIP and AO reports show that the school selfevaluation is robust The school is now embedding NCTEM programme for EYFS and has a Mastery specialist in school. SIP and AO reports show that the school selfevaluation is robust.

St Thomas Aquinas has had a very positive external Maths review carried out by the Stoke Mathematics Excellence Partnership. In addition, they are embedding NCTEM programme for EYFS and have a Mastery specialist in school. SIP and AO reports show that the school selfevaluation is accurate, the priorities identified on the School Improvement Plan are correct and that targets are challenging.

Strategic report (continued)

Achievements and performance (continued)

St Wulstan's has a series of external reviews carried our a series of had additional support from the collegiate this year following the appointment of a new Headteacher in September 2021. Additional work has been done in developing the phonics programme in the school. The school is also part of the pilot for Mastery in EYFS and has supported other schools in this area. St Wulstan's has a KS2 Local Authority writing moderator who is able to support our schools. Reports show that the school selfevaluation is robust. The school was inspected in February 2020 and remains Good.

St John Fisher Catholic College has had additional support from CtKCC this year following the Ofsted visit. The school continues to be significantly impacted by the loss of two students to Covid 19. The main areas of concern have been around mental health and wellbeing and Behaviour for Learning (BfL). The school has worked with a National Behaviour Hubs Lead school on improving BfL in school. The school has consequently revised and renewed its BfL policies and procedures. The school's external review of curriculum carried out by Stainsby Mill Education also included SLT training to act as peer reviewers. The process has led to a positive change in the way we observe lessons. Reports show the current school selfevaluation is robust.

Deployment of pupil premium

The Director for PP and the Standards & Provisions committee of the Board of Directors have continued to monitor the progress of each school against its PP action plan. Additional training continues to be provided for Directors and Local Governing Bodies to ensure that they are able to effectively challenge and support in this area. The Director for PP has previously met with the LGB representatives for PP to update their training and to ensure that they are fully aware of their responsibilities in overseeing the deployment of the PP in each school. All PP strategy statements have been written in line with the new guidance and requirements. Follow up work is being continued with the individual schools and Disadvantaged peer reviews have been carried out in schools with the support of the Director for PP.

The attainment and progress gap is still wider than when compared to 2019 data. However, we are aware that the gaps were even greater before we implemented an additional support package in all our schools and the gaps are beginning to slowly close. Additional support has included pre teaching, tutoring, one to one and small group support. Narrowing the gap for the children in receipt of the pupil premium remains a focus for all our schools. There are also concerns that disadvantaged children have fallen further behind because of some attendance issues as a result of the localised Covid outbreaks. Consequently, attendance remans a significant area of focus. Attendance in all our schools was higher than national and local figures, however we are aware that our children who are persistently absent are more likely to be those who are in receipt of the Pupil Premium. The percentage of children who are disadvantaged has increased in all our schools in the current economic crisis. Family support workers, pastoral staff and SLT are working with teachers and families to increase the rate at which the gap is narrowed. Academy findings are in line with Sutton Trust research.

Strategic report (continued)

Achievements and performance (continued)

Going concern

The Board of Directors has a reasonable expectation that the Multi Academy Company has adequate resources to continue in operational existence for the foreseeable future and that the company has the ability to meet its financial obligations and is financially stable. However, there is concern with the impending teachers pay award and new NJC support staff pay on the future financial viability of schools within the Multi Academy in relation to the 'real' increase in general annual grant funding and the sharp rise in operational costs such as utilities which will be a significant challenge for the medium-long term financial strategy plans. For this reason, it continues to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the Statement of Accounting Policies.

The assessment of 'Going Concern'

As recommended by The Charities SORP Committee, Trustees have considered the financial sustainability and consideration of going concern and the steps being taken to address these uncertainties. In light of this, there is a declaration of going concern, as the business has neither the intention nor the need to liquidate its assets and operations. There is a reasonable expectation that the company has adequate resources to continue in operational existence for the foreseeable future and that the company has the ability to meet its financial obligations and is financially stable. All these concerns have a direct impact on the future financial viability of schools.

Christ the King Catholic Collegiate's current financial position has cumulative revenue reserves of £1.15m representing 8% of Total Revenue Income (TRI). The financial forecast plans show an increase in revenue reserves over the next three years with cumulative revenue reserves of £1.15m forecast by 2023/24. The increase in revenue income over that period is due to an expected increase in pupil numbers across our Academy Schools as plans for one primary to grow from 1.5 Form entry to 2 Form entry and increased reception places in our Primary schools. The secondary school has increased pupil admission numbers from 175 for Y7 pupil recruitment to 200 which has increased the net capacity of the school from Group 6 to Group 7. The Multi Academy Company is expected to maintain a strong financial position over the next 3 years, indicating that the Trust has robust financial control and management.

Promoting the success of the company

The Directors of Christ the King Catholic Collegiate have acted in accordance with section 172(1) (a) to (f) of the Companies Act 2006 to promote the success of the company and in doing so have considered, adhered and acted in the best interests of its employees, pupils and stakeholders by ensuring the following:

- Being aware of any likely long term consequences to any decisions being made.
- Taking into account the interests of the company's employees.
- The need to foster a positive business environment which extends the company's business relationships with suppliers, customers and others.
- Recognising that there is a moral imperative to understand the impact of the company's operations on the community and the environment.
- The desirability of the company maintaining a reputation for high standards of business conduct.
- The need to act fairly as between members of the company.

As defined under the Articles of Association and statutory duties under the Companies Act 2006 which provides, in particular that a Director of a company must act in the way which he/she considers, in good faith, and that, under Section 173, a Director of a company must exercise independent judgment and that duty is not to be infringed by acting in accordance with an agreement entered into by the company that purports to restrict the future exercise of that discretion by its Directors or by instructions given to individual Directors.

Strategic report (continued)

Financial review

The CtKCC Financial Regulations has clearly defined roles and responsibilities for all persons involved in the administration of academy finances. This Financial Scheme of Delegation provides clear channels for accountability from school level to the Board of Directors and limits the potential for duplication or omission of functions.

The Company continues to ensure best value for money and adopts the DfE's "Make Every Pound Count" campaign in order to maximise pupil outcomes and utilise the school resource management tools. The SRM checks have provided key financial data to enable benchmarking against other schools both locally and nationally with the overall objective being to help Academies manage their resources and money efficiently. There has also been emphasis on maintaining a system of internal scrutiny to ensure rigorous procedures are in place for preparing and monitoring financial plans and delivering effective operational controls. The CFO ensures all financial and risk management processes and procedures are being adhered to and ensure consistency for all financial activities. There is an ongoing awareness campaign on protecting our business from fraud risk and from social engineering, cyber enabled fraud and phishing/ransomware which we shall continue to address.

Funding

The Company's principal income is from the Education and Skills Funding Agency (ESFA) in the form of Academy General Annual Grant (GAG) allocation, the use of which is restricted to particular purposes. The Trust received a total of £13,006,280 general annual grant funding in 2022/23. The grants received from the ESFA during the period ended 31 August 2023 and the associated expenditure are shown as restricted funds in the statement of financial activities.

The Company also receives capital grants for fixed assets from the ESFA. The Trust received £907,272 in condition improvement funding and developed formula capital grants. In accordance with the Charities Statement of Recommended Practice (SORP 2019) such grants are shown in the Statement of Financial Activities as restricted income in the fixed asset fund. The restricted asset fund balance is reduced by annual depreciation charged over the expected useful life of the assets concerned.

During the period ended 31 August 2023 total expenditure (excluding depreciation and FRS 102 pension adjustments) of £16,644,493 was covered by grant funding from the DfE together with other incoming resources. The academy has made a deficit after capital transfers of £432,204 (excluding the movement in the pension reserve and restricted fixed asset fund) of £140,867.

At 31 August 2023, the net book value of fixed assets was £27,737,271. The assets were used exclusively for providing education and the associated support services to the pupils of the Collegiate.

The CIF Projects for the academic and financial year 2022/23 are outlined below:

Academy	Project Outline	Funding (£)
St John Fisher	Safeguarding – Fire safety (doors)	£327,861
St Mary's	Condition – Toilet(s) refurbishment	£155,393

Reserves policy

The Board of Directors' of Christ the King have set a preferred Reserve level of 4% which should be maintained ongoing in the interest of effective financial management to provide flexibility and certainty in forward planning and for financial sustainability.

Reserve funds are currently 'ring fenced' to specific schools, however the Board may choose to spend the funds as necessary in order to achieve CtKCC strategic aims and to secure the long term future of the multi academy. In addition, as part of the DfE's increased awareness of best practice in financial management and Governance, they have made recommendations regarding GAG pooling.

Funding requests

The Multi Academy prioritises its expenditure by taking account of its strategic aims. The Board is ultimately responsible for the allocation of resources to deliver the vision of the Multi Academy. Within this context, the Board delegates responsibility for the management of available finances and reserves to the F&R Committee as outlined in the scheme of delegation and within the constraints of budgets approved by the local governing body and the Board.

Academies are able to apply to the Board to use additional resources which would reduce their reserves below the 5% level stated above, subject to:

- The Board is able to maintain the required minimum levels of reserves in aggregate across all schools, as outlined above;
- The Academy is able to provide a 3 year budget which shows a return to a minimum reserves level of 5% by the end of a 3 year period, and
- The MAC Board, in its discretion, approves the use of additional funds on the basis of a business case submitted by the academy.

Reserve funds will always be 'ring-fenced' to specific schools, however the Board of Directors may choose to spend the funds as necessary in order to achieve CTKCC strategic aims and to secure the long term future of the Multi-Academy.

The academy held fund balances at 31 August 2023 of £29,430,738 comprising £187,999 of restricted funds and £963,335 of unrestricted general funds, restricted fixed asset funds of £28,279,404 and a pension reserve deficit of £Nil.

Investment policy

The Company aims to manage its cash balances to provide for the day to day working capital requirements of its operations, whilst protecting the real long-term value of any surplus cash balances against inflation.

The Board have reviewed the investment policy during 2021/22 and choose to follow a zero-risk policy, this limits our options but ensures that reserves are protected (reserves are retained at bank).

Principal risks and uncertainties

Christ the King Catholic Collegiate Risk Management Strategy aims to outline the roles and responsibilities for risk management, identifies risk management processes to ensure that all risks are appropriately identified, controlled and monitored and ensures appropriate levels of awareness throughout the Collegiate. The Company maintains a risk register and each Academy retains a local risk register which categorises risk into four main areas: strategic and reputational risk, operational risk, compliance risk and financial risk. The registers are maintained and reviewed twice a year by Directors of the Audit and Risk Committee to ensure that the Academy risk profile can be effectively and proactively managed.

The objectives for managing risk across the Multi Academy Company are to:

- Comply with risk management best practice;
- Ensure risks facing the Multi Academy and individual academies are identified and appropriately documented;
- Provide assurance to the Board of Directors and Academy Committees that risks are being adequately controlled, or identify areas for improvement;
- Ensure action is taken appropriately in relation to accepting, mitigating, avoiding and transferring risks.

The Risk Management Standard states that risk identification should be approached in a methodical way to ensure that all significant activities have been identified and all the risks flowing from these activities have been defined.

Our approach to risk management is linked to six key aims:
1. Good and Outstanding Trust
2. Outstanding staff, leadership and management
3. Outstanding infrastructure
4. Financial strength and stability
5. Strong Catholic Mission and Vision
6. Strong community and partnerships

When responding to risks, the company seeks to ensure that it is managed and does not develop into an issue where the potential threat materialises.

The Multi Academy Company adopts one of the 4 risk responses outlined below:

Avoid	Counter measures are put in place that will either stop a problem or threat occurring or prevent it from having an impact on the MAC.
Transfer	The risk is transferred to a third party
Mitigate	The response actions either reduce the likelihood of a risk developing, or limit the impact on the MAC to acceptable levels.
Accept	We accept the possibility that the event might occur, for example because the cost of the counter measures will outweigh the possible downside, or we believe there is only a remote probability of the event occurring.

The Directors confirm that the major risks to which the Company is exposed have been reviewed and systems or procedures have been established to manage those risks. The internal control systems and exposure to risks are considered on a regular basis by management and Trustees. The risk response to the unexpected school closures due to Covid 19 has been accepted as the financial and operational effects of the virus and control measures relating to the virus have been rated at the highest risk consequence for the principal risks and uncertainties facing our Multi Academy schools. All our schools completed full risk assessments and due diligence, adhering to the DfE guidelines for the reopening of schools and these are under constant review and updated as required.

Fundraising

Fundraising refers to generated income such as before and after school clubs, catering income, lettings and events income. The school closures due to COVID 19 has had a severe impact on the Trust's ability to fundraise as our Academy schools have not been able to provide wraparound services or hold any events, fetes or concerts.

Both St Wulstan's Catholic Primary School and St Mary's Catholic Primary School operate their own care clubs.

The lettings of school facilities by all Academies continues and where applicable, agreements are in place and insurances. Fundraising by the pupils to support specific activities continues and for specific charity campaigns affiliated with the Academies.

PTFA fundraising is carried out separately at all Academy Schools across the Collegiate. The funds raised are collected and banked separately from Academy accounts but is donated to purchase specific items for individual academies. They have a formal constitution and those which raise more than £5k per annum have charitable status.

During 2022/23 no work has been carried out with any commercial participators or professional fundraisers and it is disclosed that there have been no fundraising complaints.

All fundraising activities conform to recognised standards and are monitored to ensure that the public, especially vulnerable people, are protected from unreasonably intrusive or persistent fundraising approaches and undue pressure to donate.

All fundraising meets the requirements of the Charity Commission publication "Charity fundraising: a guide to trustee duties (CC20)".

Streamlined energy and carbon reporting

Our Multi Academy is committed to reducing the amount of carbon emissions with each school being a part of the growing global community that is taking positive action to tackle the negative effects of climate change. Environmental sustainability has been identified as a core objective for the school community and the wider CtKCC community and we are working hard to embed environmental sustainability into our thinking and actions.

Christ the King Catholic Collegiate is committed to minimising the effects of our operation on the environment and playing our part in achieving the Public Sector's Net Zero Targets. Our school sustainability plans include;

- Make efficient use of existing space and increasing the use of shared facilities.
- Establish clear expectations relating to environmental sustainability with Project Design Teams.
- Incorporate sustainability objectives into tendering and procurement processes; ensure that all new build projects achieve a BREEAM rating of 'Very Good' or 'Excellent'.
- Adopt appropriate energy saving and sustainable power generation technologies within building services design so far as practicably possible.
- Ensure the progressive refurbishment and enhancement of existing 'end of life' buildings (that are not being replaced) in order to achieve a higher level of energy performance (e.g. increase insulation, install energy efficient lighting).
- Standardise common plant systems to provide continuity of assets (e.g. increasing life cycle; reducing maintenance liability).
- Reduce and reuse 'end of life' construction materials on site (e.g. using demolition materials as hard core).
- Compel contractors to report accurately on their waste management processes during the construction process (e.g. volumes and material types to landfill).

Reduce, Reuse & Recycle

Schools represent 25% of UK public sector building emissions and tackling this can make a significant contribution to reach net zero. Over 24,000 schools in England provide the opportunity to enhance biodiversity, help nature recover, and engage children and young people in the natural environment. In addition, 1 in 70 car miles are associated with the school commute: there's the potential to change behaviour to create significant long-term impact.

Our Multi Academy Company is committed to minimising the effects of our operation on the environment and playing our part in achieving the Public Sector's Net Zero Targets. When considering any remodelling or expansion to our estate we will consider whether it is sustainable in terms of maintenance and replacement over time, taking into account any potential income generation opportunities or revenue cost (e.g: to heat and clean). Our schools are part of the growing global community that is taking positive action to tackle the negative effects of climate change. Environmental sustainability has been identified as a core objective for the school community and the wider CtKCC community and we are working hard to embed environmental sustainability into our thinking and actions. The Multi Academy is committed to minimising the effects of our operation on the environment and playing our part in achieving the Public Sector's Net Zero Targets.

Schools are often seen as a trailblazer for change in a local community, with lessons learnt in the classroom filtering out into the home. As a Catholic school, we have a central role to play in educating our learners, staff, parents/carers and other stakeholders about the importance of sustainability. The following points address the ways in which we, as a Catholic school community, will address our contribution towards environmental sustainability and climate change.

As the Trust has consumed more than 40,000 kWh of energy in this reporting period, it qualifies as a high energy user and under these regulations is required to report its emissions, energy consumption and energy efficiency activities as follows:

Streamlined energy and carbon reporting (continued)

UK Greenhouse gas emissions and energy use data for the period	1 September 2022 to 31 August 2023	1 September 2021 to 31 August 2022
Energy consumption used to calculate emissions (kWh	2,705,590	2,627,120
Energy consumption break down (kWh) (optional):		
• Gas	2,023,478	1,981,258
• Electricity	879,358	843,108
• Transport Fuel	—	—
Scope 1 emissions in metric tonnes CO2e		
• Gas consumption	369.40	361.66
• Owned transport – minibuses	—	—
Scope 2 emissions in metric tonnes CO2e		
• Purchased electricity	182.09	163.04
Scope 3 emissions in metric tonnes CO2e		
• Business travel in employee owned vehicles	—	—
Total gross emissions in metric tonnes CO2e	551.49	524.7
Intensity ratio		
• Tonnes CO2e per pupil	0.20	0.19

Quantification and reporting methodology

The Trust have followed the 2019 HM Government Environmental Reporting Guidelines. We have also used the GHG Reporting Protocol Corporate Standard and have used the 2020 UK Government's Conversion Factors for Company Reporting. Our methodology is not complex as this would be too difficult to calculate for a business of this nature; it is, however, effective and accurate.

Intensity measurement

The chosen intensity measurement ratio is total gross emissions in metric tonnes CO2e per pupil, the recommended ratio for the sector.

Streamlined energy and carbon reporting (continued)

Measures taken to improve energy efficiency

The Multi Academy are working towards a Green Strategy with clear route map and has implemented a number of initiatives to reduce energy consumption which include;

- Implementing school sustainability and heat decarbonisation plans.
- Capital improvement works including replacement of roofs and roof installation in some of our Academies.
- PFI life cycle works including whole school roof project.
- Replaced facetoface meetings and governor/Director meetings to online to reduce the need for travel between sites.
- Invested in SALIX loans for replacement LED lighting
- Reduced ceiling height and installed new lighting in classrooms for energy efficiency projects as well as reducing carbon emissions and improving the learning environment.
- Invested in new boilers with a ground source heat pump.
- Eco clubs led by pupils have been set up to educate about the environment and the three Rs campaign "Reduce, Reuse, Recycle".
- Thermostats have been adjusted and individual radiator controls.
- Motion sensors are in operation in some schools which automatically turnoff lighting.
- All staff are encouraged to switch off appliances and lights at the end of the day.

To address our climate change responsibilities and achieve carbon reduction by consideration and analysis of the environmental impact of our activities, undertaking an inclusive approach that will involve our staff, students, partners and communities

- To improve the performance of the estate to reduce energy consumption and associated carbon emmissions with respect to building fabric, energy efficiency and decarbonisation of energy infrastructure.
- To complete a Carbon Energy and Management Plan and act on its recommendations.
- To work with partners to ensure shared infrastructure is sustainable over the long term.
- To monitor, control and minimise the schools environmental impact, and seek to make improvements to this performance.
- To comply fully with all relevant environmental legislation, regulations and agreements.
- To procure specialist advice to develop the Net Zero Strategy which involves calculating the current carbon footprint, modelling pathways and targets to reduce this footprint developing a decarbonisation policy and initiatives to meet the net zero target.
- To achieve carbon net zero by 2032 and become a 'Carbon Zero Zone' with the key objective being to reduce energy waste and to opt for renewable energy approaches to generation to reduce costs.
- To reduce running costs and carbon emissions across the estate.
- Drive sustainable practices and energy efficiency. These initiatives have many benefits, including reduced operating costs, a smaller environmental footprint, and improved indoor air quality.
- Reducing carbon emissions makes good economic sense. Insulation, efficient lighting and heating controls can bring down energy bills dramatically.
- All our schools have in-house catering and we provide over 2,000 meals daily. We source food from local suppliers which supports the local economy, reduces freight emissions and increases pupils' connection with the source of their food.

Plans for future periods

Strategic Priorities for 2023 - 2026

Our Strategic Priorities are linked to our ethos of Love, Faith and Service to Others.

Love: To ensure that we focus on quality first teaching so that all our children, especially our disadvantaged children and our children with SEND, become the people that God meant them to be, enjoying "life in all its fullness". John 10:10

Faith: To continue to nurture the spiritual development and wellbeing of all.

Service to Others: To further develop leadership formation and CPD opportunities for all employees, governors and directors thereby improving recruitment and retention. To ensure that all our estates are safe, secure and fit for purpose.

The following priority areas have been identified for our three-year strategic plan.

1. Nurture the spiritual life of all, embedding and enhancing coherent wellbeing support systems for staff and learners.
2. Deliver a programme of effective formation and training for all, nurturing and encouraging sustainable and distributed leadership at all levels across the schools.
3. Secure, protect and enhance Catholic education in our schools by ensuring consistently high standards of teaching, learning and behaviour across all CtKCC schools.
4. Enhance effective robust and coherent systems of governance (including financial governance).
5. Ensure the effective implementation and delivery of the CtKCC Finance Strategy Plan and Estates Strategy Plan.

Our Finance Strategy Plans for 2023-2026

Our Finance Strategy Plan supports the delivery of the Multi Academy's strategic development plan. It is designed to ensure the long-term financial sustainability of the Multi Academy, delivering an integrated approach linking curriculum and financial planning to enable investment in the delivery of an excellent pupil experience. It plays a crucial role in the operations of the Multi Academy as it serves as a roadmap for effectively allocating and distributing financial resources to fulfil both short term and long-term strategic objectives. It has been developed in parallel with a number of mutually reinforcing strategies including the Estate Strategy Plan and the People Strategy. It assists to forecast the business needs, particularly as the education sector and business environment can change quickly and provides a structure to commence funding conversations early, allowing our Multi Academy to build options and ensure financing is place to allow for maximum growth in the schools.

As a family of schools, working together as one community, the overall aims of this Finance Strategy is to future proof Catholic education and achieve sustainability and growth by ensuring our pupil admission numbers and pupil recruitment are at optimum capacity, to attract capital funding for our school estates and to have the best resources for quality teaching and school improvement. Our 4 key strategic priorities and areas of focus for the next three year's are:

1. To ensure a financially viable, sustainable and ethically driven Multi Academy Company.
2. To invest in our estate infrastructure by maximising efficiency of existing working capital reserves.
3. To support measured and systematic growth for our primary and secondary provision.
4. To build financial resilience and agility to manage pay and non-pay costs within an inflationary environment.

The priority actions required to deliver against these goals and the indicators of success by 2026 are outlined in the Finance Strategy Plan.

Plans for future periods (continued)

Our action plans to achieve our strategic priorities include:

- Securing the continued provision of Catholic education for the long term and improving the quality of Catholic education.
- Continuing to support our local Parishes for a synodal Church.
- Ensuring robust financial planning with continuous in year forecasting and formulating strategic budget plans when information and assumptions are uncertain.
- Improving the service delivery by enabling a more holistic provision of educational services.
- Delivering our Estate Vision to the highest standards as set out in the Estate Strategy Plan (2023-2026).
- Delivering our strategic objectives as set out in the Finance Strategy Plan (2023-2026).
- Delivering our strategic objectives as set out in Our People Strategy (2023-2026).
- Identifying and communicating a clear rationale for CtKCC's Growth Strategy by providing greater sustainability for the future improvement of Catholic education.
- Increasing partnerships through working coresponsibly with other schools and Multi Academy Companies/Trusts.
- Developing closer links with All Saints Catholic Collegiate and other MACs.
- Improving the quality of Governance through retaining and attracting high quality Trustees.
- Developing and implementing the Strategic Estate Management and Development Plan.
- Ensuring good financial health and the company's financial viability in the long term
- Developing further, the growth and expansion plans for St Teresa's Catholic Primary School from 1.5 form entry to 2 form entry.
- Further developing the outdoor teaching spaces and grounds at St Thomas Aquinas using s106 funding
- Rebuilding EYFS facilities at Our Lady and St Weburgh's.
- Improving data and transparency of information and utilising the range of support services from the ESFA.
- Embedding and refining the CtKCC IT Strategy, broadband provision, inhouse IT support and VOIP (Voice Over Internet Protocol).
- Embedding and evaluating a broad and balanced curriculum for all schools through the use of Catholic Social Teaching and Building the Kingdom.
- Commissioning an external review of Teaching and Learning to evaluate its effectiveness in all schools.
- Providing additional support for St John Fisher Catholic College in ensuring positive outcomes for all learners.
- Improving outcomes at KS5 through QFT and study skills, working with Trinity partners.
- Continuing to support the children to close the PP and SEND gaps.
- Extending the strategic development groups for teaching and learning to further develop methods to assess progress across the Multi Academy.
- Supporting and improving BfL in all our schools through the National Behaviour Hubs programme.
- Supporting the mental health and wellbeing of staff and students.
- Continuing to evaluate the impact of the employee assistance programme to support mental health and wellbeing.
- Developing further opportunities to share good practice and school improvement across the Collegiate through the introduction of wider curriculum twilight sessions.
- Embedding an understanding of the requirements of the CSI framework.
- Developing a more robust programme a formation and CPD for or school leaders.

Plans for future periods (continued)

Governance

Our plans to achieve our strategic goals is a commitment to developing knowledge of Multi Academy Company governance and the professional development of both the Board of Trustees and LGB Governors. This entails expanding our engagement with stakeholders to enable the Board to develop a better understanding of how the Multi Academy Company is operating 'on the ground' and how close it to achieving its vision.

This includes:

- Commissioning an external review of Governance (NGA)
- Raising awareness of what good governance is; Ethical, Effective and Accountable.
- Adopting the Framework for Ethical Leadership.
- Promoting the eight elements of effective governance.
- Being accountable by listening to stakeholders.
- Promoting visible governance.
- Each Board Director having responsibility for a core function; Catholic Life and Mission; SEND, Safeguarding, Pupil Premium, Finance and Estates, English and Maths, Wider Curriculum.

Greener Governance

Our Multi Academy is a supporter of the National Governance Association's (NGA) Greener Governance campaign which aims to ensure that all schools and Trusts have a strategy for their contribution to environmental sustainability and to equip governing boards to play their role in overseeing this work.

Our family of schools play a crucial role in achieving environmental sustainability because they help young people understand the world and develop skills and attitudes to live fulfilled lives as responsible citizens. Our Local Governing Bodies and Trust Board are making environmental sustainability a priority by identifying it as a key element in school development plans and the Multi Academy Trust's Strategic Development Plan. In doing so, environmental considerations run throughout our organisation's decision-making.

Our Board of Directors are committed to the Greener Governance Pledge to:

- Reduce carbon emissions
- Ensure 'Environmental Sustainability' is a key agenda item at Local Governing Body and Trust Board level.
- Ensure a climate action plan is developed to make this happen.

Plans for future periods (continued)

Integrated Financial Planning and Our Financial KPIs

The Board of Directors regularly review the Trust's financial metrics and KPIs and have adopted the Individual School Optimisation Tool (ISOT) model as a standard core of the Integrated Curriculum Financial Planning (ICFP) metrics to measure financial performance and to ensure effective financial oversight of public funds. By analysing 's Key Performance Indicators, there is good evidence of compliance with transparent financial systems and processes that encourage constructive challenge. The metrics are reviewed to ensure financial efficiency of the deployment of funds to ensure we are striking the right balance and utilising the right amount of resources on an area of operational activities. By adopting this ICFP approach, this helps to:

- Analyse resource allocation – enables a deeper understanding of the school and provides objective evidence.
- Compare spend and impact – know what to compare spends against and interpret the impact spend is having.
- Provide evidencebased review – analyse evidence to identify inefficiencies, quantify the inefficiencies and identify opportunities to make strategic changes.
- Inform strategic discussions, decisions and management review – make strategic decisions with evidence of true costs; schools to maximise efficient resource management to benefit outcomes.
- Link effective curriculum design to efficient deployment of teachers and other staff.
- Provide evidential analysis of resource use - identification and quantification of issues of concern and their causes.
- Signpost resource efficiency opportunities for the provision of a balanced education.
- Empower and enhance strategic decision making and management action planning at all levels.

Core Drivers for our Financial Planning

The 5 core drivers for our Financial Planning are:

1. Curriculum – aligning our resources to enable quality education for all.
2. Resilience – to ensure we are able to respond to external challenges and internal changes.
3. Value for Money – to ensure we operate efficiently whilst maximising our academic return on investment.
4. Capacity and skill – developing and sustaining knowledge and skills throughout governance leadership and the central services team to professionally challenge and support our academies.
5. Financial processes and systems – to ensure financial benchmarking KPIs and ICFP are key drivers to our financial planning and performance. Promoting compliance with best practice and meeting ESFA requirements.

Plans for future periods (continued)

Marketing Strategy Plans for 2023-26

Our Multi Academy continues to build upon its marketing strategy and communication plans which link to our Trust's vision, values and strategic development plan. By building on from our rebrand, the focus is on sustainability, longevity and individuality, working coresponsibly with others.

Strategic marketing is an investment for CtKCC as a company and its schools, building individual school reputations that will in turn, impact our reputation. Its natural byproducts are building pupil, parental, community and wider stakeholder support whilst gaining clarity on what a growth strategy looks like, in addition to increasing numbers of pupils and schools in CtKCC.

We aim to do this by:

- Understanding the importance of research and its link to an analysis of consistency of message and quality of service at individual school and Collegiate level through the marketing mix; internal staff perceptions of the CtKCC and external views of the Collegiate and individual schools.
- Competitive brand audit of competitor schools within the local area of each of the schools.
- Build individual school reputations, and CtKCC reputation, by sharing good news widely.
- Optimise individual school's marketing and communications activities including the importance of school reputations being managed via social media.
- Define and build pupil, parental, community and wider stakeholder support.
- Train and engage key people (staff and pupils) at individual school level (and future schools) to engage with and sustain the marketing work in the longer term.

Pupil Recruitment

Our primary focus is to promote pupil places in our Primary nursery settings and reception classes and for Post 16 education by use of social media. Digital marketing and esolutions are areas of business development and growth. The central services team will drive the initiatives and engage with our schools.

The CtKCC Marketing Strategy is complemented by individual school strategies. Campaigns and plans are at the forefront of planning for any forwardthinking Trust as ourselves. This will include:

- Continuing to build our brand and elevate our group of schools as being "Together as One Community" and "Our Family".
- Developing a competitive edge through a clear marketing and communications plan, promoting our USPs.
- Ensuring a clear and strong brand recognition for CtKCC and our family of schools.
- Creating and updating school promotional videos in partnership with production company ID2.
- Further developing and embedding stronger stakeholder engagement and improved relationships with staff, students, families and community.
- Further developing partnerships and network strategies for growth purposes.
- Creating long term sustainability and individual schools' ownership of reputation management/enhancement.

Funds held as custodian on behalf of others

No funds are held on behalf of others.

Disclosure of information to auditors

Insofar as the Trustees are aware:

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

The Trustees' report, incorporating a strategic report, was approved by order of the Board of Trustees, as the company directors, on 7 December 2023 and signed on its behalf by:

G M Regan

Mrs G Regan
Chair of Trustees

Governance Statement

Scope of responsibility

As Trustees, we acknowledge we have overall responsibility for ensuring that Christ the King Catholic Collegiate 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, we have reviewed and taken account of the guidance in DfE's Governance Handbook and competency framework for governance.

The Board of Trustees has delegated the day-to-day responsibility to the Accounting Officer/CEO, 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 Christ the King Catholic Collegiate and the Secretary of State for Education. They Accounting Officer/CEO is also responsible for reporting to the Board of Trustees any material weaknesses or breakdowns in internal control.

Governance

The information on governance included here supplements that described in the Trustees' report and in the Statement of Trustees' responsibilities. The Board of Directors has formally met 5 times during the reporting period.

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

Trustee	Meetings attended	Out of a possible
Mrs T Madden, Accounting Officer/CEO	4	4
Mr D O'Leary	4	5
Mrs G Regan, Chair of Trustees	5	5
Mrs E Brindley	3	5
Mrs S Brammeld	5	5
Mrs P Hanrahan	4	5
Ms A Jones (appointed 30 April 2023)	1	1
Mr R Bowers	1	5
Mr S Chan	4	5

The Directors' core committees focus is on:

- Securing the Catholic character, Individual accountability;
- Collective responsibility and collaborative action; Self-evaluation and improvement planning;
- Succession planning and leadership formation and development; Admissions;
- Standards and performance; Data tracking and analysis;
- Policies for curriculum, teaching, learning, assessment, monitoring, evaluation and review; Strategic
- Financial management of budgets, resources and services.

The constitution, membership and proceedings of any subcommittee are determined by the Directors in consultation with the Diocesan Bishop and the Founder Member and this Scheme expresses such matters as well as acknowledging the authority delegated to the Academy Committee in order to enable the Academy Committee to contribute to the running of the Academy and fulfill the Academy's mission.

All Foundation Directors are required to comply with those procedures for appointment required by the Diocesan Bishop, acting through his agent, the Diocesan Education Service.

Governance (continued)

Conflicts of Interest

All Directors and members of LGBs are required to declare any potential conflicts of interest annually through the completion of a signed declaration.

Any additional potential conflicts of interest which arise during the year are recorded in the minutes of each meeting.

There is a register of interest which is held by:
- The Trust
- Individual schools

Governance Reviews

CtKCC is a member of the National Governance Association (NGA) and Confederation of School Trusts. The Board continues to work with the NGA following an external review of governance (ERG) and a full 360 review of the Trustees in 2020-21 which examined the effectiveness of the Board based on the six features of effective governance; strategic leadership, accountability, people, structures., compliance and evaluation.

The Multi Academy has a clear Governance Action Plan in order to improve the effectiveness of the Trust Board so that CtKCC continues to build a strong Multi Academy Company.

These priorities include:

Moving our Multi Academy Company forward by:
- Repositioning of the Trust.
- Establishing a collective identity.
- Building on our evolution as "One Family" and "Together as One Community".
- Developing our marketing strategy aims.
- Protecting, securing and improving Catholic education
- Building on the quality of the reputations of our Academies.

Improving Visible Governance by:
- Raising the awareness of good governance as ethical, effective and accountable.
- Ensuring each Director has responsibility for a core function: Catholic Life, SEND, Safeguardig, Pupil Premium, Finance and Estates, Maths and English and Wider Curriculum.

Preparing our Board for the Future by:
- Ensuring governance is accepted as the foundation underpinning the health and future success of our Multi Academy and our schools.
- Developing the future talent of Trustees and those governing at local level.
- Ensuring that effective governance continues to be sustainable through establishing a culture of succession.
- Adopting the "Everyone on Board" campaign with Inspiring Governance.

Developing Community Engagement and supporting our Parishes by:
- Ensuring that the Board fulfils its mission by strengthening the link between our schools and Parishes.
- Supporting the Synodal pathway
- Highlighting the important role of governance in a Catholic organisation to encourage participation in our communities and to support the Church.

Governance (continued)

Developing Sustainable Leadership for driving education standards by:

- Demonstrating effective accountability
- Holding executive and school leaders to account.
- Ensuring sustainable leadership systems are in place.
- Providing intrinsic rewards and extrinsic incentives that attract and retain the best of the leadership pool.

The Trustees also adopt the DfE's Competency Framework for Trust Governance which sets out the knowledge, skills and behaviours required to be a governor or Trustee. This framework simplifies the competencies as a basis for the Trust Board to assess their corporate capacity and effectiveness.

A risk to the Governance of CtKCC comes from four Foundation Directors and one co-opted Director whose terms of office were extended by 12 months to the period end date of 31st March 2023. A term of office for Foundation Directors is normally four years. A request to extend this period has been referred to the BDES Trustee Lead for Education to ensure that the Board can continue to provide effective governance in line with the School Governance (Constitution) (England) Regulations 2021 and also to ensure the Board is able to continue to work co-responsibly with its stakeholders to fulfil their objectives, civic duties and to execute their responsibilities as an Employer.

The Board of Directors continue to work in service to the mission of the Church, through our shared Catholic values and are fully supportive of the BDES' objectives to secure, protect and improve Catholic education for our children, creating sustainable school improvement structures as well as fostering co-responsibility and a spirit of collaboration.

The Trust has a range of obligations under current legislation and statutory guidance including such matters as safeguarding, health and safety and ongoing estate management. Ensuring strong governance in these areas is imperative and a key priority for the Board, alongside supporting our schools to achieve the best possible outcomes for our children.

The impact of the Board and its sound governance is evident in the positive outcomes achieved in three recent OFSTED inspections and in the external results achieved in 2022. An extension of the term of office will ensure that the obligations of the Board can continue to be met in these vital area.

Governance (continued)

The Finance and Resources Committee's purpose is to inform and assist the Board in overseeing financial control of the Collegiate and it is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Board. It is authorised to request any information it requires from any academy, external audit, responsible officer or other assurance provider. The Committee ensures value for money via probity and efficiency in the management of expenditure and of income from all sources and makes appropriate comments and recommendations on such matters to the Board on a regular basis.

The Committee also ensures that the Board and the Audit and Risk Committee are kept fully informed regarding any issue relating to risk management.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
Mrs E Brindley	2	3
Mr B Bowers	1	3
Ms A Jones (appointed 20 April 23)	1	1
Mrs S Brammeld	3	3
Mrs T Madden	3	3
Mr S Chan	3	3
Ms C Booth (non member in attendance)	3	3

The Audit and Risk Committee is also a committee of the main Board of Directors. Its purpose is to review the risks to internal financial control and resources of the Collegiate, agree a programme of work that will address these risks (including but not limited to, policies and procedures, overall financial control, financial systems risk and value for money protocol) and report its findings on a regular basis to the Board and Accounting Officer. Such reports will inform the governance statement that accompanies the company's annual accounts and, so far as is possible provide assurance to the external auditors.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
Mr D O'Leary	3	3
Mrs S Brammeld	3	3
Mrs G Regan	3	3
Ms A Jones (appointed 20 April 23)	1	1
Mr S Chan	3	3
Mrs T Madden (non member in attendance)	3	3
Ms C Booth (non member in attendance)	3	3

Governance (continued)

The Standards and Provision Committee is a committee of the main Board of Directors. Its purpose is to assist the Board in providing a sharply focused oversight of the academies' core business of curriculum, teaching, learning, and assessment, with a clear understanding of the direct impact of the quality of provision on children's learning/ formation, attainment and progress that is shared by all Directors.

The Standards & Provision Committee will assist the Board in providing a strong policy and monitoring, evaluation and reporting framework with respect to provision, performance and standards to:

- enable the academies to meet the learning needs of all children, so they can make at least good progress across the subjects of the curriculum, but particularly in the core;
- enable the academies to be accountable for their performance and standards, by holding the Headteachers and other senior leaders to account for the quality of teaching, pupils' achievement, and pupils' behaviour and safety, and providing the kind of curricular experience and teaching and learning strategies that make the most difference to children's enjoyment in learning, their attainment in relation to national expectations, and rates of progress.

The Committee will make recommendations to the Board of Directors and to other committees as necessary and appropriate.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
Mrs G Regan	3	3
Mrs P Hanrahan	2	3
Mr D O'Leary	3	3
Mrs E Brindley	2	2
Mrs T Madden	3	3
Mr G Murray (Headteacher St John Fisher)	2	3
Mr B Grove (Headteacher St Wulstans)	3	3
Mr N Price (Headteachr St Teresa)	2	3
Mrs R Wilson (Headteacher Our Lady & St Werburgh)	2	3
Mrs D Mellor (Headteacher St Mary's)	2	3
Mrs S Moorhouse (Headteacher St Thomas Aquinas)	1	3

Review of value for money

The Accounting Officer/CEO has responsibility for ensuring that the academy trust delivers good value in the use of public resources. The accounting officer understands that value for money refers to educational and wider societal outcomes, as well as estates safety and management, achieved in return for the taxpayer resources received.

The Accounting Officer/CEO considers how Christ the King Catholic Collegiate Multi Academy Company's use of its resources has provided good value for money during each academic year, and reports to the Board of Directors where value for money can be improved, including the use of benchmarking data where available. The Accounting Officer for the Christ the King Catholic Collegiate Multi Academy Company has delivered improved value for money during the year by improving educational results and finance through improved financial governance and oversight.

Improving Educational Results

Our resources are directed where they will be the most effective in meeting educational requirements, for example:

- Robust tracking systems to record and monitor all aspects of pupil data including progress.
- Monitoring of staffing levels to support the curriculum and areas of development.
- Restructuring staff to future proof the Multi Academy from increasing pressures of staffing costs and ensure financial sustainability and efficiency.
- Realignment of learning support staff to meet the learning outcomes of pupils and minimise financial impact on staff affected.
- Working collaboratively with other schools, sharing good practice to improve CPD and improve standards.

Financial Governance and Oversight

Financial Governance arrangements include regular reporting to and monitoring by the Board, Directors of the Finance & Resources Committee and Directors of the Audit Committee. This includes:

- Comprehensive budgeting and monitoring systems with an annual budget and monthly management accounts reviewed and recommended to the Board.
- Budget Forecast Return Outturn with 3year budget forecast submitted to ESFA.
- Ensuring continuous forecasting draws on a combination of finance actuals, payroll actuals and forwardlooking budgets, by month.
- Focus on agility of the forecasting process; streamlining processes so more time can be spent on analysis rather than the administration.
- Identifying committed and noncommitted budget lines that are earmarked for review as the next financial year unfolds.
- Regular monitoring review of reports and monitoring the impact of activities and funding streams such as restricted funds for pupil premium and sports premium.
- Accounts return for ESFA which provides Parliament with information on how public money is spent for the SARA accounts that are produced under IFRS.
- External systems and control checks by Responsible Officer. Robust financial procedures and regular policy reviews including a new updated version of the CtKCC.
- Financial Regulations and Scheme of Delegation to ensure the Collegiate is operating within the regulations and framework of the Academies Handbook and the BDES Scheme of Delegation.
- Ensuring that services have been acquired across the MAC where possible to ensure economies of scale.
- Utilising the DfE school resource management toolkits, national buying strategy and efficiency metric tool.
- Better use of KPIs and benchmarking, DfE financial insight tools.

Review of value for money (continued)

- Raising the profile of Integrated Curriculum Financial Planning (ICFP) – adopting the ISBL school optimising tool for effective balance of resources.
- Successfully submitting bids to the ESFA Condition Improvement Fund, resulting in additional capital funding.
- Contracts and service level agreements are reviewed regularly to ensure the service remains suitable for the needs of the Collegiate and tenders/quotations are obtained where appropriate to ensure value for money as set out in the Financial Regulations handbook.

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 Christ the King Catholic Collegiate 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 system of internal control has been in place in Christ the King Catholic Collegiate Multi Academy Company for the period 1 September 2022 to 31 August 2023 and up to the date of approval of the annual report and financial statements.

Capacity to handle risk

The Board of Directors has reviewed the key risks to which Christ the King Catholic Collegiate Multi Academy Company is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Board of Directors is of the view that there is a formal ongoing process for identifying, evaluating and managing the Christ the King Catholic Collegiate Multi Academy Company's significant risks that has been in place for the year 1 September 2022 to 31 August 2023 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Directors.

The risk and control framework

Christ the King Catholic Collegiate 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 Board of Trustees
- regular reviews by the Finance and Resources 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
- identification and management of risk

The Board of Trustees has decided to employ Hardings as internal auditor to carry out internal system checks in the 2022/23 financial year.

The risk and control framework (continued)

The areas of testing covered Payroll systems, Income, Purchasing and the accounting system. Other areas reviewed were:

- Pecuniary Interests
- Control account/bank reconciliations
- School funds review
- Insurance review
- Staff and governors expenses claim
- Fixed assets register and depreciation for net book value.

On a bi-annual basis, the reviewer reports to the Board of Directors through the finance and general purposes committee on the operation of the systems of control and on the discharge of the Board of Directors' financial responsibilities. On an annual basis the reviewer prepare a 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 Board of Trustees confirm that Hardings were able to deliver their schedule of work as planned during the financial year ended 31 August 2023.

Review of effectiveness

As accounting officer, the Accounting Officer/CEO has responsibility for reviewing the effectiveness of the system of internal control. During the year in question the review has been informed by:

- the financial statement and management letter of the appointed external auditors, received December 2022;
- the Spring and Summer term internal scrutiny reports by Hardings;
- the financial management and governance self-assessment process;
- the work of the executive managers within Christ the King Catholic Collegiate Multi Academy Company who have responsibility for the development and maintenance of the internal control frameworkk.

The accounting officer has been advised of the implications of the result of their review of the system of internal control by the Finance and Resources Committee and a plan to address weaknesses and ensure continuous improvement of the system is in place. Plans will be reviewed once the external audit for the period of this report has been completed, taking into account external auditor recommendations.

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

GM Regan

Mrs G Regan
Chair of Trustees
Date: 7 December 2023

Theresa Madden

Mrs T Madden
Accounting Officer

Christ the King Catholic Collegiate
(A company limited by guarantee)

Statement on Regularity, Propriety and Compliance

As accounting officer of Christ the King Catholic Collegiate, I have considered my responsibility to notify the academy trust Board of Trustees and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of all funding, including for estates safety and management, under the funding agreement between the academy trust and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academy Trust Handbook 2022, including responsibilities for estates safety and management.

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

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

Theresa Madden

Mrs T Madden
Accounting Officer
Date: 7 December 2023

Statement of Trustees' responsibilities for the year ended 31 August 2023

The Trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for preparing the Trustees' 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 Trustees to prepare financial statements for each financial year. Under company law, the Trustees 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 Trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles of the Charities SORP 2019 and the Academies Accounts Direction 2022 to 2023;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

The Trustees 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 Trustees 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 Trustees 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 Trustees and signed on its behalf by:

G M Regan

Mrs G Regan
Chair of Trustees
Date: 7 December 2023

Independent auditors' Report on the financial statements to the Members of Christ the King Catholic Collegiate

Opinion

We have audited the financial statements of Christ the King Catholic Collegiate (the 'academy trust') for the year ended 31 August 2023 which comprise the statement of financial activities, the balance sheet, the statement of cash flows and the related notes, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice), including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Charities SORP 2019 and the Academies Accounts Direction 2022 to 2023 issued by the Education and Skills Funding Agency.

In our opinion the financial statements:

- give a true and fair view of the state of the academy trust's affairs as at 31 August 2023 and of its incoming resources and application of resources, including its income and expenditure for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006, the Charities SORP 2019 and the Academies Accounts Direction 2022 to 2023 issued by the Education and Skills Funding Agency.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditors' responsibilities for the audit of the financial statements section of our report. We are independent of the academy trust in accordance with the ethical requirements that are relevant to our audit of the financial statements in the 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 Trustees' 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 academy trust'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 Trustees with respect to going concern are described in the relevant sections of this report.

Other information

The other information comprises the information included in the annual report other than the financial statements and our auditors' report thereon. The Trustees 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 Trustees' report including the Strategic report for the financial year for which the financial statements are prepared is consistent with the financial statements.
- the Trustees' 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 academy trust and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' 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 Trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of trustees

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

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

Auditors' 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 auditors' 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 approach to identifying and assessing the risks of material misstatement in respect of irregularities, including fraud and non compliance with laws and regulations, was as follows:

- the senior statutory auditor ensured that the engagement team collectively had the appropriate competence, capabilities and skills to identify or recognise non compliance with applicable laws and regulations;
- we identified the laws and regulations applicable to the academy through discussions with directors and other management, and from our commercial knowledge and experience of the sector;
- we focused on specific laws and regulations which we considered may have a direct material effect on the financial statements or the operations of the academy, including the financial reporting legislation, Companies Act 2006, taxation legislation, anti bribery, employment, and environmental and health and safety legislation;
- we assessed the extent of compliance with the laws and regulations identified above through making enquiries of management and inspecting legal correspondence; and
- identified laws and regulations were communicated within the audit team regularly and the team remained alert to instances of non compliance throughout the audit.

We assessed the susceptibility of the academy's financial statements to material misstatement, including obtaining an understanding of how fraud might occur, by:

- making enquiries of management as to where they considered there was susceptibility to fraud, their knowledge of actual, suspected and alleged fraud;
- considering the internal controls in place to mitigate risks of fraud and non compliance with laws and regulations.

To address the risk of fraud through management bias and override of controls, we:

- performed analytical procedures to identify any unusual or unexpected relationships;
- tested journal entries to identify unusual transactions;
- assessed whether judgements and assumptions made in determining the accounting estimates set out in note 2 were indicative of potential bias;
- investigated the rationale behind significant or unusual transactions;

In response to the risk of irregularities and non-compliance with laws and regulations, we designed procedures which included, but were not limited to:

- agreeing financial statement disclosures to underlying supporting documentation;
- reading the minutes of meetings of those charged with governance;
- enquiring of management as to actual and potential litigation and claims;
- reviewing correspondence with HMRC, relevant regulators and the academy's legal advisors;

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 auditors' report.

Use of our report

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

Jonathan Dudley (senior statutory auditor)

for and on behalf of
Dains Audit Limited

Statutory Auditor
Chartered Accountants
Suite 2 Albion House
2 Etruria Office Village
Forge Lane
Stoke on Trent
ST1 5RQ
Date: 7 December 2023

Independent Reporting Accountant's Assurance Report on Regularity to Christ the King Catholic Collegiate and the Education & Skills Funding Agency

In accordance with the terms of our engagement letter dated 4 October 2022 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2022 to 2023, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Christ the King Catholic Collegiate during the year 1 September 2022 to 31 August 2023 have been applied to the purposes identified by Parliament and the financial transactions conform to the authorities which govern them.

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

Respective responsibilities of Christ the King Catholic Collegiate's accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of Christ the King Catholic Collegiate's funding agreement with the Secretary of State for Education dated 28 March 2014 and the Academy Trust Handbook, extant from 1 September 2022, for ensuring that expenditure disbursed and income received is applied for the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

Our responsibilities for this engagement are established in the United Kingdom by our profession's ethical guidance and are to obtain limited assurance and report in accordance with our engagement letter and the requirements of the Academies Accounts Direction 2022 to 2023. We report to you whether anything has come to our attention in carrying out our work which suggests that in all material respects, expenditure disbursed and income received during the year 1 September 2022 to 31 August 2023 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

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 academy trust's income and expenditure.

Independent Reporting Accountant's Assurance Report on Regularity to Christ the King Catholic Collegiate and the Education & Skills Funding Agency (continued)

Conclusion

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

Dains Audit Limited

Dains Audit Limited

Statutory Auditor
Chartered Accountants

Suite 2 Albion House
2 Etruria Office Village
Forge Lane
Stoke on Trent
ST1 5RQ

Date: 7 December 2023

Statement of financial activities (incorporating income and expenditure account) for the year ended 31 August 2023

	Note	Unrestricted funds 2023 £	Restricted funds 2023 £	Restricted fixed asset funds 2023 £	Total funds 2023 £	Total funds 2022 £
Income from:						
Donations and capital grants	3	**44,627**	**-**	**907,272**	**951,899**	616,434
Other trading activities	5	**500,822**	**-**	**-**	**500,822**	455,464
Investments	6	**272**	**-**	**-**	**272**	286
Charitable activities:						
Funding for the academy trust educational operations		**448,680**	**15,940,429**	**-**	**16,389,109**	15,136,479
Total income		**994,401**	**15,940,429**	**907,272**	**17,842,102**	16,208,663
Expenditure on:						
Raising funds	7	**457,896**	**406,647**	**-**	**864,543**	700,680
Charitable activities:	8					
Academy trust educational operations		**306,967**	**15,521,983**	**721,125**	**16,550,075**	15,990,031
Total expenditure	7	**764,863**	**15,928,630**	**721,125**	**17,414,618**	16,690,711
Net income/ (expenditure)		**229,538**	**11,799**	**186,147**	**427,484**	(482,048)
Transfers between funds	18	**-**	**(432,204)**	**432,204**	**-**	-
Net movement in funds before other recognised gains/(losses)		**229,538**	**(420,405)**	**618,351**	**427,484**	(482,048)
Other recognised gains/(losses):						
Actuarial gains on defined benefit pension schemes	26	**-**	**2,160,000**	**-**	**2,160,000**	9,694,000
Pension surplus not recognised	26	**-**	**(361,000)**	**-**	**(361,000)**	-
Net movement in funds		**229,538**	**1,378,595**	**618,351**	**2,226,484**	9,211,952

Statement of financial activities (incorporating income and expenditure account) (continued) for the year ended 31 August 2023

	Unrestricted funds 2023 £	Restricted funds 2023 £	Restricted fixed asset funds 2023 £	Total funds 2023 £	Total funds 2022 £
Reconciliation of funds:					
Total funds brought forward	**733,797**	**(1,190,596)**	**27,661,053**	**27,204,254**	17,992,302
Net movement in funds	**229,538**	**1,378,595**	**618,351**	**2,226,484**	9,211,952
Total funds carried forward	**963,335**	**187,999**	**28,279,404**	**29,430,738**	27,204,254

The Statement of financial activities includes all gains and losses recognised in the year.

The notes on pages 65 to 97 form part of these financial statements.

Christ the King Catholic Collegiate
(A company limited by guarantee)
Registered number: 08933913

Balance sheet
As at 31 August 2023

	Note		2023 £		2022 £
Fixed assets					
Tangible assets	14		**27,737,271**		27,491,309
			27,737,271		27,491,309
Current assets					
Debtors	15	**616,209**		855,277	
Cash at bank and in hand		**2,477,011**		2,210,570	
		3,093,220		3,065,847	
Creditors: amounts falling due within one year	16	**(1,364,578)**		(1,548,170)	
Net current assets			**1,728,642**		1,517,677
Total assets less current liabilities			**29,465,913**		29,008,986
Creditors: amounts falling due after more than one year	17		**(35,175)**		(54,732)
Net assets excluding pension asset / (liability)			**29,430,738**		28,954,254
Defined benefit pension scheme asset / (liability)	26		**-**		(1,750,000)
Total net assets			**29,430,738**		27,204,254
Funds of the academy trust					
Restricted funds:					
Fixed asset funds	18	**28,279,404**		27,661,053	
Restricted income funds	18	**187,999**		559,404	
Restricted funds excluding pension asset	18	**28,467,403**		28,220,457	
Pension reserve	18	**-**		(1,750,000)	
Total restricted funds	18		**28,467,403**		26,470,457
Unrestricted income funds	18		**963,335**		733,797
Total funds			**29,430,738**		27,204,254

Balance sheet (continued)
As at 31 August 2023

The financial statements on pages 60 to 97 were approved and authorised for issue by the Trustees and are signed on their behalf, by:



Mrs G Regan
Chair of Trustees
Date: 7 December 2023

The notes on pages 65 to 97 form part of these financial statements.

Statement of cash flows
for the year ended 31 August 2023

	Note	2023 £	2022 £
Cash flows from operating activities			
Net cash provided by operating activities	20	**610,206**	647,208
Cash flows from investing activities	22	**(320,515)**	(523,785)
Cash flows from financing activities	21	**(23,250)**	(29,907)
Change in cash and cash equivalents in the year		**266,441**	93,516
Cash and cash equivalents at the beginning of the year		**2,210,570**	2,117,054
Cash and cash equivalents at the end of the year	23, 24	**2,477,011**	2,210,570

The notes on pages 65 to 97 form part of these financial statements

1. 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.

1.1 Basis of preparation of financial statements

The financial statements of the academy trust, which is a public benefit entity under FRS 102, have been prepared under the historic cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2022 to 2023 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

1.2 Going concern

The Trustees assess whether the use of going concern is appropriate i.e. whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the academy trust to continue as a going concern. The Trustees make this assessment in respect of a period of at least one year from the date of authorisation for issue of the financial statements and have concluded that the academy trust has adequate resources to continue in operational existence for the foreseeable future and there are no material uncertainties about the academy trust's ability to continue as a going concern, thus they continue to adopt the going concern basis of accounting in preparing the financial statements.

1. Accounting policies (continued)

1.3 Income

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

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

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

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

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

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

- **Transfer on conversion**
  Where assets and liabilities are received by the academy trust on conversion to an academy, 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 academy trust. An equal amount of income is recognised as a transfer on conversion within 'Income from Donations and Capital Grants' to the net assets received.

1.4 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.

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

1. Accounting policies (continued)

1.4 Expenditure (continued)

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

  All resources expended are inclusive of irrecoverable VAT.

1.5 Tangible fixed assets

Assets costing £250 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

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

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

Depreciation is provided on the following bases:

Long-term leasehold land	- 0.8% straight line
Long-term leasehold buildings	- 2% straight line
Leasehold improvements	- 2% straight line
Furniture and equipment	- 10% straight line
Computer equipment	- 25% straight line

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

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

1.6 Interest receivable

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

1.7 Operating leases

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

1. Accounting policies (continued)

1.8 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.

1.9 Cash at bank and in hand

Cash at bank 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.

1.10 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 academy trust anticipates it will pay to settle the debt or the amount it has received as advanced payments for the goods or services it must provide.

1.11 Financial instruments

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

Financial assets - trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 15. Prepayments are not financial instruments.

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

Financial liabilities - trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost as detailed in notes 16 and 17. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

1.12 Taxation

The academy trust is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes.

Accordingly, the academy trust is potentially exempt from taxation in respect of income or capital gains received within categories covered by 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.

1. Accounting policies (continued)

1.13 Pensions

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

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

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

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

1.14 Fund accounting

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

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

2. 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 academy trust 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.

Local Government Pension Scheme

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 2023. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

Long term leasehold land and buildings

Under 125 year lease:

The long term leasehold land and buildings within the accounts relates to the academy premises which were donated to the academy on conversion on 125 year lease from The Birmingham Roman Catholic Diocesan Trustees Registered, The Council of the City of Stoke on Trent and Staffordshire County Council. The leasehold land and buildings were valued using the EFSA valuation and the valuation provided by Staffordshire County Council. They are being depreciated in accordance with the depreciation poicies set out in note 1. No annual charge is made for the use of the land and buildings under the terms of the lease, as management is not able to reliably measure open market rate.

2 year licence:

The academy trust company occupies:

(a) land provided to it by site trustees under a mere licence (also referred to as a Church Supplemental Agreement) which contains a two year notice period.

In respect of;
(a) Having considered the fact that the academy trust company occupies the land and such buildings as may be or may come to be erected on it by a mere licence that transfers to the academy no rights or control over the site save that of occupying it at the will of the site trustees under the terms of the relevant site trust, the directors have concluded that the value of the land and buildings occupied by the academy trust company under such arrangements will not be recognised on the balance sheet of the company.

3. Income from donations and capital grants

	Unrestricted funds 2023 £	Restricted fixed asset funds 2023 £	Total funds 2023 £	Total funds 2022 £
Donations	44,627	-	**44,627**	75,075
Capital Grants	-	907,272	**907,272**	541,359
Total 2023	44,627	907,272	**951,899**	616,434
Total 2022	75,075	541,359	616,434	

4. Funding for Academy's educational operations

	Unrestricted funds 2023 £	Restricted funds 2023 £	Total funds 2023 £	Total funds 2022 £
DfE/ESFA grants				
General Annual Grant (GAG)	-	13,006,280	**13,006,280**	12,334,482
Other DfE/ESFA grants				
Pupil Premium	-	554,736	**554,736**	543,993
Universal Infant Free School Meals	-	243,910	**243,910**	229,128
Teacher Pay	-	1,802	**1,802**	11,685
Teacher Pension	-	33,064	**33,064**	33,022
Other DfE/ESFA grants	-	529,813	**529,813**	244,663
Supplementary Grant	-	358,781	**358,781**	149,204
	-	-	**14,728,386**	13,546,177
Other Government grants				
Nursery education grant	-	684,931	**684,931**	594,863
Additional educational needs	-	333,896	**333,896**	342,226
Local authority grants	-	35,808	**35,808**	114,984
	-	1,054,635	**1,054,635**	1,052,073
Other income from the academy trust's educational operations	448,680	157,408	**606,088**	513,066
COVID-19 additional funding (DfE/ESFA)				
Catch-up Premium	-	-	-	11,000
	-	-	-	11,000
COVID-19 additional funding (non-DfE/ESFA)				
Mass testing	-	-	-	14,163
	-	-	-	14,163
Total 2023	448,680	15,940,429	**16,389,109**	15,136,479
Total 2022	390,308	14,746,171	15,136,479	

The academy received £Nil (2022 - £11,000) of funding for catch-up premium and costs incurred in respect of this funding totalled £Nil (2022 - £11,000).

5. Income from other trading activities

	Unrestricted funds 2023 £	Total funds 2023 £	Total funds 2022 £
Teachers income	13,765	**13,765**	14,700
Other income	179,017	**179,017**	168,762
Insurance claims	-	**-**	13,104
Lettings income	19,940	**19,940**	21,114
Out of school clubs	288,100	**288,100**	237,784
Total 2023	500,822	**500,822**	455,464
Total 2022	455,464	455,464	

6. Investment income

	Unrestricted funds 2023 £	Total funds 2023 £	Total funds 2022 £
Investment income	272	**272**	286
Total 2022	286	286	

7. Expenditure

	Staff Costs 2023 £	Premises 2023 £	Other 2023 £	Total 2023 £	Total 2022 £
Expenditure on fundraising trading activities:					
Direct costs	725,697	-	138,846	**864,543**	700,680
Educational Operations					
Direct costs	10,000,302	-	1,120,295	**11,120,597**	11,165,050
Support costs	2,364,667	1,224,229	1,840,582	**5,429,478**	4,824,981
Total 2023	13,090,666	1,224,229	3,099,723	**17,414,618**	16,690,711
Total 2022	12,790,132	1,085,563	2,815,016	16,690,711	

8. Analysis of expenditure by activities

	Activities undertaken directly 2023 £	Support costs 2023 £	Total funds 2023 £	Total funds 2022 £
Educational Operations	11,120,597	5,429,478	**16,550,075**	15,990,031
Total 2022	11,165,050	4,824,981	15,990,031	

Analysis of direct costs

	Total funds 2023 £	Total funds 2022 £
Staff costs	**10,000,302**	10,182,324
Depreciation	**161,978**	131,571
Educational supplies / Catering	**292,150**	273,073
Examination Fees	**107,094**	85,162
Staff development and other staff costs	**44,005**	46,737
Technology costs	**18,344**	22,800
Consultancy	**220,104**	215,091
Other costs	**270,179**	202,766
Recruitment and other staff expenses	**6,441**	5,526
	11,120,597	11,165,050

8. Analysis of expenditure by activities (continued)

Analysis of support costs

	Total funds 2023 £	Total funds 2022 £
Pension finance costs	**74,000**	178,000
Staff costs	**2,364,667**	2,040,841
Depreciation	**559,147**	503,389
Catering	**426,979**	379,170
Staff development and other staff costs	**1,061**	-
Technology costs	**310,314**	230,081
Consultancy	**71,233**	70,609
Other costs	**448,000**	414,745
Maintenance of premises and special facilities	**172,888**	216,391
Cleaning and caretaking	**127,709**	113,028
Rates	**52,840**	64,869
Security	**1,192**	1,320
Energy	**336,949**	177,689
Legal and professional	**330,093**	313,559
Transport	**48,684**	36,220
Other premises costs	**103,722**	85,070
	5,429,478	4,824,981

9. Net income/(expenditure)

Net income/(expenditure) for the year includes:

	2023 £	2022 £
Operating lease rentals	**18,559**	25,963
Depreciation of tangible fixed assets	**721,125**	634,960
PFI Charges	**177,429**	142,227
Fees paid to auditors for:		
- audit	**20,950**	19,100
- other services	**9,500**	10,565

10. Staff

a. Staff costs

Staff costs during the year were as follows:

	2023 £	2022 £
Wages and salaries	**9,779,109**	8,792,579
Social security costs	**929,930**	857,841
Pension costs	**2,157,783**	2,931,478
	12,866,822	12,581,898
Supply teacher costs	**220,004**	194,235
Staff restructuring costs	**3,840**	13,999
	13,090,666	12,790,132

Staff restructuring costs comprise:

	2023 £	2022 £
Redundancy payments	**-**	5,679
Severance payments	**3,840**	8,320
	3,840	13,999

b. Severance payments

The academy trust paid 2 severance payments in the year (2022 - 1), disclosed in the following bands:

	2023 No.	2022 No.
£0 - £25,000	**2**	1

c. Special staff severance payments

Included in staff restructuring costs are non statutory/non-contractual severance payments totalling £2,520 (2022: £2,565). Individually, the payments were £1,320 and £1,200.

10. Staff (continued)

d. Staff numbers

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

	2023 No.	2022 No.
Teaching	**124**	118
Support	**233**	269
Management	**25**	20
	382	407

e. Higher paid staff

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

	2023 No.	2022 No.
In the band £60,001 - £70,000	**10**	8
In the band £70,001 - £80,000	**2**	1
In the band £80,001 - £90,000	**-**	1
In the band £90,001 - £100,000	**2**	1

f. Key management personnel

The key management personnel of the academy trust comprise the Trustees and the senior management team as listed on page 1. The total amount of key management personnel benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the academy trust was £872,566 (2022 - £836,477).

11. Central services

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

- financial services
- professional services
- human resources

The academy trust charges for these services on the following basis:

4% of GAG income for each school (2022: 4%).

The actual amounts charged during the year were as follows:

	2023 £	2022 £
St John Fisher Catholic College	**233,312**	233,712
St Mary's Catholic Primary School	**76,780**	64,980
St Thomas Aquinas Catholic Primary School	**35,616**	35,616
St Teresa's Catholic Primary School	**53,412**	53,412
St Wulstan's Catholic Primary School	**74,380**	67,380
Our Lady & St. Werburgh's Catholic Primary School	**34,880**	35,280
Total	**508,380**	490,380

12. Trustees' remuneration and expenses

One or more Trustees has been paid remuneration or has received other benefits from an employment with the academy trust. The principal and other staff Trustees only receive remuneration in respect of services they provide undertaking the roles of principal and staff members under their contracts of employment. The value of Trustees' remuneration and other benefits was as follows:

		2023 £	2022 £
Mrs T Madden , CEO and Accounting Officer	Remuneration	**95,000 - 100,000**	90,000 - 95,000
	Pension contributions paid	**5,000 - 10,000**	20,000 - 25,000

During the year ended 31 August 2023, no Trustee expenses have been incurred (2022 - £NIL).

13. Trustees' and Officers' insurance

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

14. Tangible fixed assets

	Long-term leasehold property £	Leasehold improve-ments £	Furniture and equipment £	Computer equipment £	Assets under construct-ion £	Total £
Cost or valuation						
At 1 September 2022	**22,906,942**	**6,763,204**	**899,669**	**1,054,571**	**704**	**31,625,090**
Additions	**-**	**288,478**	**125,248**	**91,282**	**462,079**	**967,087**
Transfers between classes	**-**	**220,842**	**-**	**-**	**(220,842)**	**-**
At 31 August 2023	**22,906,942**	**7,272,524**	**1,024,917**	**1,145,853**	**241,941**	**32,592,177**
Depreciation						
At 1 September 2022	**2,804,619**	**388,625**	**231,975**	**708,562**	**-**	**4,133,781**
Charge for the year	**324,806**	**138,038**	**95,714**	**162,567**	**-**	**721,125**
At 31 August 2023	**3,129,425**	**526,663**	**327,689**	**871,129**	**-**	**4,854,906**
Net book value						
At 31 August 2023	**19,777,517**	**6,745,861**	**697,228**	**274,724**	**241,941**	**27,737,271**
At 31 August 2022	20,102,323	6,374,579	667,694	346,009	704	27,491,309

15. Debtors

	2023 £	2022 £
Due within one year		
Trade debtors	**20,904**	18,258
Other debtors	**2,596**	6,772
Prepayments and accrued income	**421,992**	581,458
VAT repayable	**170,717**	248,789
	616,209	855,277

16. Creditors: Amounts falling due within one year

	2023 £	2022 £
Other loans	**15,865**	19,558
Trade creditors	**470,737**	514,563
Other taxation and social security	**243,947**	209,288
Other creditors	**301,986**	294,336
Accruals and deferred income	**332,043**	510,425
	1,364,578	1,548,170

Included within other loans is a SALIX loan totalling £12,374. This bears no interest and is repayable in fixed instalments over 7 years starting 1 March 2019.

Also included within other loans is a Salix loan transferred on conversion of £3,491 This bears no interest and is repayable in fixed instalments over 6 years starting 1 April 2018.

	2023 £	2022 £
Deferred income at 1 September	**139,639**	166,222
Resources deferred during the year	**293,751**	139,639
Amounts released from previous periods	**(139,639)**	(166,222)
	293,751	139,639

At the balance sheet date the academy trust was holding funds received in advance for grants that relate to the 2023/24 academic year.

17. Creditors: Amounts falling due after more than one year

	2023 £	2022 £
Other loans	**35,175**	54,732

Included within other loans is a SALIX loan totalling £35,175. This bears no interest and is repayable in fixed instalments over 7 years starting 1 March 2019.

18. Statement of funds

	Balance at 1 September 2022 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2023 £
Unrestricted funds						
Unrestricted funds	733,797	994,401	(764,863)	-	-	963,335
Restricted general funds						
General Annual Grant (GAG)	524,963	13,006,280	(12,928,485)	(455,613)	-	147,145
Pupil premium	-	554,736	(554,736)	-	-	-
UIFSM	-	243,910	(243,910)	-	-	-
Teachers pay	-	1,802	(1,802)	-	-	-
Other DfE/ESFA	-	498,748	(492,562)	-	-	6,186
National Tutoring	-	31,065	(19,806)	23,409	-	34,668
Supplementary Grant	34,441	358,781	(393,222)	-	-	-
Other Government Grants	-	1,054,635	(1,054,635)	-	-	-
Other Income	-	157,408	(157,408)	-	-	-
Teachers pension	-	33,064	(33,064)	-	-	-
Pension reserve	(1,750,000)	-	(49,000)	-	1,799,000	-
	(1,190,596)	15,940,429	(15,928,630)	(432,204)	1,799,000	187,999

18. Statement of funds (continued)

	Balance at 1 September 2022 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2023 £
Restricted fixed asset funds						
Transfers from legacy schools	**20,131,046**	**-**	**(324,806)**	**-**	**-**	**19,806,240**
DfE/ESFA capital grants	**6,115,507**	**538,922**	**(80,424)**	**75,634**	**-**	**6,649,639**
Capital expenditure from GAG and unrestricted funds	**1,414,500**	**-**	**(315,895)**	**356,570**	**-**	**1,455,175**
Local authority capital grants	**-**	**368,350**	**-**	**-**	**-**	**368,350**
	27,661,053	**907,272**	**(721,125)**	**432,204**	**-**	**28,279,404**
Total Restricted funds	**26,470,457**	**16,847,701**	**(16,649,755)**	**-**	**1,799,000**	**28,467,403**
Total funds	**27,204,254**	**17,842,102**	**(17,414,618)**	**-**	**1,799,000**	**29,430,738**

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

Unrestricted General Funds
This fund represents those resources which may be used towards meeting any of the charitable objects of the academy trust at the discretion of the Trustees.

Restricted General Funds
This fund represents grants received for the academy trust's operational activities and development.

Pension Reserve
This fund represents the academy trust's share of the pension liability arising on the LGPS pension fund.

Restricted Fixed Asset Fund
This fund relates to grant funding received from the ESFA to carry out works of a capital nature and also the donation of the leasehold land and buildings from the Diocese on a 125 year lease, the playing fields and land from the local authorities and capital expenditure from GAG and unrestricted funds.

Under the funding agreement with the Secretary of State, the academy trust was not subject to a limit on the amount of GAG it could carry forward at 31 August 2023.

18. Statement of funds (continued)

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

	Balance at 1 September 2021 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2022 £
Unrestricted funds						
Unrestricted funds	715,323	921,133	(596,684)	(305,975)	-	733,797
Restricted general funds						
General Annual Grant (GAG)	555,229	12,334,482	(12,014,498)	(350,250)	-	524,963
Pupil premium	-	543,993	(543,993)	-	-	-
UIFSM	-	229,128	(229,128)	-	-	-
Teachers pay	-	11,685	(11,685)	-	-	-
Other DfE/ESFA	2,544	244,663	(247,207)	-	-	-
Supplementary Grant	-	149,204	(114,763)	-	-	34,441
Other Government Grants	4,000	1,052,073	(1,056,073)	-	-	-
Other Income	31,777	122,758	(154,535)	-	-	-
Catch-up premium	11,000	11,000	(22,000)	-	-	-
Mass testing	-	14,163	(14,163)	-	-	-
Teachers pension	-	33,022	(33,022)	-	-	-
Pension reserve	(10,426,000)	-	(1,018,000)	-	9,694,000	(1,750,000)
	(9,821,450)	14,746,171	(15,459,067)	(350,250)	9,694,000	(1,190,596)

18. Statement of funds (continued)

	Balance at 1 September 2021 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2022 £
Restricted fixed asset funds						
Transfers from legacy schools	20,455,852	-	(324,806)	-	-	20,131,046
DfE/ESFA capital grants	5,544,861	541,359	(148,258)	177,545	-	6,115,507
Capital expenditure from GAG and unrestricted funds	1,097,716	-	(161,896)	478,680	-	1,414,500
	27,098,429	541,359	(634,960)	656,225	-	27,661,053
Total Restricted funds	17,276,979	15,287,530	(16,094,027)	305,975	9,694,000	26,470,457
Total funds	17,992,302	16,208,663	(16,690,711)	-	9,694,000	27,204,254

18. Statement of funds (continued)

Total funds analysis by academy

Fund balances at 31 August 2023 were allocated as follows:

	2023 £	2022 £
St John Fisher Catholic College	**186,429**	105,078
St Mary's Catholic Primary School	**323,440**	417,079
St Thomas Aquinas Catholic Primary School	**160,417**	165,642
St Teresa's Catholic Primary School	**51,975**	134,596
St Wulstan's Catholic Primary School	**309,778**	367,471
Our Lady St Werburghs Catholic Primary School	**97,789**	89,913
Central	**21,506**	13,422
Total before fixed asset funds and pension reserve	**1,151,334**	1,293,201
Restricted fixed asset fund	**28,279,404**	27,661,053
Pension reserve	**-**	(1,750,000)
Total	**29,430,738**	27,204,254

18. Statement of funds (continued)

Total cost analysis by academy

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

	Teaching and educational support staff costs £	Other support staff costs £	Educational supplies £	Other costs excluding depreciation £	Total 2023 £	Total 2022 £
St John Fisher Catholic College	4,902,494	886,709	256,287	1,213,214	**7,258,704**	6,527,246
St Mary's Catholic Primary School	1,312,054	427,029	40,108	401,264	**2,180,455**	1,941,888
St Thomas Aquinas Catholic Primary School	682,735	269,377	21,126	251,807	**1,225,045**	1,134,922
St Teresa's Catholic Primary School	1,031,607	326,380	22,888	429,506	**1,810,381**	1,691,695
St Wulstan's Catholic Primary School	1,437,313	572,993	31,938	373,803	**2,416,047**	2,179,293
Our Lady St Werburghs Catholic Primary School	657,574	244,539	5,615	251,041	**1,158,769**	1,030,594
Central	1,525	363,337	21,282	208,948	**595,092**	532,113
Academy trust	10,025,302	3,090,364	399,244	3,129,583	**16,644,493**	15,037,751

19. Analysis of net assets between funds

Analysis of net assets between funds - current year

	Unrestricted funds 2023 £	Restricted funds 2023 £	Restricted fixed asset funds 2023 £	Total funds 2023 £
Tangible fixed assets	-	-	27,737,271	**27,737,271**
Current assets	963,335	1,587,752	542,133	**3,093,220**
Creditors due within one year	-	(1,364,578)	-	**(1,364,578)**
Creditors due in more than one year	-	(35,175)	-	**(35,175)**
Total	963,335	187,999	28,279,404	**29,430,738**

Analysis of net assets between funds - prior year

	Unrestricted funds 2022 £	Restricted funds 2022 £	Restricted fixed asset funds 2022 £	Total funds 2022 £
Tangible fixed assets	-	-	27,491,309	27,491,309
Current assets	733,797	2,162,306	169,744	3,065,847
Creditors due within one year	-	(1,548,170)	-	(1,548,170)
Creditors due in more than one year	-	(54,732)	-	(54,732)
Provisions for liabilities and charges	-	(1,750,000)	-	(1,750,000)
Total	733,797	(1,190,596)	27,661,053	27,204,254

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

	2023 £	2022 £
Net income/(expenditure) for the year (as per statement of financial activities)	**427,484**	(482,048)
Adjustments for:		
Depreciation	**721,125**	634,960
Interest receivable	**(272)**	(286)
Decrease/(increase) in debtors	**159,042**	(128,697)
Increase in creditors	**161,099**	146,638
Capital grants from DfE and other capital income	**(907,272)**	(541,359)
Defined benefit pension scheme cost less contributions payable	**(25,000)**	840,000
Defined benefit pension scheme finance cost	**74,000**	178,000
Net cash provided by operating activities	**610,206**	647,208

21. Cash flows from financing activities

	2023 £	2022 £
Repayments of borrowing	**(23,250)**	(29,907)
Net cash used in financing activities	**(23,250)**	(29,907)

22. Cash flows from investing activities

	2023 £	2022 £
Dividends, interest and rents from investments	**272**	286
Purchase of tangible assets	**(1,308,085)**	(1,434,496)
Capital grants from DfE Group	**987,298**	910,425
Net cash used in investing activities	**(320,515)**	(523,785)

23. Analysis of cash and cash equivalents

	2023 £	2022 £
Cash in hand and at bank	**2,477,011**	2,210,570
Total cash and cash equivalents	**2,477,011**	2,210,570

24. Analysis of changes in net debt

	At 1 September 2022 £	Cash flows £	Other non-cash changes £	At 31 August 2023 £
Cash at bank and in hand	**2,210,570**	**266,441**	**-**	**2,477,011**
Debt due within 1 year	**(19,558)**	**23,250**	**(19,557)**	**(15,865)**
Debt due after 1 year	**(54,732)**	**-**	**19,557**	**(35,175)**
	2,136,280	**289,691**	**-**	**2,425,971**

25. Capital commitments

	2023 £	2022 £
Contracted for but not provided in these financial statements		
Acquisition of tangible fixed assets	**508,176**	174,782

26. Pension commitments

The academy trust's employees belong to two principal pension schemes: the Teachers' Pension Scheme England and Wales (TPS) for academic and related staff; and the Local Government Pension Scheme (LGPS) for non-teaching staff, which is managed by Staffordshire County Council. 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 £244,244 were payable to the schemes at 31 August 2023 (2022 - £234,243) and are included within creditors.

26. Pension commitments (continued)

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.

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 £1,391,643 (2022 - £1,310,591).

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 academy trust has accounted for its contributions to the scheme as if it were a defined contribution scheme. The academy trust has set out above the information available on the scheme.

26. Pension commitments (continued)

Local Government Pension Scheme

The LGPS is a funded defined benefit pension scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2023 was £1,034,488 (2022 - £933,797), of which employer's contributions totalled £853,488 (2022 - £784,797) and employees' contributions totalled £181,000 (2022 - £149,000). The agreed contribution rates for future years are 26.2 per cent for employers and 5.5-12.5 per cent for employees.

Parliament has agreed, at the request of the Secretary of State for Education, to a guarantee that, in the event of academy closure, outstanding Local Government Pension Scheme liabilities would be met by the Department for Education. The guarantee came into force on 18 July 2013 and on 21 July 2022, the Department for Education reaffirmed its commitment to the guarantee, with a parliamentary minute published on GOV.UK.

Principal actuarial assumptions

	2023 %	2022 %
Rate of increase in salaries	**3.45**	3.45
Rate of increase for pensions in payment/inflation	**2.95**	3.05
Discount rate for scheme liabilities	**5.20**	4.25
Inflation assumption (CPI)	**2.95**	3.05
Commutation of pensions to lump sums post 1 April 2008	**N/A**	75.00
Commutation of pensions to lump sums pre 1 April 2008	**N/A**	50.00
Commutation of pensions to lump sums	**60.00**	N/A

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

	2023 Years	2022 Years
Retiring today		
Males	**21.1**	21.2
Females	**23.5**	23.8
Retiring in 20 years		
Males	**21.1**	22.2
Females	**24.8**	25.5

26. Pension commitments (continued)

Sensitivity analysis on defined benefit obligation

	2023 £000	2022 £000
Discount rate +0.1%	**(267)**	(294)
Discount rate -0.1%	**267**	294
1 year increase in member life expectancy	**447**	472
1 year decrease in member life expectancy	**(447)**	(472)
CPI rate +0.1%	**247**	270
CPI rate -0.1%	**(247)**	(270)
Salary increase rate +0.1%	**26**	26
Salary increase rate -0.1%	**(26)**	(26)

Share of scheme assets

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

	At 31 August 2023 £	At 31 August 2022 £
Equities	**7,729,790**	7,241,760
Corporate bonds	**2,653,510**	1,609,280
Property	**922,960**	905,220
Cash and other liquid assets	**230,740**	301,740
Total market value of assets	**11,537,000**	10,058,000

The actual return on scheme assets was £131,000 (2022 - £219,000).

The amounts recognised in the Statement of financial activities are as follows:

	2023 £	2022 £
Current service cost	**741,000**	1,530,000
Interest income	**444,000**	164,000
Interest cost	**(518,000)**	(342,000)
Total amount recognised in the Statement of financial activities	**667,000**	1,352,000

26. Pension commitments (continued)

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

	2023 £	2022 £
At 1 September	**11,808,000**	19,983,000
Current service cost	**741,000**	1,530,000
Interest cost	**518,000**	342,000
Employee contributions	**181,000**	149,000
Actuarial gains	**(1,945,000)**	(10,091,000)
Benefits paid	**(127,000)**	(105,000)
At 31 August	**11,176,000**	11,808,000

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

	2023 £	2022 £
At 1 September	**10,058,000**	9,557,000
Interest income	**444,000**	164,000
Actuarial gains/(losses)	**215,000**	(397,000)
Employer contributions	**766,000**	690,000
Employee contributions	**181,000**	149,000
Benefits paid	**(127,000)**	(105,000)
At 31 August	**11,537,000**	10,058,000

27. Operating lease commitments

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

	2023 £	2022 £
Not later than 1 year	**5,940**	18,558
Later than 1 year and not later than 5 years	**4,956**	10,986
	10,896	29,544

28. Other financial commitments

At 31 August 2023 the academy trust had total commitments under non-cancellable PFI contracts of:

	2023 £	2022 £
Within 1 year	**146,491**	138,234
Between 1 and 5 years	**585,965**	552,936
After more than 5 years	**978,739**	1,063,868
	1,711,195	1,755,038

29. 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.

30. Related party transactions

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

Owing to the nature of the academy trust and the composition of the board of trustees being drawn from local public and private sector organisations, transactions may take with organisations in which the trustees have an interest. The following related party transactions took place in the financial period.

Birmingham Roman Catholic Diocesan Trustees Registered (the Archdiocese of Birmingham) is connected to Christ the King Catholic Collegiate due to the Diocesan Bishop of the Archdiocese of Birmingham having the power under the Articles of Association to appoint members and directors of Christ the King Catholic Collegiate.

The trust purchased services from the Birmingham Diocesan Trust totalling £Nil (2022 - £10,207) during the period. There were no amounts outstanding at 31 August 2023 (2022 - £Nil).

The trust purchased services from Diocesan Education Services totalling £23,773 (2022 - £Nil) during the period. There were no amounts outstanding at 31 August 2023 (2022 - £Nil). The trust also made sales to Diocesan Education Services totalling £600 (2022 - £Nil) of which no amounts were due to the trust as at the year end (2022 - £Nil).

Newman Catholic Collegiate and All Saints Catholic Collegiate are connected to Christ the King Catholic Collegiate due to the Diocesan Bishop of the Archdiocese of Birmingham having the power under the Articles of Association to appoint members and directors of the collegiates.

The trust purchased services from Newman Catholic Collegiate totalling £21,668 (2022 - £26,613). Amounts outstanding as at year end were £21,668 (2022 - £18,822). The trust also made sales to Newman Catholic Collegiate totalling £1,087 (2022 - £107) of which no amounts were due to the trust as at the year end (2022 - £Nil).

The trust purchased services from All Saints Catholic College totalling £11,937 (2022 - £5,915). Amounts outstanding as at year end were £Nil (2022 - £Nil). The trust made sales to All Saints Catholic Collegiate of £1,033 (2022 - £642), of which £Nil (2022 - £Nil) was due to the trust as at the year end.

The trust made purchases at arms length in accordance with its' financial regulations. The services were not competitively tendered due to the specialist nature of the service provided. In entering into these transactions the trust has complied with the requirements of the ESFA's Academy Trust Handbook.

C Madden (husband) of T Madden, a trustee, is employed by the trust as a cover supervisor. J Relton, husband of P M Hanrahan, a trustee, is employed by the trust as a technician.

All appointments were made in open competition and T Madden and P M Hanrahan were not involved in the decision making process regarding the respective appointments. C Madden and J Relton are paid within the normal pay scale for their roles and receive no special treatment as a result of their relationship to a trustee.