Registered number: 08933913

Christ the King Catholic Collegiate

Trustees' Report and Financial Statements

for the year ended 31 August 2025

Christ the King Catholic Collegiate

(A company limited by guarantee)

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Reference and Administrative Details

Members

Reverend J Veasey
Mr E Kirwan
Mr C Loughran
Ms J Francis (resigned 18 July 2025)
Mr P Vella (resigned 18 July 2025)
Mr S Bell
Ms K Gordon

Trustees

Mr D O'Leary[2,3]
Mrs G Regan, Chair of Trustees[2,3]
Mrs E Brindley[1,3]
Mrs S Brammeld[1,2]
Ms A Jones[2]
Mr J Smart (appointed 9 September 2024)[1]

[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, Stoke-on-Trent, Staffordshire, England, ST4 6SP

Reference and Administrative Details (continued) for the year ended 31 August 2025

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
R Wilson, Headteacher - Our Lady & St. Werburgh's Catholic Primary School
D Rushton, MAC Operations Manager / DPO
C Booth, MAC Business Manager

Independent auditors

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

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 2025

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 2024 to 31 August 2025. 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 2,628 in the January census 2025.

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 academies 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 academies 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.

Structure, governance and management (continued)

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 academies 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 Academies 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 period, and to the date these accounts are approved are included in the Reference and administrative details on page 1.

Members' liability

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

Trustees' indemnities

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.

Structure, governance and management (continued)

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.

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 Academy 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 target setting to keep up momentum on academy 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

Structure, governance and management (continued)

For 2024/2025, the Board of Directors delegated the day-to-day 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.

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 academies is to:

- Maximise the quality of teaching and learning in the academies
- 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 academy is based on the academy group size. This is used alongside Academy Teachers Pay and Conditions Document (STPCD) to calculate the unit total and to identify the academy 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 Academy: 3
- St Teresa's Catholic Primary Academy: 3
- St Wulstan's Catholic Primary Academy:3
- St Thomas Aquinas Catholic Primary Academy: 2
- Our Lady and St Werburgh's Catholic Primary Academy: 2

Structure, governance and management (continued)

An ISR of seven consecutive points is set based on the group of the academy. 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").

The Trust Board and senior management consults staff and Trade Unions on the pay policy and reviews 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 academies.

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.

Structure, governance and management (continued)

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 evidence-based process and are reflective of the individual's role and responsibilities. The Accounting Officer/CEO is not involved in deciding their own remuneration.

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

During 2024/25 the Board Commissioned the NGA to carry out an external review of Governance. The outcomes from the review have been incorporated into the CtKCC Strategic Plan and the CtKCC Governance Action Plan.

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 Academy 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 academy level. The types of TU representation covered by this agreement include:

Structure, governance and management (continued)

- 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 academies or £0.95 for primary academies.

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 Academy 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	4,881	
Total pay bill	15,265,717	
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, (part of the Newman Catholic Collegiate) and St Thomas More Catholic Academy (part of All Saints Catholic Collegiate), through the Trinity Sixth Form. This is a soft federation set up to provide a broader range of choice post 16, within a Catholic setting, and a memorandum of understanding exists between the three establishments. 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 North Staffordshire areas, where matters of mutual interest are discussed, and academy improvement is supported.

The Board has appointed independent academy improvement partners (SIPs). The academies also work closely with the Golden Thread Teaching Academy 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 academy improvement.

The Board of Directors, in line with the BDES Academy Strategy is exploring the possibility of further growth with greater opportunities for academies 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 academy 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 back-office 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.

In accordance with the academy trust's equal opportunities policy, the academy trust has long-established fair employment practices in the recruitment, selection, retention and training of disabled staff.

Full details of these policies are available from the academy trust's offices.

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. Ensuring our academies are workplaces where everyone is heard and valued whilst being supported and challenged to excellence lies within this objective.

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 academies and Parishes to grow and flourish as 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 academies 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

Strategic Vision

Christ the King Catholic Collegiate is a family of six academies 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, namely to:

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

Objectives and activities (continued)

Objects and aims

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 the 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.

The objective 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 academies.
- 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 academies.
- 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 Academy Trust Handbook.
- Provide value for money across the Collegiate.
- Comply with all appropriate statutory and curriculum requirements.

Objectives and activities (continued)

Key developments for 2024-25

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 Academy Trusts Assurance Framework for Trust Governance. 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 marketing campaign with specific projects for Post 16 pupil recruitment to St John Fisher 6th form and for nursery and reception places in our Early Years settings. This 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 has a marketing and communications plan with core marketing solutions including individual academy 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.
- The Estates Strategy has been implemented to support the development of our academies.
- 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 Secondary SIP continues to work within the Academy completing reviews at the secondary school and advising CEO/AOs and HT's appraisals.
- 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 academies.
- 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.
- Directors and LGBs have accessed training for the CSI (Catholic Academies 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 academies, 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 academies are signed up to NCCE (National Centre for Computing Education) training and we have a NCCE Facilitator within our Collegiate.
- We have implemented a new more robust package of support for the secondary academy following their Ofsted Inspection Report in January 2024, including facilitating monthly SIP visits and providing additional training opportunities and CPD.

Objectives and activities (continued)

- 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 academy.
- We have further developed collaborative links with other Trusts and local academies.
- We continue to identify barriers to learning and use research based solutions to remove them.
- We increased leadership support to ensure that all academies achieve at least a 'Good' outcome from a CSI Inspection.
- 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 have provided training 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.
- We have graduated from the National Behaviour Hubs Programme.
- We are working with the BDES and Olive Academies to improve SEND and Inclusion provision.
- The Little Sutton Trust have carried out a review of Early Reading and Phonics in targeted primary schools.

CtKCC commissioned the following training for staff:

- Metacognition
- Self-Regulation
- Coaching
- The National College for online training and CPD.
- NPQ qualifications
- Apprenticeship training

The CEO is a member of two learning sets for SEND and Inclusion and Curriculum Development. The CEO is also part of the Diocesan CEO Network.

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

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.

Objectives and activities (continued)

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 academies 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

During 2024/25, the Collegiate has continued to strengthen its culture of collaboration across academies. Good practice is routinely shared, with experienced practitioners supporting colleagues in areas where outcomes need improvement. This collegiate approach is ensuring consistency of quality and raising expectations across both Primary and Secondary academies.

The attainment gap at EYFS and at KS1 is beginning to close but there is still work to do, especially in those academies with a high proportion of EAL children. Reading gaps in inference, decoding and phonics are beginning to close. Additional support continues to be implemented to help the children with their reading in all our academies. Where appropriate new reading and phonics schemes have been introduced. The number of learners arriving in our secondary academy with a reading age below 7 has increased again. The phonic specialist in the secondary school has begun to address the issues faced. The additional opportunities to support reading in the curriculum, have led to improved progress.

Moderation processes across phases and schools help to ensure accuracy and confidence in teacher assessment.

Across CtKCC, there has been clear progress in closing gaps, strengthening moderation, and embedding consistent curriculum approaches. Persistent challenges remain around behaviour, wellbeing, gender disparity at secondary, and the attainment of vulnerable groups. However, through continued collaboration, targeted support, and curriculum development, CtKCC academies are increasingly able to help pupils become resilient, confident, and independent learners.

Primary

In the Primary Phase the attainment gap at EYFS and KS1 is beginning to close, though further progress is required in academies with a high proportion of EAL learners. Gaps in reading (inference, decoding, and phonics) are narrowing. Several academies have introduced new reading and phonics schemes, resulting in greater consistency of teaching and improved outcomes.

Moderation in Maths, Reading, Writing, and RE has taken place across CtKCC, supported by external validation. We now have two LA primary writing moderators, and three schools were externally moderated in writing this year — all were judged accurate.

All primary academies now embed the Building the Kingdom model to underpin their curriculum. Primary staff have supported secondary colleagues in strengthening differentiation, feedback, and transition work. There is a clear focus on greater depth outcomes, particularly in Reading and Writing.

The pandemic-related disadvantage gap is closing slowly. Targeted tutoring, where high-quality provision could be secured, has proven effective. Gaps remain for SEND, EAL, and Pupil Premium pupils, and closing these is a priority.

Behaviour for learning has improved but still presents challenges. Emotional wellbeing continues to be adversely affected by lost learning. Access to counselling, emotional coaches, and family support workers has supported progress. Restorative practice and engagement with the National Behaviour Hubs Programme have addressed

Strategic report (continued)

Achievements and performance (continued)

behaviours not typically seen before the pandemic.

Attendance is above national averages, but persistent absence remains a concern.

Secondary

In the Secondary School the number of learners entering with a reading age below 7 has increased again. A secondary phonics specialist has been appointed, and additional curriculum opportunities for reading, including the introduction of Lexonix Advance have led to improved progress.

Although disparities between estimated grades and outcomes at KS4 and KS5 remain, rigour is supported through external moderation, exam board markers on staff, and use of external marking services.

Adaptive teaching continues to be a focus, particularly for more able students and post-16 learners.

Changes to KS3 curriculum have been implemented, with early internal data suggesting that gender gaps are beginning to narrow, though concerns remain. Primary-secondary collaboration has supported curriculum development and transition, especially around feedback and differentiation.

Behaviour for learning continues to improve, supported by formal Accounting Officer Visits and a Board-appointed SIP, who provides regular reviews reported to the Board.

Emotional wellbeing remains a challenge, but pupils are once again becoming more confident learners. Staff absence is now much lower which in turn helps to improve pupil confidence

Attendance is slightly above national figures but persistent absence remains under review, though overall attendance is above national averages.

SEND, EAL, and Pupil Premium pupils remain a focus, with targeted interventions in place. The gender gap in attainment has widened and is being addressed through curriculum adaptation and targeted support.

Strategic report (continued)

Achievements and performance (continued)

Monitoring progress and outcomes

The scrutiny of all data forms the basis of strategic academy improvement across CtKCC. This is reactive and effective, allowing for changes to be made to the CtKCC Strategic Plan and the CtKCC Academy Improvement Strategy thereby ensuring that academy improvement is better managed across the Collegiate. 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 SMID (School Management Information Data) has been embedded in the secondary academy, to provide a more robust assessment of progress against external measures at KS4 and KS5, alongside the introduction of more robust policies and procedures to improve progress and outcomes.. FFT estimates continue to be used 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. The Accounting Officer and the Headteachers work collaboratively to drive academy improvement in all the academies. 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 2024-25

Primary outcomes 2025

CtKCC continues to achieve outcomes broadly above national levels, demonstrating the impact of effective curriculum delivery, teaching, and targeted interventions.

Key Highlights:

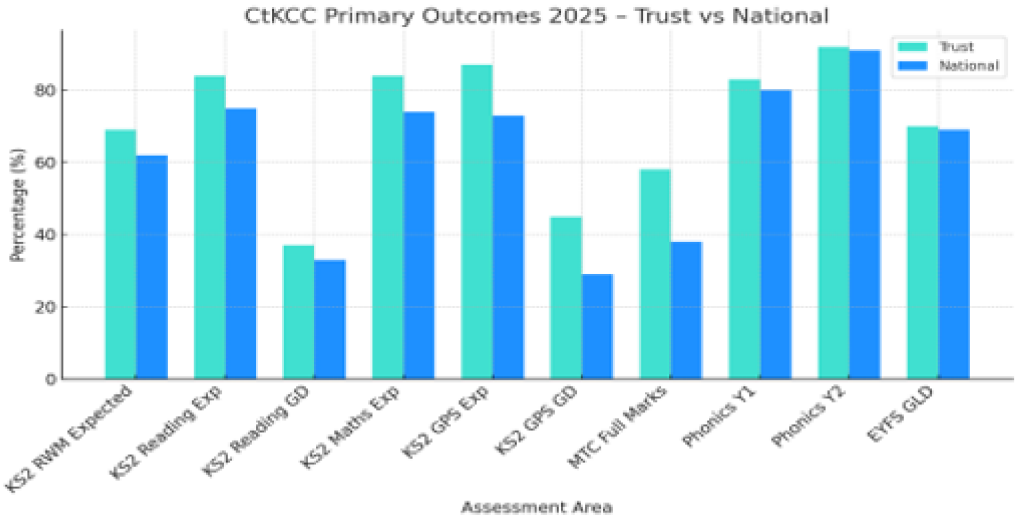
- KS2 Reading, Writing & Maths combined at expected standard: 69% (above national 62%)
- KS2 Reading at expected standard: 84% (above national 75%); Reading GD: 37% (33% national).
- KS2 GPS at expected standard: 87% (above national 73%); GPS GD: 45% (29% national).
- KS2 Maths at expected standard: 84% (above national 74%).
- Multiplication Tables Check: 58% full marks (significantly above national 38%)
- Phonics Year 1: 83% (at or above national ~80%); by Year 2: 92% (91% national).
- EYFS GLD: 70% (69% national).
-

Strengths include Reading, GPS, Phonics, and MTC outcomes. Areas for development remain Writing at Greater Depth, consistency across all schools, and reducing the gap for disadvantaged and EAL pupils.

Overall, CtKCC primary schools demonstrate strong performance with clear areas of focus to sustain and further improve outcomes in future years.

Strategic report (continued)

Achievements and performance (continued)



Assessment	Statistic	Cohort	Trust Result	National Comparison	National Result
KS2 Reading, Writing & Maths combined	% achieving the expected standard	227	69%	Above (significant)	62%
KS2 Reading, Writing & Maths combined	% achieving the higher standard	227	7%	Below	8%
Multiplication Tables Check (MTC)	% scoring full marks (25/25)	222	58%	Above (significant)	38%
Phonics Screening Check	% passing in Year 1	217	83%	At or above	80%
Early Years Foundation Stage	% achieving a Good Level of Development	211	70%	At or above	69%

Above national (statistically significant)
At or above national
Below national
Below national (statistically significant)
Missing data

Strategic report (continued)

Achievements and performance (continued)

Key Stage 2

Subject	Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
		Trust	National	Trust	National	Trust	National	Cohort	Trust	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	71%	59%	70%	60%	73%	61%	227	69%	62%
Reading, Writing & Maths combined	% of pupils achieving the higher standard	7%	7%	14%	8%	9%	8%	227	7%	8%
Reading	% of pupils achieving the expected standard	84%	74%	84%	73%	84%	74%	227	84%	75%
Reading	% of pupils achieving the higher standard	33%	28%	41%	29%	39%	28%	227	37%	33%
Reading	Average scaled score	106.2	105.0	107.2	105.0	107.0	105.0	224	106.6	106.0
Writing	% of pupils achieving the expected standard	78%	69%	78%	71%	79%	72%	227	79%	72%
Writing	% of pupils working at greater depth	12%	13%	17%	13%	13%	13%	227	11%	12%
Maths	% of pupils achieving the expected standard	83%	71%	85%	73%	86%	73%	227	84%	74%
Maths	% of pupils achieving the higher standard	36%	22%	35%	24%	36%	24%	227	28%	26%

School	Reading (Exp)	Reading (GD)	Writing (Exp)	Writing (GD)	Maths (Exp)	Maths (GD)	GPS (Exp)	GPS (GD)
Our Lady and St Werburgh's	91%	50%	81%	19%	81%	44%	88%	41%
St Mary's	81%	25%	75%	3%	83%	22%	90%	49%
St Teresa's	84%	58%	80%	16%	89%	33%	91%	53%
St Thomas Aquinas's	77%	26%	77%	16%	68%	19%	71%	23%
St Wulstan's	87%	33%	82%	7%	90%	27%	90%	48%
Indicative National	**75%**	**33%**	**72%**	**12%**	**74%**	**26%**	**73%**	**29%**

Outcomes across reading, writing, and maths are consistently above indicative national averages, with particularly strong reading outcomes (91% at Our Lady and St Werburgh's) and high greater depth performance in reading (58% at St Teresa's). GPS outcomes are a clear strength across the group, with most schools achieving significantly above the indicative national averages. Maths outcomes are strong, with multiple schools achieving above 80%, indicating effective arithmetic and reasoning teaching.

Writing at greater depth remains an area to continue developing across the group to align with reading and maths performance. A further focus on consistent high outcomes in maths in all settings will ensure pupils are well-prepared

Strategic report (continued)

Achievements and performance (continued)

for KS3. Continued alignment of curriculum and assessment will help maintain and build upon these high outcomes.

Multiplication Tables Check (MTC)

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	Trust	National	Trust	National	Trust	National	Cohort	Trust	National
% of pupils scoring full marks (25/25)	54%	27%	46%	29%	61%	34%	222	58%	38%
Average score (out of 25)	23.6	19.8	22.0	20.2	23.0	20.6	221	23.0	21.1

School	% of Pupils Achieving Expected or Higher
Our Lady and St Werburgh's	93%
St Mary's	84%
St Teresa's	93%
St Thomas Aquinas's	93%
St Wulstan's	74%

There is currently no national data on the percentages of pupils getting expected or higher (i.e. scores of at least 20 out of 25)

There are exceptionally high outcomes across the group, with three schools achieving 93%, reflecting strong teaching of times tables in lower KS2. Development Areas include ensuring consistency in multiplication recall for all pupils to maintain these high outcomes across all settings. Supporting children requiring additional practice to reach full fluency will sustain strong KS2 arithmetic progress.

Phonics Screening Check

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	Trust	National	Trust	National	Trust	National	Cohort	Trust	National
% of pupils passing in Year 1	88%	75%	74%	79%	84%	80%	217	83%	80%
% of pupils passing check by end of Year 2	95%	87%	95%	89%	92%	89%	212	92%	91%

Strategic report (continued)

Achievements and performance (continued)

Year 1 Phonics 2025

School	% of Pupils Passing Year 1 Phonics
Our Lady and St Werburgh's	90%
St Mary's	84%
St Teresa's	82%
St Thomas Aquinas's	87%
St Wulstan's	78%
Indicative National	**80%**

Outcomes exceed the indicative national average (80%) in four schools, indicating consistent systematic phonics teaching across the group. Strong outcomes (90% at Our Lady and St Werburgh's and 87% at St Thomas Aquinas) show effective early reading strategies and tracking.

Areas for development will focus on consistency across all cohorts, particularly with outcomes that are near to or just below the national average remaining a priority. Ongoing refinement of catch-up phonics provision will support pupils in meeting the screening threshold.

Year 2 Phonics 2025

School	% of Pupils Passing Phonics by End of Year 2
Our Lady and St Werburgh's	93%
St Mary's	90%
St Teresa's	80%
St Thomas Aquinas's	90%
St Wulstan's	89%
Indicative National	**91%**

High outcomes by the end of Year 2, with most schools at or near the indicative national average (92%), demonstrate effective ongoing phonics provision. Strong phonics tracking and targeted interventions are evident in these results.
Areas for development will focus on further reduction of the small percentages not achieving the required standard by Year 2. A continued focus on consistent phonics teaching for all groups, including those with additional needs, will ensure sustainability moving forward.

Strategic report (continued)

Achievements and performance (continued)

EYFS

	2021-2022		2022-2023		2023-2024		2024-2025		
	Trust	National	Trust	National	Trust	National	Cohort	Trust	National
% of pupils achieving a Good Level of Development	65%	65%	68%	67%	68%	68%	211	70%	69%
% of pupils at the expected level across all early learning goals	59%	63%	64%	66%	64%	66%	211	58%	67%
Average number of early learning goals at the expected level per pupil	14.4	14.1	14.3	14.1	14.2	14.1	211	14.0	14.2

School	% of Pupils Achieving GLD
Our Lady and St Werburgh's	58%
St Mary's	68%
St Teresa's	68%
St Thomas Aquinas's	73%
St Wulstan's	78%
Indicative National	**69%**

Several schools perform in line with or above the indicative national average (69%), notably St Thomas Aquinas's (73%) and St Wulstan's (78%). Effective phonics and early number foundations are evident, supporting children in meeting the Good Level of Development (GLD). Transition and parental engagement strategies are positively impacting GLD outcomes.

Variability across settings indicates the need to maintain a consistent focus on supporting all children, particularly those just below GLD thresholds. Continued emphasis on early intervention for disadvantaged and lower-attaining children will further strengthen outcomes.

Summary

In 2025 CtKCC primary schools are performing well across all assessment areas, with outcomes generally above indicative national data, particularly in reading, phonics, GPS, and KS2 combined outcomes. High levels of attainment demonstrate effective curriculum delivery, quality teaching, and strong tracking across the group. A key focus for all academies has been GDS (Greater Depth Standard), with improvements noted however, GDS in writing remains inconsistent and continues to be an area requiring further attention. Additional intervention is supporting improvements in reading at greater depth in some schools.

Development areas are consistent with general sectoral improvement needs (e.g., increasing greater depth in writing and sustaining consistency across all cohorts).

Comparisons of external data have been made with the provisional national attainment figures available for 2025, and the national outcomes since 2019.

The gap between disadvantaged and nondisadvantaged students has started to narrow, although it has not yet reached the levels observed in 2019, despite substantial support and intervention.

Strategic report (continued)

Achievements and performance (continued)

This year there were no statutory test at KS1, however, phonics outcomes show a significant improvement in all academies. Academy outcomes are more varied for phonics, though additional support provided for those schools identified as causing concern last year, has produced a positive upturn.

The impact of the pandemic is still evident, among the youngest children, however, there has been an improvement this year in GLD (Good Level of Development), in four out of five schools. The one school which has seen a downturn is still in line with national and outcomes are cohort related.

It is also important to note that the current data includes students who recently arrived in the academies (and the country) only a few weeks before the SATs. Some academies may see an increase in percentages if the disapplication of these children is approved.

All academies have requested that the writing research group continues to provide ongoing support to improve outcomes in this area. Efforts are already underway to provide additional support to targeted children to help close existing gaps. Significant resources have been allocated to support phonics, and overall, the results are promising. However, there is recognition that further efforts are needed to continue closing these gaps.

At Our Lady and St Werburgh's, progress has remained strong overall, with attainment continuing to meet or exceed national standards across all key measures. Outcomes in Reading are particularly high (91% expected, 50% greater depth), significantly above the national average. Maths (81% expected, 44% greater depth) and GPS (88% expected, 41% greater depth) are also well above national outcomes. Writing (81% expected, 19% greater depth) shows comparatively lower attainment at greater depth. Phonics outcomes remain a clear strength, with 90% of pupils passing the Year 1 check compared to a national 80%. EYFS GLD, while below the Trust average at 58%, is broadly in line with national. Continued focus on Writing at greater depth and on improving GLD will be key priorities for the coming year.

At St Mary's, outcomes remain strong, particularly in Phonics, where 84% of pupils passed the Year 1 screening (above national). KS2 results show Reading (81% expected, 25% greater depth) and Maths (83% expected, 22% greater depth) above national levels, with GPS emerging as a strength (90% expected, 49% greater depth). Writing (75% expected, 3% greater depth) is in line at the expected standard but well below national at greater depth. EYFS GLD stands at 68%, close to the national average. The academy is embedding its revised writing scheme while consolidating its work in reading and oracy through the EP Accelerated Reading programme. Increasing attainment at greater depth, particularly in Writing, remains a clear focus.

At St Teresa's, outcomes have strengthened further, with KS2 results exceeding national averages in Reading (84% expected, 58% greater depth), Maths (89% expected, 33% greater depth), and GPS (91% expected, 53% greater depth). Writing remains strong at the expected standard (80%) but requires further improvement at greater depth (16%). EYFS GLD stands at 68%, in line with national, while Phonics outcomes (82% in Year 1) remain just above national, though progress is evident. The academy has implemented the Little Wandle Phonics programme alongside targeted language support, which is beginning to narrow gaps. Enhancing Reading and Writing at greater depth will remain a priority

Strategic report (continued)

Achievements and performance (continued)

At St Thomas Aquinas's, GLD has improved to 73%, bringing outcomes above the national average (69%) and showing progress since 2023 despite the presence of several children with EHCPs within the cohort. Year 1 Phonics outcomes (87%) are well above the national average (80%), reflecting effective early reading provision, though the high proportion of EAL pupils means phonics and language development remain key areas of focus. KS2 outcomes are mixed: Reading (77% expected, 26% greater depth) and Writing (77% expected, 16% greater depth) are broadly in line with national averages, while Maths (68% expected, 19% greater depth) lags behind, remaining below both Trust and national performance. GPS outcomes (71% expected, 23% greater depth) are also below national benchmarks. While attainment at greater depth has strengthened in some areas, securing consistently high outcomes across all subjects—particularly Maths—will be a key development focus. The academy continues to contribute to Trust-wide improvement in Maths through its leadership of the "Embedding and Sustaining Mastery" programme.

At St Wulstan's, EYFS GLD has decreased to 78% but remains securely above the national average (69%), demonstrating strong provision in early years despite the dip compared to 2024. Year 1 Phonics outcomes (78%) are slightly below the national figure (80%), with improvements expected as the recently introduced phonics scheme becomes more embedded. KS2 outcomes are strong overall: Reading (87% expected, 33% greater depth), Maths (90% expected, 27% greater depth), and GPS (90% expected, 48% greater depth) are all well above national averages, with particularly high attainment at greater depth in GPS. Writing outcomes (82% expected, 7% greater depth) remain broadly in line with national at the expected level but continue to lag behind in greater depth. While Reading, Maths, and GPS outcomes highlight significant strengths, increasing the proportion of pupils achieving greater depth in Writing remains a key area for development.

Secondary Outcomes 2025

The 2025 outcomes reflect a challenging year for the school, with results below national averages in several key measures, but with improvements in some areas compared to 2024. At Key Stage 4, Attainment 8 declined slightly to 41.77, and the proportion of students achieving English and Maths at grade 4+ was 58% (down from 71% in 2024). Only 34% achieved grade 5+ in both subjects, widening the gap with national figures. Outcomes for disadvantaged and SEND students remain a significant concern, while EAL learners continue to outperform their peers. Gender gaps persist, with girls once again outperforming boys across all headline measures.

At Key Stage 5, outcomes showed a more positive trajectory. The average grade improved to a C, and the percentage of students achieving A*-C rose to 67%. Subjects such as Sociology, Biology, and Mathematics performed particularly well, while Physics and Psychology remain areas for improvement. Despite these gains, outcomes for disadvantaged learners at post-16 remain significantly below their peers.

The school continues to face challenges in closing the attainment gaps for disadvantaged students, improving the consistency of outcomes across all subject areas, and raising the proportion of top grades. A forensic focus on Year 11 and Year 13 will be required in 2025–26 to ensure results move closer to national standards. Targeted interventions, curriculum refinements, and strengthened assessment practices are being implemented to support these priorities.

Strategic report (continued)

Achievements and performance (continued)

KS4 Outcomes 2025

Progress 8 is not reported for this cohort as students did not sit KS2 SATs due to the pandemic. The Attainment 8 score of 41.77 represents a decline from 43.92 in 2024. Basics 4+ is 58%, while Basics 5+ fell to 34%, both below national averages (65% and 46% respectively). This reflects a high proportion of learners achieving a grade 4, but not progressing to the stronger pass at grade 5.

KS4		Progress 8	Attainment 8	Basics 4+	Basics 5+	English 4+	English 5+	Maths 4+	Maths 5+	RE 4+	RE 5+
2019	All	-0.19	48.50	71	48	77	61	73	55	73	61
	Dis	-0.91	41.30	57	34	64	48	59	41	45	39
	NAT	-0.03	48.80	69	50	79	65	73	55		77
2023	All	-0.67	40.00	60	33	69	48	68	39	55	38
	Dis	-1.07	33.50	46	19	57	24	54	27	43	26
	NAT	-0.03	46.20	65	45	75	60	70	51		76
2024	All	-0.36	43.92	71	48	71	49	74	49	53	38
	Dis	-0.76	35.78	57	34	54	33	57	39	43	24
	NAT	-0.03	45.9	65	57	74	61	67	52		73
2025	All		41.77	58	34	67	47	67	43	58	43
	Dis		33.95	49	17	52	34	57	26	43	30
	NAT		45.7	65	46	74	60	70	51		75

KS4 Group Outcomes

Disadvantaged students (FSM) perform below their peers, achieving an average Attainment 8 score of 33.95 compared to 44.2 for non-FSM students. 17% of FSM students achieved a grade 5+ in English and Maths. SEND students remain the lowest-performing group, with an average Attainment 8 of 25.74. In contrast, EAL learners achieved higher outcomes than their peers, with an Attainment 8 of 44.7. Female students outperformed males across all measures.

Group	Attainment 8	Eng & Maths 4+	Eng & Maths 5+	Eng & Maths 7+
All	41.77	57.58%	33.84%	9.60%
EAL	44.70	56.60%	45.28%	15.09%
Non-EAL	40.70	57.93%	29.66%	7.59%
FSM	33.95	48.94%	17.02%	4.26%
Non-FSM	44.20	60.26%	39.07%	11.26%
SEN	25.74	26.47%	8.82%	0.00%
Non-SEN	45.09	64.02%	39.02%	11.59%
Male	39.06	50.49%	29.13%	6.80%
Female	44.71	65.26%	38.95%	12.63%

Strategic report (continued)

Achievements and performance (continued)

KS4 Subject Outcomes

Performance across subjects in 2025 presents a mixed picture. Triple Science entries (Biology, Chemistry and Physics) performed strongly, with over 95% of learners achieving 5+ and 100% reaching 4+. However, this reflects relatively small cohorts of more able learners. In contrast, the larger Combined Science cohort achieved 28% at 5+ and just over half at 4+.

Mathematics results were stronger than English, with 67% of learners achieving grade 4+ and 43% achieving 5+. English outcomes were weaker: 58.6% at 4+ and 40.4% at 5+, both below national averages. Religious Studies, with one of the largest cohorts, saw 43% achieving 5+. These three core subjects remain key priorities for improvement.

Languages showed varied outcomes: French and German performed well with over 50% achieving grade 5+, while Spanish outcomes were weaker (29% at 5+). Minority entry subjects such as Arabic, Bengali, Italian, and Russian achieved excellent results but had very small cohorts.

In the creative and vocational subjects, results were varied. Art, Drama, and Dance achieved reasonable proportions at 4+, and some at grade 7+. Hospitality and iMedia performed poorly with fewer than a quarter of learners achieving 5+.

Positively, Sport (GCSE and vocational) achieved strong outcomes, with 100% at 4+ and 75% at 5+. Music also performed well given its small cohort, with two-thirds achieving grade 5+.

Overall, while there were some areas of strength, as in Triple Sciences and Sport . Raising the proportion of learners achieving at grade 5+ and above remains a significant priority for the school.

Strategic report (continued)

Achievements and performance (continued)

Subject	7+	5+	4+	Cohort Size
Arabic	100%	100%	100%	1
Art	5.88%	35.29%	58.82%	17
Astronomy	5.56%	16.67%	22.22%	18
Bengali	100%	100%	100%	1
Biology	40%	88%	100%	25
Business Studies GCSE	15.79%	47.37%	68.42%	19
Business Studies NCFE	0%	15.15%	42.42%	33
Chemistry	45.83%	95.83%	100%	24
Children's Learning	0%	0%	40%	15
Citizenship	25%	75%	75%	4
Computer Science	9.3%	32.56%	53.49%	43
Dance	0%	62.5%	87.5%	8
Drama	0%	60%	90%	10
English	11.62%	40.4%	58.59%	198
English Literature	14.36%	38.97%	61.03%	195
French	41.67%	50%	75%	12
Geography	8.33%	31.25%	47.92%	48
German	36.36%	63.64%	72.73%	11
HSC	12.77%	21.28%	42.55%	47
History	15.46%	39.18%	53.61%	97
Hospitality	5.41%	8.11%	21.62%	37
I Media	13.46%	21.15%	42.31%	52
Italian	100%	100%	100%	1
Mathematic	14.65%	43.43%	67.17%	198
Music	33.33%	66.67%	66.67%	6
PE GCSE	25%	50%	62.5%	8
Performing Arts	0%	20%	80%	10
Physics	54.17%	95.83%	100%	24
Polish	50%	75%	100%	4
Product Design	9.38%	53.13%	65.63%	32
Religious Studies	15.71%	42.93%	58.12%	191
Russian	100%	100%	100%	2
Science	4.12%	28.24%	50.59%	170
Spanish	14.29%	28.57%	50%	14
Sport	37.5%	75%	100%	8

The secondary school uses SMID to track progress and attainment at KS4, with targets set using FFT.KS4 outcomes were not expected to be good due to the ability level of the cohort, however they were slightly better that expected. An action plan has been in place since the latest Ofsted Inspection, providing targeted support for the secondary school. The Directors have also provided additional staffing and support to the school to support rapid sustained improvement. Additional support for reading through an expanded phonics programme and timetabled reading opportunities has also been built into the curriculum. KS4 outcomes consequently remain a focus for the school. The school is working with the school improvement team from St Gabriel the Archangel Catholic MAT, who we are due to join on 1st November 2025.

Strategic report (continued)

Achievements and performance (continued)

KS3 progress and attainment are measured using an internal system which is based on SMID and FFT estimates. Internal data at KS3 and KS4 is also scrutinised using SMID. Closing the progress and attainment gaps remain a focus for the school

Next Steps

Priorities for 2025–26 include closing the attainment gap for disadvantaged students, raising achievement in English and other weaker subjects, and sustaining improvements in Mathematics and the Sciences. Curriculum adjustments, improved moderation of assessments, adaptive teaching, embedding a coaching model of teaching, and strengthened independent learning will be central to securing improved outcomes.

Key Stage 5 Outcomes 2025

KS5 results showed improvement compared to 2024. The average grade rose to a C (28.61 points per entry). The percentage achieving A*-B improved to 39%, A*-C rose to 67%, and A*-E reached 98%. These outcomes remain below national averages, but indicate a positive trajectory with gains across several subject areas.

KS5		Average Grade	Points Per Entry	A*- B	A*- C	A*-E	English C+	Maths C+	RE C+	English E+	Maths E+	RE E+
2019	All	C	31.13	52	72	98	81	53	57	100	100	100
	NAT	C+	34.01	65	88	100	89	86	89	100	100	100
2023	All	C-	25.90	30	51	90	88	58	56	100	89	89
	NAT	B-	35.29	53	75	97	78	76	79	99	96	98
2024	All	C-	26.05	30	50	92	100	50	50	100	94	100
	NAT	B-	35.55	53.9	76.4	97.2						
2025	All	C	28.61	39	67	98	100	81	100	100	100	100
	NAT			55.1	77.8	97.5	76.7	80	74	99	97	97

Strategic report (continued)

Achievements and performance (continued)

KS5 Group Outcomes

	All	EAL	Non EAL	Gap EAL	FSM	Non FSM	Gap FSM	Male	Female	Gap Gender
Cohort Size	43	26	17	9	3	40	-37	15	28	-13
Average Grade All Qualifications	C	C	C-	1	C+	C-	2	C-	C	-1
Average Grade Applied General	Merit-	Merit+	Pass+	3	Merit	Merit-	1	Merit-	Merit	-1
Average Grade All Academic	C	C	C-	1	C+	C	1	C-	C	-1
Average Grade A Level Only	C	C	C-	1	B-	C	2	C-	C	-1
Average Grade Academic only	C	B-	D+	4	D	C	-3	D+	B-	-4
Average Grade Best 3 A Levels	C	C	C-	1	B+	C-	5	C-	C	-1

The overall cohort size is relatively small (43 pupils), which means that gaps between groups are magnified by individual pupil performance. Nevertheless, several trends are evident.

In comparing EAL and Non-EAL pupils, the average grade across all qualifications is broadly comparable at grade C, although non-EAL pupils achieve slightly lower in some measures (C–). The most notable difference appears in academic-only outcomes, where EAL pupils achieved B– compared with D+ for non-EAL, creating a significant positive gap of four grades in favour of EAL. This suggests that EAL learners are performing particularly strongly in academic subjects, exceeding their peers in this measure.

When reviewing FSM and Non-FSM outcomes, there is a clear attainment gap across most measures. For example, the average grade for all academic qualifications is C+ for FSM pupils compared with C for Non-FSM. However, this pattern reverses in some areas such as A Level only and Best 3 A Levels, where FSM outcomes are higher. The largest difference is in Best 3 A Levels, where FSM pupils achieved B+ compared to C– for Non-FSM, creating a gap of five grades in favour of FSM. This result is based on a very small FSM cohort (n=3), meaning outcomes are highly volatile and should be interpreted with caution. Overall, while some FSM outcomes are positive, consistency is not yet established and targeted support will be necessary to sustain outcomes for disadvantaged learners.

Gender differences are less pronounced overall, with gaps typically around one grade. However, the most significant difference is in academic-only subjects, where females outperform males (B– compared with D+), creating a four-grade gap. This indicates that gender disparity is most evident in academic subjects, with females showing stronger performance.

In summary, EAL pupils are performing particularly strongly, especially in academic outcomes. FSM pupils demonstrate positive attainment in some measures, although the small cohort size makes results volatile. Gender differences are relatively small overall, but males underperform compared with females in academic-only subjects, which remains an area for development.

Strategic report (continued)

Achievements and performance (continued)

KS5 Subject Outcomes

Subject	Avg Point Score	Avg Grade	Value Added	Cohort Size
Applied Science	**23.75**	**Merit**	**0.02**	**8**
Biology	30.48	C	0.36	21
Business BTEC	35	Dist.	0.06	1
Business Studies (A level)	50	A	1.77	1
Chemistry	28.33	C-	-0.01	18
Children's Play, Learning	12.5	Pass-	-0.84	2
Classical Civilisation	40	B	0.61	1
English Language	35	B-	0.27	4
English Literature	36	B-	0.16	5
EPQ	31.67	C+	-0.28	36
Further Mathematics	28.33	C-	-0.54	6
Geography	20	D	0.09	1
Government & Politics	10	E	-0.78	1
History	30	C	-0.24	1
History (AS)	30	C	0.72	1
Health & Social Care	22	Merit-	-0.48	5
Health & Social Care Double	25	Merit	-0.77	1
Mathematics	35.63	B-	0.20	16
Maths Core	15	D-	0.53	2
Physics	13.33	E+	-0.86	6
Product Design	10	E	-0.76	2
Psychology	23	D+	-0.45	10
Religious Studies	50	A	1.58	1
Sociology	32	C+	0.38	10

Strong performances were seen in essay-based subjects such as English Literature, English Language, and Sociology, all achieving average grades of B- to C+ with positive value-added. Biology also performed well with an average grade C and a positive value-added score, reflecting good progress. Notably, Religious Studies and Business Studies (A level) achieved outstanding outcomes with A grades and very high value-added, albeit from very small cohorts.

Mathematics continued to perform strongly, achieving an average grade of B- with a positive value-added score. Further Mathematics was weaker, with a C- average and negative value-added, although this reflects a small cohort.

Conversely, there are clear areas of underperformance. Physics outcomes were poor, with an average grade of E+ and significantly negative value-added. Psychology also underperformed, averaging a D+ with negative progress. Applied and vocational subjects, such as Health & Social Care and Children's Play, Learning, achieved below expectations, with negative value-added across all cohorts.

Smaller-entry subjects such as Product Design, Government & Politics, and Geography also recorded weak outcomes with average grades of D or E and negative value-added.

Strategic report (continued)

Achievements and performance (continued)

Overall, the results demonstrate that while the school has strong provision in English, Sociology, Biology, and some individual subjects, there is a pressing need to improve consistency across the curriculum. The underperformance in Physics, Psychology, and vocational pathways must be addressed urgently, with a sharper focus on teaching quality, subject support, and raising ambition at the top grades.

Next Steps

At KS5, the focus will be on increasing the proportion of A*-B grades, particularly in underperforming subjects, while ensuring disadvantaged students are better supported to achieve in line with their peers. Curriculum adjustments, improved moderation of assessments, and strengthened independent learning will be central to maintaining a positive direction in improving improved outcomes.

Ofsted/CSI Inspections

The current situation for inspection outcomes for all our academies is shown in the table:

School	CSI	Ofsted
OLSW	Outstanding: CSI February 2025	Good: s.8 September 2022
SJFCC	Good: CSI May 2023	RI s5 December 2023
SM	Outstanding: CSI May 2023	Good: s.8 December 2022
ST	Good: CSI November 2023	Good: s.8 January 2023
STA	Outstanding: s.48 July 2019	Good with Outstanding: s5 November 2022
SW	Outstanding: CSI May 2025	Effective action taken to maintain Good: s.8 February 2025

During 2024/25 we were fortunate to have three CSI (Catholic Academy Inspectorate) inspectors, giving us an invaluable insight into the requirements of the CSI framework. We have another three staff who awaiting training.

We are awaiting CSI inspections at STA. We expect at least one HMI/Ofsted visit to SJFCC in the coming academic year.

External reviews and internal scrutiny for monitoring and evaluation

SJFCC have had a number of external reviews and visits carried out by the BDES, local partner Multi Academy Companies and subject specific review as appropriate. The Board appointed Secondary SIP has visited regularly. In all cases feedback is provided to the Directors Standards & Provision Committee with Governors and Directors attending some of the reviews. A Director and/or the AO attended all initial feedback from external providers. Reports were shared with the LGB and the Directors Standards & Provision committee. Action plans have been developed and implemented to address identified areas for development and progress shared with the LGB and the Directors Standards & Provision committee.

The Directors appointed a Primary SIP who has visited each of the schools on three occasions, including for the purpose of Headteachers' Performance Management and Target setting. The focus this year has been in EYFS, with a particular emphasis on Phonics and SEND with some scrutiny of other areas of literacy and oracy. In all cases feedback is provided to the AO and the Directors Standards & Provision Committee. Reports for each academy are shared with the

Strategic report (continued)

Achievements and performance (continued)

LGB and the Directors Standards & Provision committee. Action plans have been developed and implemented by each school to address identified areas for development and progress shared with the LGB and the Directors Standards & Provision committee.

Our Stoke schools have accessed further support through the PEIA area and targeted support has been provided through the Little Sutton Trust, which has also been accessed by St Mary's

We successfully graduated from the National Behaviour Hubs Programme

The Accounting Officer/CEO visits all academies 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. Visits have taken place half termly at SJFCC.

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

Strategic report (continued)

Achievements and performance (continued)

Deployment of pupil premium

The Director for Pupil Premium and the Standards & Provisions Committee of the Board of Directors continue to monitor the progress of each school against its pupil premium 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 pupil premium has previously met with the LGB representatives for pupil premium to update their training and to ensure that they are fully aware of their responsibilities in overseeing the deployment of the pupil premium in each academy. All pupil premium strategy statements have been written in line with the new guidance and requirements.

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. We have focused on improving attendance this year and 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. Therefore, we still feel that there is room for improvement, particularly for those children classed as being persistently absent. Consequently, attendance remans a significant area of focus. The percentage of children who are disadvantaged has increased in all our schools in the current economic crisis. We also have serious concerns that our most disadvantaged children come from ‘working poor’ families, that is families who are barely making ends meet and who often have several jobs to ensure that the bills are paid. Family support workers, pastoral staff and SLT work with teachers and families to increase the rate at which the attainment gap is narrowed. Academy findings are in line with Sutton Trust research.

Going concern

Following approval from the Department for Education, on 1 November 2025 Christ the King Catholic Collegiate formally joined St Gabriel The Archangel Catholic Multi-Academy Trust, a Multi-Academy Trust incorporated in England and Wales. On the same day, the activities, assets and liabilities of Christ the King Catholic Collegiate were transferred to St Gabriel The Archangle Catholic Multi-Academy Trust and this academy trust became dormant. These financial statements have therefore been prepared on a non-going concern basis. No adjustments to the carrying value of the assets and liabilities were required as a result of this basis of preparation.

Strategic report (continued)

Achievements and performance (continued)

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.

Further, directors are duly aware of the following '*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)

Achievements and performance (continued)

Financial review

Christ the King Catholic Collegiate is a proactive, forwardlooking Company that incorporates its Finance Strategy in the delivery of the Multi Academy's Strategic Development Plan. As the Company embarks upon its eleventh year in business, the objective is to continue to evolve and reshape ensuring every decision we make is ethical and embedded in the core values of the Company. The Trust's Finance Strategy Plan supports the delivery of the Multi Academy's Strategic Development Plan. It is designed to ensure the longterm financial sustainability, delivering an integrated approach linking curriculum and financial planning to enable investment in the delivery of an excellent pupil experience. It has been developed in parallel with a number of mutually reinforcing strategies including the Estate Strategy Plan and the People Strategy. 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 academy level to the Board of Directors and limits the potential for duplication or omission of functions.

The Trust adopts the ISBL approach to integrated curriculum financial planning and has embedded the Advanced Strategic Optimisation Tool (ASOT) as a tool to calculate and interpret the use of the essential ICFP metrics for its settings and compares against year specific and region-specific thresholds. ICFP and financial benchmarking are instrumental in challenging the use of resources and the academic return on investment. There are robust procurement practice and strong purchasing payment practices which is evidenced by prudent use of public resources. The SRMA evaluation took place in June 2025 which showed that the recommendations had been acted upon and incorporated into the Finance Strategy Plan and the CtKCC Strategic Plan. The DfE provided the SRMA follow-up report which highlights the MAC's significant progress in implementing SRMAs recommendations and *"reflected a strong commitment to financial improvement and strategic planning*'**.** The review evidenced the practice of strategic financial management throughout the education and business operations that ensured best value for money to maximise pupil outcomes and utilisation of the academy resources.

The Directors have assurance that all financial and risk management processes and procedures are being adhered to for all financial activities. The Trust has achieved the desired 'blue' status which is evidenced in recent RPA audits. The Trust has implemented systems to protect the business from fraud risk and from social engineering including cyber enabled fraud and phishing/ransomware. The Trust has a comprehensive strategy that includes robust technical controls, strong governance and continuous vigilance. The Trust has proactively managed security and has reduced its risk of data breaches and protected its digital assets through its IT strategy plan and improvements to IT infrastructure.

Strategic report (continued)

Achievements and performance (continued)

Funding

The Company's principal income is from the Department of Education (DFE) 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 £13,856,771 general annual grant funding in 2024/25. The grants received from the DFE during the period ended 31 August 2025 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 DFE. The Trust received £27,346 in condition improvement funding and devolved 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 2025 total expenditure (excluding depreciation, impairment loss and FRS 102 pension adjustments) of £18,678,918 was covered by grant funding from the DfE together with other incoming resources. The company has made a surplus after capital transfers of £315,096 (excluding the movement in the pension reserve and restricted fixed asset fund of £671,962.)

At 31 August 2025, the net book value of fixed assets was £30,034,746. The assets were used exclusively for providing education and the associated support services to the pupils of the Collegiate. St Mary's £1.3m heating and boiler CIF project is still ongoing and works are on schedule to be completed early next year, 2026.

Strategic report (continued)

Reserves policy

In December 2024, the Board of Directors of Christ the King published a Reserves Policy which established a formal approach by which the Trust pools restricted and unrestricted general annual grant reserves under the provisions within the Academy Trust Handbook. The Trust has established a reserves policy to protect its activities by providing a financial comfort zone against an unpredictable financial environment and made sufficient provision for future capital investment and IT infrastructure. The pooling of GAG reserves relates to only the end of year surpluses and deficits arising; pooling of in-year GAG income is not proposed.

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, subject to:

- The Board is able to maintain the required minimum levels of reserves in aggregate across all academies, 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 academies, 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 company held fund balances at 31 August 2025 of £31,052,956 comprising £Nil of restricted general funds and £593,962 of unrestricted general funds, restricted fixed asset funds of £30,458,994 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 longterm value of any surplus cash balances against inflation. The Board has reviewed the investment policy during 2024/25 and choose to follow a zerorisk policy, this limits our options but ensures that reserves are protected (reserves are retained at bank).

Principal risks and uncertainties

The Board recognises and manages present and future risks, including contingency and business continuity planning, to ensure continued and effective operation.

Christ the King Catholic Collegiate Risk Management Strategy outlines 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.

Fundraising

Fundraising refers to generated income such as before and after academy clubs, catering income, lettings and events income.

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

The lettings of academy 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 and are donated to purchase specific items for the respective individual academies. They have a formal constitution and those which raise more than £5k per annum have charitable status.

During 2024/25 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

The Estate Strategy Plan prioritises the need 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 pupils, staff, partners and communities. Our Multi Academy is committed to reducing the amount of carbon emissions with each academy 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 each academy 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 academy sustainability plans include;

- Making efficient use of existing space and increasing the use of shared facilities.
- Establishing clear expectations relating to environmental sustainability with Project Design Teams.
- Incorporating sustainability objectives into tendering and procurement processes; ensure that all new build projects achieve a BREEAM rating of 'Very Good' or 'Excellent'.
- Adopting appropriate energy saving and sustainable power generation technologies within building services design so far as practicably possible.
- Ensuring 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).
- Standardising common plant systems to provide continuity of assets (e.g. increasing life cycle; reducing maintenance liability).
- Reducing and reusing 'end of life' construction materials on site (e.g. using demolition materials as hard core).
- Compelling contractors to report accurately on their waste management processes during the construction process (e.g. volumes and material types to landfill).

Reduce, Reuse & Recycle

Academies represent 25% of UK public sector building emissions and tackling this can make a significant contribution to reach net zero. Over 24,000 academies 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 academy commute: there is 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 remodeling 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).

Streamlined energy and carbon reporting (continued)

Academies 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 academy, 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 academy 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:

UK Greenhouse gas emissions and energy use data for the period	1 September 2024 to 31 August 2025	1 September 2024 to 31 August 2025
Energy consumption used to caculate emissions (kwh)	2,704,498	2,627,120
Energy consumption break down (kWh) (optional): • Gas • Electricity • Transport Fuel	 2,022,408 879,358 --------	 1,981,258 843,108 ----------
Scope 1 emissions in metric tonnes CO2e • Gas consumption • Owned transport – minibuses	369.40	361.66
Scope 2 emissions in metric tonnes CO2e • Purchased electricity	182.09	163.04
Scope 3 emissions in metric tonnes C)2e • Business travel in employee owned vehicles	-------	-------
Total gross emissions in metric tonnes CO2e	551.49	524.7
Intensity ratio • Tonnes CO2e per puil	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.

Measures taken to improve energy efficiency

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

- Implementing Academy 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 academy roof project.
- Replaced face-to-face meetings and governor/director meetings to online to reduce the need for travel between sites.

Streamlined energy and carbon reporting (continued)

- 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 academies 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, we are committed;

- 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 academies 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.
- To drive sustainable practices and energy efficiency. These initiatives have many benefits, including reduced operating costs, a smaller environmental footprint, and improved indoor air quality.
- To reduce carbon emissions makes good economic sense. Insulation, efficient lighting and heating controls can bring down energy bills dramatically.

All our academies have inhouse 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

On 11th July 2024, Archbishop Bernard Longley outlined a new plan for our Catholic schools to have shared responsibility by bringing all Catholic schools into a smaller number of stronger, flourishing Catholic Multi Academy Trusts (CMATs). After consulting widely, including working closely with the Regions Group and the DFE, the Trustees approved the formation of a new CMAT, merging six existing academies and seven voluntary aided schools by September 2025.

During 2024-25, the senior executive team have fully supported the plans and worked diligently on the due diligence associated with one of the biggest mergers within the education sector to ensure the merger of the Trust to become part of St Gabriel the Archangel, a CMAT comprising 64 schools with over 21000 pupils. This involves merging 6 MACs and the academisation of 8 VA schools (an additional VA school was added to the original list), with a planned opening date of 1st September 2025. As a consequence of legal complications caused by the expiry of the PFI contract in October 2025, CtKCC has joined on 1st November 2025.

St Gabriel the Archangel Catholic Multi Academy Trust will serve its children and communities through the creation of structures that will reduce the workload for staff and schools, ensure the delivery of the highest quality Catholic education and provide the economies of scale needed in these challenging times.

Consequently, the main priority for 2025-26 is to complete the transition to become a part of St Gabriel the Archangel Multi Academy Trust by the 1st November 2025, and winding up CtKCC. In completing this commercial transfer, we will continue to work co responsibly with our partners and the BDES to ensure that the strategic priorities remain as core.

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.

With this in mind, it has been necessary to review our priorities 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 academies.
3. Secure, protect and enhance Catholic education in our academies by ensuring consistently high standards of teaching, learning and behaviour across all CtKCC academies.
4. Enhance effective robust and coherent systems of governance (including financial governance and the formation of St Gabriel the Archangel Catholic CMAT)

Plans for future periods (continued)

5. Ensure the effective implementation and delivery of the CtKCC Finance Strategy Plan and Estates Strategy Plan and work co responsibly towards joining St Gabriel the Archangel CMAT.

Our Business and Finance Strategy Plans

Our Business and Finance Strategy shall continue to support the delivery of the Multi Academy's strategic development plan and the formation of St Gabriel the Archangel CMAT. It is designed to ensure long term financial sustainability, through 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 Trust 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 in place to allow for maximum growth in the academies.

The overall aim of the Business and 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 academy estates and to have the best resources for quality teaching and academy improvement. The 4 key strategic priorities and areas of focus are:

1. To ensure a financially viable, sustainable and ethically driven Multi Academy Trust.
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 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 and the forward planning in the North Staffordshire Catholic Deanery, allowing parishes to work closely together with leadership support through the establishment of Parish Councils.
- 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.
- Delivering our strategic objectives as set out in the Finance Strategy.
- Delivering our strategic objectives as set out in Our People Strategy.
- Identifying and communicating a clear rationale for CtKCC's growth strategy by providing greater sustainability for the future improvement of Catholic education and working co responsibly with Catholic MACs.
- Increasing partnerships through working co responsibly with other academies and Multi Academy Companies/Trusts in the formation of St Gabriel the Archangel CMAT.
- 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 Academy from 1.5 form entry to 2 form entry.

- Investment in the CtKCC IT Strategy with broadband provision, inhouse IT support and VOIP (Voice Over Internet Protocol) and IT hardware following the end of Windows 10 service updates.
- Continuing to embed and evaluate a broad and balanced curriculum for all academies through the use of Catholic Social Teaching.
- Continuing to provide additional support for St John Fisher Catholic College in ensuring positive outcomes for all learners.
- Continuing to improve outcomes at KS5, 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.
- Continuing to improve BfL in all our academies through work with Olive Academies
- 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 academy improvement.
- Embedding further understanding of the requirements of the CSI framework.
- Developing further more robust programme of formation and CPD for future academy leaders.

Our Estate Strategy Plans

The Estate Strategy Plan sets out the Multi Academy Company's main objectives for overseeing the whole school premises and estates. This report gives a summary of the projects and leasehold improvement works which are currently ongoing to support fulfilling these aims and objectives.

Strategic Objective 1: To provide safe and secure educationally stimulating environments which are fit for purpose and sustainable for our pupils and staff.

Strategic Objective 2: To ensure premises data is linked to capital investment and to ensure grant funding is secured and utilized strategically to support improvement of our existing assets and estate.

Strategic Objective 3: To explore growth and improvement of our assets and estate to ensure that we have the physical means and infrastructure to provide the best possible learning environment for our communities.

Strategic Objective 4: 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.

All schools within the Trust utilise a Total Asset Management System (TAMS) which is used for managing school premises, planned and reactive works as well as whole school assets. This enables full management of all company assets, planned maintenance tasks and managing contractors.

Governance

Our plans to achieve our strategic goals are 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. As we move towards CMAT 1 this is vital.

This includes:

- Actioning areas for development from the NGA external review of Governance.
- Raising awareness of what good governance is; Ethical, Effective and Accountable.
- Embedding 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 academies 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 academies 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 academy 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.

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 Academy 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 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 academy and provides objective evidence.
- Compare spend and impact – know what to compare spends against and interpret the impact spend is having.
- Provide evidence-based 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; academies 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.

Marketing Strategy Plans for 2024 - 2025

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. There is a continued drive and focus on pupil recruitment for 6th form and nursery reception places in our Primary schools to ensure the school reaches optimum capacity and to build on the pupil recruitment for expansion plans. This will help with sustainability, longevity and individuality, working co-responsibly 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 by-products 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.

The Trust recognises this important business function and has invested in marketing campaigns including: Changing Perception, Pupil Recruitment and Elevating Reputation.

- Understanding the importance of research and its link to an analysis of consistency of message and quality of service at individual academy 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 academies within the local area of each of the academies.
- Build individual school reputations, 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 academy level (and future academies) 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 e-solutions are areas of business development and growth. The central services team will drive the initiatives and engage with our academies.

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

- 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 academies.
- Creating and updating academy 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 academies' ownership of reputation management/enhancement

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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 11 December 2025 and signed on its behalf by:

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. The Accounting Officer/CEO is also responsible for reporting to the Board of Trustees any material weaknesses or breakdowns in internal control.

Governance Statement (continued)

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 attende	Out of a possible
Mrs S Brammeld	5	5
Mrs E Brindley	3	5
Ms A Jones	4	5
Mr D O'Leary	5	5
Mrs G Regan, Chair of trustees	5	5
Mr J Smart	3	5
Mrs T Madden, Accounting Officer/CEO, Non-member in attendance	3	4
Miss C Booth, CFO, Non-member in attenance	3	4

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 Members and this Scheme of delegation 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.

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 Statement (continued)

Governance (continued)

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

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.

Governance Statement (continued)

Governance (continued)

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.

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 academy 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 academies 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 the external results for our primary academies in 2023.

Finance and Resources Committee

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.

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 academy 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 academies to achieve the best possible outcomes for our children.

Governance Statement (continued)

Governance (continued)

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
Mrs Brammeld	3	3
Mrs E Brindley (Chair)	3	3
Mr J Smart	3	3
Mrs G Regan (non member in attendance)	2	2
Mrs T Madden (non member in attendance)	2	3
Ms C Booth (non member in attendance)	3	3
Mr D Rushton (non member in attendance)	1	1

Audit and Risk Committee

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
Mrs S Brammeld	3	3
Ms A Jones	2	3
Mr D O'Leary (Chair)	3	3
Mrs G Regan	3	3
Mr D Rushton, Operations Manager	2	2
Mrs T Madden (non member in attendance)	2	3
Ms C Booth (non member in attendance)	3	3

Governance Statement (continued)

Governance (continued)

Standards and Provision Committee

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 E Brindley	3	3
Mr D O'Leary	3	3
Mrs G Regan (Chair)	3	3
Non Members in Attendance	0	0
Mrs T Madden (Accounting Officer/CEO)	3	3
Mr G Murray (Headteacher St John Fisher)	3	3
Mr B Grove (Headteacher St Wulstans)	3	3
Mr N Price (Headteachr St Teresa)	3	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)	3	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 academies, sharing good practice to improve CPD and improve standards.
- The appointment of a primary SIP.
- Commissioning additional secondary SIP visits to support SJFCC.
- Providing additional SLT, Pastoral and Teaching Staff to SJFCC on a temporary basis to support them as they continue to improve..

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. These include:

- Comprehensive budgeting and monitoring systems with an annual budget and monthly management accounts reviewed and recommended to the Board.
- Regular ‘stress testing’ – analytical reviews, key trends, external policy risks, materiality, internal policy risks.
- Budget setting with a focus on value for money, capacity gains and cost-saving initiatives.
- Budget Forecast Return Outturn with 3-year budget forecast submitted to DFE.
- Response to DfE’s narrowing the digital divide and improved technology standards and security.
- Ensuring continuous forecasting draws on a combination of finance actuals, payroll actuals and forward looking 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.
- External systems and control checks by Responsible Officer.
- Robust financial procedures and regular policy reviews including a new updated version of the CtKCC Financial

Review of value for money (continued)

Scheme of Delegation.

- Financial Regulations and Scheme of Delegation to ensure the Collegiate is operating within the regulations and framework of the Academy Trust 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 academy resource management toolkits, national buying strategy and efficiency metric tool.
- Better use of KPIs and benchmarking, financial insight tools.
- Embedded Integrated Curriculum Financial Planning (ICFP) – ASOT modelling for effective balance of resources and impact assessment of the key staffing metrics.

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's 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 2024 to 31 August 2025 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 2024 to 31 August 2025 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:

The academy trust's system of internal 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 General Purposes 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 risks

Governance Statement (continued)

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 resources 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 2025.

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 work of the financial management and governance self-assessment process
- the work of the executive managers within the academy trust who have responsibility for the development and maintenance of the internal control framework.
- the work of the external auditors;

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.

Conclusion

Based on the advice of the audit and risk committee and the accounting officer, the Board of Trustees is of the opinion that the academy trust has an adequate and effective framework for governance, risk management and control.

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

Mrs G Regan
Chair of Trustees
Date: 11 December 2025

Mrs T Madden
Accounting Officer

Statement on Regularity, Propriety and Compliance

As accounting officer of Christ the King Catholic Collegiate, I confirm that I have had due regard to the framework of authorities governing regularity, propriety and compliance, including the trust's funding agreement with DfE, and the requirements of the Academy Trust Handbook, including responsibilities for estates safety and management. I have also considered my responsibility to notify the academy trust board of trustees and DfE of material irregularity, impropriety and non-compliance with terms and conditions of all funding, including for estates safety and management.

I confirm that I, and the 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 framework of authorities.

I confirm that no instances of material irregularity, impropriety or 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 DfE.

Mrs T Madden
Accounting Officer
Date: 11 December 2025

Statement of Trustees' responsibilities for the year ended 31 August 2025

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 Department for Education, 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 2024 to 2025;
- 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:

Mrs G Regan
Chair of Trustees
Date: 11 December 2025

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 2025 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 2024 to 2025 issued by the Department for Education.

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 2025 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 2024 to 2025 issued by the Department for Education.

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.

Emphasis of matter - financial statements prepared on a basis other than going concern

We draw attention to note 1.2 in the financial statements, which indicates that the academy trust transferred its activities, assets and liabilities to St Gabriel the Archangel Catholic Multi-Academy Trust on 1 November 2025 and therefore the trustees do not consider it appropriate to adopt the going concern basis of accounting in preparing the financial statements. Accordingly, these financial statements have been prepared on a basis other than going concern as described in note 1.2. Our opinion is not modified is respect of this matter.

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.

Christopher Wollington (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:

N.B. The date of signing should be entered in 'ACCOUNTS COMPLETION' section

Independent Reporting Accountant's Assurance Report on Regularity to Christ the King Catholic Collegiate and the Secretary of State for Education

In accordance with the terms of our engagement letter dated 23 September 2025 and further to the requirements of the Department for Education (DfE) as included in the extant Framework and Guide for External Auditors and Reporting Accountants of Academy Trusts 2024 to 2025, we have carried out an engagement to obtain limited assurance about whether anything has come to our attention that would suggest, in all material respects, the expenditure disbursed and income received by Christ the King Catholic Collegiate during the year 1 September 2024 to 31 August 2025 have not been applied to the purposes identified by Parliament and that the financial transactions do not conform to the authorities which govern them.

This report is made solely to Christ the King Catholic Collegiate and the Secretary of State for Education 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 the Secretary of State for Education 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 the Secretary of State for Education, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of the accounting officer of Christ the King Catholic Collegiate's 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 [enter date here] and the Academy Trust Handbook, extant from 1 September 2024, 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 extant Framework and Guide for External Auditors and Reporting Accountants of Academy Trusts 2024 to 2025. 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 2024 to 31 August 2025 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 DfE. 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 Secretary of State for Education (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 2024 to 31 August 2025 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

Statutory Auditor
Chartered Accountants

Date:

Christ the King Catholic Collegiate

(A company limited by guarantee)

Statement of financial activities (incorporating income and expenditure account)
for the year ended 31 August 2025

	Note	Unrestricted funds 2025 £	Restricted funds 2025 £	Restricted fixed asset funds 2025 £	Total funds 2025 £	Total funds 2024 £
Income from:						
Donations and capital grants	3	**51,595**	**-**	**27,346**	**78,941**	2,620,139
Other trading activities	5	**599,366**	**-**	**-**	**599,366**	501,806
Investments	6	**226**	**69,000**	**-**	**69,226**	22,267
Charitable activities: Funding for the academy trust educational operations	4	**520,954**	**18,061,660**	**-**	**18,582,614**	17,259,530
Total income		**1,172,141**	**18,130,660**	**27,346**	**19,330,147**	20,403,742
Expenditure on:						
Raising funds	7	**77,672**	**801,834**	**-**	**879,506**	854,451
Charitable activities: Academy trust educational operations	8	**574,356**	**17,107,056**	**939,095**	**18,620,507**	17,451,207
Total expenditure	7	**652,028**	**17,908,890**	**939,095**	**19,500,013**	18,305,658
Net income/ (expenditure)		**520,113**	**221,770**	**(911,749)**	**(169,866)**	2,098,084
Transfers between funds	18	**(58,839)**	**(180,948)**	**239,787**	**-**	-
Net movement in funds before other recognised gains/(losses) carried forward		**461,274**	**40,822**	**(671,962)**	**(169,866)**	2,098,084

Statement of financial activities (incorporating income and expenditure account) (continued)
for the year ended 31 August 2025

		Unrestricted funds 2025 £	Restricted funds 2025 £	Restricted fixed asset funds 2025 £	Total funds 2025 £	Total funds 2024 £
Net movement in funds before other recognised gains/(losses) brought forward		**461,274**	**40,822**	**(671,962)**	**(169,866)**	2,098,084
Other recognised gains/(losses):						
Actuarial gains on defined benefit pension schemes	26	**-**	**3,108,000**	**-**	**3,108,000**	849,000
Pension surplus not recognised	26	**-**	**(3,295,000)**	**-**	**(3,295,000)**	(968,000)
Net movement in funds		**461,274**	**(146,178)**	**(671,962)**	**(356,866)**	1,979,084
Reconciliation of funds:						
Total funds brought forward		**132,688**	**146,178**	**31,130,956**	**31,409,822**	29,430,738
Net movement in funds		**461,274**	**(146,178)**	**(671,962)**	**(356,866)**	1,979,084
Total funds carried forward		**593,962**	**-**	**30,458,994**	**31,052,956**	31,409,822

The Statement of financial activities derive from operations that were discontinued on 31 October 2025 as detailed in note 1.2.

The notes on pages 76 to 114 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 2025

	Note		2025 £		2024 £
Fixed assets					
Tangible assets	14		**30,034,746**		29,786,151
			30,034,746		29,786,151
Current assets					
Debtors	15	**1,047,037**		1,854,303	
Cash at bank and in hand		**1,758,970**		1,989,414	
		2,806,007		3,843,717	
Creditors: amounts falling due within one year	16	**(1,780,762)**		(2,198,941)	
Net current assets			**1,025,245**		1,644,776
Total assets less current liabilities			**31,059,991**		31,430,927
Creditors: amounts falling due after more than one year	17		**(7,035)**		(21,105)
Net assets excluding pension asset / (liability)			**31,052,956**		31,409,822
Defined benefit pension scheme asset / (liability)	26		**-**		-
Total net assets			**31,052,956**		31,409,822

Balance sheet (continued)
As at 31 August 2025

	Note		2025 £		2024 £
Funds of the academy trust					
Restricted funds:					
Fixed asset funds	18	**30,458,994**		31,130,956	
Restricted income funds	18	**-**		146,178	
Pension reserve		**-**		-	
Total restricted funds	18		**30,458,994**		31,277,134
Unrestricted income funds	18		**593,962**		132,688
Total funds			**31,052,956**		31,409,822

The financial statements on pages 71 to 114 were approved and authorised for issue by the Trustees and are signed on their behalf, by:

Mrs G Regan
Chair of Trustees
Date: 11 December 2025

The notes on pages 76 to 114 form part of these financial statements.

Statement of cash flows
for the year ended 31 August 2025

	Note	2025 £	2024 £
Cash flows from operating activities			
Net cash provided by operating activities	20	**31,547**	379,933
Cash flows from investing activities	22	**(248,087)**	(847,807)
Cash flows from financing activities	21	**(13,904)**	(19,723)
Change in cash and cash equivalents in the year		**(230,444)**	(487,597)
Cash and cash equivalents at the beginning of the year		**1,989,414**	2,477,011
Cash and cash equivalents at the end of the year	23, 24	**1,758,970**	1,989,414

The notes on pages 76 to 114 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 2024 to 2025 issued by DfE, the Charities Act 2011 and the Companies Act 2006.

Christ the King Catholic Collegiate meets the definition of a public benefit entity under FRS 102.

1.2 Going concern

Following approval from the Department for Education, on 1 November 2025 Christ the King Catholic Collegiate formally joined St Gabriel The Archangel Catholic Multi-Academy Trust, a Multi-Academy Trust incorporated in England and Wales. On the same day, the activities, assets and liabilities of Christ the King Catholic Collegiate were transferred to St Gabriel The Archangel Catholic Multi-Academy Trust and this academy trust company became dormant. These financial statements have therefore been prepared on a non-going concern basis. No adjustments to the carrying value of the assets and liabilities were required as a result of this basis of preparation.

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. Accounting policies (continued)

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.

- **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:

1. Accounting policies (continued)

1.5 Tangible fixed assets (continued)

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.

1.8 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. Accounting policies (continued)

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 2022 has been used by the actuary in valuing the pensions liability at 31 August 2025. 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.

An entity shall recognise a plan surplus as a defined benefit plan asset only to the extent that it is able to recover the surplus either through reduced contributions in the future or through refunds from the plan. The underlying employees are expected to participate in the LGPS indefinitely and therefore do not believe there is any entitlement to a refund. The trust has also instructed the pension actuary to calculate an asset ceiling report to calculate the estimated economic benefit available as a reduction in future contributions, which shows a £Nil value. Management have therefore derecognised the total pension surplus of £4,624,000, which has resulted in the movement in surplus of £3,295,000 to be derecognised in the year.

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 ESFA 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. Critical accounting estimates and areas of judgment (continued)

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 2025 £	**Restricted fixed asset funds 2025 £**	**Total funds 2025 £**	Total funds 2024 £
Donations	51,595	-	**51,595**	58,012
Capital Grants	-	27,346	**27,346**	2,562,127
	51,595	27,346	**78,941**	2,620,139
Total 2024	58,012	2,562,127	2,620,139	

4. Funding for Academy's educational operations

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total funds 2025 £	Total funds 2024 £
DfE/ESFA grants				
General Annual Grant (GAG)	-	13,856,771	**13,856,771**	12,928,741
Other DfE/ESFA grants				
Pupil Premium	-	574,197	**574,197**	578,785
Universal Infant Free School Meals	-	279,486	**279,486**	262,011
Teacher Pay	-	226,676	**226,676**	223,953
Teacher Pension	-	308,348	**308,348**	117,805
Other DfE/ESFA grants	-	332,244	**332,244**	696,993
16-19 Funding	-	513,234	**513,234**	620,683
Core Schools Budget Grant	-	479,155	**479,155**	-
	-	-	**16,570,111**	15,428,971
Other Government grants				
Nursery education grant	-	902,975	**902,975**	812,303
Additional educational needs	-	361,588	**361,588**	323,171
Local authority grants	-	32,912	**32,912**	27,415
	-	1,297,475	**1,297,475**	1,162,889
Other income from the academy trust's educational operations	520,954	194,074	**715,028**	667,670
Total 2025	520,954	18,061,660	**18,582,614**	17,259,530
Total 2024	516,736	16,742,794	17,259,530	

5. Income from other trading activities

	Unrestricted funds 2025 £	Total funds 2025 £	Total funds 2024 £
Teachers income	1,233	**1,233**	18,780
Other income	224,830	**224,830**	189,229
Insurance claims	52,662	**52,662**	6,676
Lettings income	30,410	**30,410**	23,541
Out of school clubs	290,231	**290,231**	263,580
Total 2025	599,366	**599,366**	501,806
Total 2024	501,806	501,806	

6. Investment income

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total funds 2025 £	Total funds 2024 £
Investment income	226	-	**226**	267
Pension income	-	69,000	**69,000**	22,000
Total 2025	226	69,000	**69,226**	22,267
Total 2024	267	22,000	22,267	

7. Expenditure

	Staff Costs 2025 £	Premises 2025 £	Other 2025 £	**Total 2025 £**	Total 2024 £
Expenditure on fundraising trading activities:					
Direct costs	767,962	-	111,544	**879,506**	854,451
Educational Operations					
Direct costs	11,883,795	-	1,042,981	**12,926,776**	12,077,832
Support costs	2,613,960	1,161,469	1,918,302	**5,693,731**	5,373,375
Total 2025	15,265,717	1,161,469	3,072,827	**19,500,013**	18,305,658
Total 2024	14,139,467	1,098,285	3,067,906	18,305,658	

8. Analysis of expenditure by activities

	Activities undertaken directly 2025 £	Support costs 2025 £	Total funds 2025 £	Total funds 2024 £
Educational Operations	12,926,776	5,693,731	**18,620,507**	17,451,207
Total 2024	12,077,832	5,373,375	17,451,207	

Analysis of direct costs

	Total funds 2025 £	Total funds 2024 £
Staff costs	**11,883,795**	10,990,311
Depreciation	**62,117**	183,012
Educational supplies	**162,611**	241,643
Examination Fees	**142,351**	132,045
Staff development and other staff costs	**23,383**	43,020
Technology costs	**19,067**	10,377
Consultancy	**294,857**	219,498
Other costs	**332,089**	250,505
Recruitment and other staff expenses	**6,506**	7,421
	12,926,776	12,077,832

8. Analysis of expenditure by activities (continued)

Analysis of support costs

	Total funds 2025 £	Total funds 2024 £
Staff costs	**2,613,960**	2,433,662
Depreciation	**604,482**	575,733
Catering	**461,176**	477,837
Staff development and other staff costs	**4,037**	5,304
Technology costs	**286,373**	329,586
Consultancy	**71,242**	85,061
Other costs	**462,523**	390,757
Maintenance of premises and special facilities	**89,535**	90,543
Cleaning and caretaking	**153,645**	137,839
Rates	**24,016**	11,210
Security	**1,435**	1,554
Energy	**219,698**	363,054
Legal and professional	**270,920**	326,765
Transport	**59,491**	32,928
Other premises costs	**98,702**	111,542
Impairment loss on fixed assets	**272,496**	-
	5,693,731	5,373,375

9. Net income/(expenditure)

Net income/(expenditure) for the year includes:

	2025	2024
	£	£
Operating lease rentals	**3,932**	5,940
Depreciation of tangible fixed assets	**666,599**	758,745
Impairment of fixed assets	**272,496**	-
PFI Charges	**204,695**	117,273
Fees paid to auditors for:		
- audit	**22,250**	21,600
- other services	**11,800**	11,435

10. Staff

a. Staff costs and employee benefits

Staff costs during the year were as follows:

	2025	2024
	£	£
Wages and salaries	**11,209,525**	10,547,354
Social security costs	**1,248,342**	1,057,744
Pension costs	**2,625,013**	2,320,394
	15,082,880	13,925,492
Supply teacher costs	**155,337**	203,239
Staff restructuring costs	**27,500**	10,736
	15,265,717	14,139,467

Staff restructuring costs comprise:

	2025	2024
	£	£
Severance payments	**27,500**	10,736
	27,500	10,736

10. Staff (continued)

b. Severance payments

The academy trust paid 1 severance payments in the year (2024 - 1), disclosed in the following bands:

	2025	2024
	No.	No.
£0 - £25,000	**-**	1
£25,001 - £50,000	**1**	-

c. Special staff severance payments

Included in staff restructuring costs are non-cotractual severance payments totalling £27,500 (2024: £nil).

d. Staff numbers

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

	2025	2024
	No.	No.
Teaching	**129**	121
Support	**229**	232
Management	**25**	24
	383	377

10. Staff (continued)

e. Higher paid staff

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

	2025	2024
	No.	No.
In the band £60,001 - £70,000	**4**	9
In the band £70,001 - £80,000	**9**	6
In the band £80,001 - £90,000	**4**	-
In the band £90,001 - £100,000	**1**	-
In the band £100,001 - £110,000	**1**	2

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 £1,000,855 (2024 - £949,033).

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:

4-5% of GAG income for each school (2024: 4%).

The actual amounts charged during the year were as follows:

	2025	2024
	£	£
St John Fisher Catholic College	**277,692**	235,660
St Mary's Catholic Primary School	**100,944**	103,130
St Thomas Aquinas Catholic Primary School	**48,408**	53,552
St Teresa's Catholic Primary School	**66,900**	53,028
St Wulstan's Catholic Primary School	**84,852**	73,724
Our Lady & St. Werburgh's Catholic Primary School	**68,980**	42,188
Total	**647,776**	561,282

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:

		2025	2024
		£	£
Mrs T Madden , CEO and Accounting Officer (resigned as trustee 13 November 2023)	Remuneration	**£nil**	20,000 - 25,000
	Pension contributions paid	**£nil**	0 - 5,000

During the year ended 31 August 2025, expenses totalling £50 were reimbursed or paid directly to 1 Trustee (2024 - £NIL). The costs incurred related to travel expenses in their capacity as a Trustee of the entity.

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 construction £	Total £
Cost or valuation						
At 1 September 2024	**22,906,942**	**8,928,661**	**1,066,753**	**1,275,648**	**1,221,798**	**35,399,802**
Additions	**-**	**30,497**	**23,168**	**68,032**	**1,065,993**	**1,187,690**
Transfers between classes	**-**	**1,188,083**	**-**	**-**	**(1,188,083)**	**-**
At 31 August 2025	**22,906,942**	**10,147,241**	**1,089,921**	**1,343,680**	**1,099,708**	**36,587,492**
Depreciation						
At 1 September 2024	**3,454,231**	**674,269**	**430,151**	**1,055,000**	**-**	**5,613,651**
Charge for the year	**324,806**	**179,032**	**99,310**	**63,451**	**-**	**666,599**
Impairment loss	**-**	**-**	**-**	**-**	**272,496**	**272,496**
At 31 August 2025	**3,779,037**	**853,301**	**529,461**	**1,118,451**	**272,496**	**6,552,746**

14. Tangible fixed assets (continued)

	Long-term leasehold property £	Leasehold improve-ments £	Furniture and equipment £	Computer equipment £	Assets under construction £	Total £
Net book value						
At 31 August 2025	**19,127,905**	**9,293,940**	**560,460**	**225,229**	**827,212**	**30,034,746**
At 31 August 2024	19,452,711	8,254,392	636,602	220,648	1,221,798	29,786,151

15. Debtors

	2025	2024
	£	£
Due within one year		
Trade debtors	**43,860**	30,331
Other debtors	**3,078**	6,395
Prepayments and accrued income	**839,925**	1,523,441
VAT repayable	**160,174**	294,136
	1,047,037	1,854,303

16. Creditors: Amounts falling due within one year

	2025	2024
	£	£
Other loans	**10,378**	10,212
Trade creditors	**383,306**	715,973
Other taxation and social security	**363,319**	265,532
Other creditors	**386,876**	349,283
Accruals and deferred income	**636,883**	857,941
	1,780,762	2,198,941

Included within other loans is a SALIX loan totalling £10,378. This bears no interest and is repayable in fixed instalments over 7 years starting 1 March 2019.

	2025	2024
	£	£
Deferred income at 1 September	**188,541**	293,751
Resources deferred during the year	**225,977**	188,541
Amounts released from previous periods	**(188,541)**	(293,751)
	225,977	188,541

At the balance sheet date the academy trust was holding funds received in advance for grants that relate to the 2025/26 academic year.

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

	2025	2024
	£	£
Other loans	**7,035**	21,105

Included within other loans is a SALIX loan totalling £7,035. 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 2024 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2025 £
Unrestricted funds						
General Funds - all funds	**132,688**	**1,172,141**	**(652,028)**	**(58,839)**	**-**	**593,962**
Restricted general funds						
General Annual Grant (GAG)	**-**	**13,856,771**	**(13,675,823)**	**(180,948)**	**-**	**-**
Pupil premium	**-**	**574,197**	**(574,197)**	**-**	**-**	**-**
UIFSM	**-**	**279,486**	**(279,486)**	**-**	**-**	**-**
Teachers pay	**-**	**226,676**	**(226,676)**	**-**	**-**	**-**
Other DfE/ESFA	**146,178**	**332,244**	**(478,422)**	**-**	**-**	**-**
16 - 19 Funding	**-**	**513,234**	**(513,234)**	**-**	**-**	**-**
Core Schools Budget Grant	**-**	**479,155**	**(479,155)**	**-**	**-**	**-**
Other Government Grants	**-**	**1,297,475**	**(1,297,475)**	**-**	**-**	**-**
Other Income	**-**	**194,074**	**(194,074)**	**-**	**-**	**-**
Teachers pension	**-**	**308,348**	**(308,348)**	**-**	**-**	**-**
Pension reserve	**-**	**69,000**	**118,000**	**-**	**(187,000)**	**-**
	146,178	**18,130,660**	**(17,908,890)**	**(180,948)**	**(187,000)**	**-**

18. Statement of funds (continued)

	Balance at 1 September 2024 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2025 £
Restricted fixed asset funds						
Transfers from legacy schools	**19,481,434**	**-**	**(324,806)**	**-**	**-**	**19,156,628**
DfE/ESFA capital grants	**8,976,087**	**20,496**	**(110,518)**	**-**	**-**	**8,886,065**
Capital expenditure from GAG and unrestricted funds	**2,305,085**	**-**	**(128,571)**	**239,787**	**-**	**2,416,301**
Local authority capital grants	**368,350**	**6,850**	**(375,200)**	**-**	**-**	**-**
	31,130,956	**27,346**	**(939,095)**	**239,787**	**-**	**30,458,994**
Total Restricted funds	**31,277,134**	**18,158,006**	**(18,847,985)**	**58,839**	**(187,000)**	**30,458,994**
Total funds	**31,409,822**	**19,330,147**	**(19,500,013)**	**-**	**(187,000)**	**31,052,956**

18. Statement of funds (continued)

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 2025.

18. Statement of funds (continued)

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

	Balance at 1 September 2023 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2024 £
Unrestricted funds						
General Funds - all funds	963,335	1,076,821	(652,366)	(1,255,102)	-	132,688
Restricted general funds						
General Annual Grant (GAG)	147,145	12,928,741	(13,282,818)	206,932	-	-
Pupil premium	-	578,785	(578,785)	-	-	-
UIFSM	-	262,011	(262,011)	-	-	-
Teachers pay	-	223,953	(223,953)	-	-	-
Other DfE/ESFA	6,186	714,188	(574,196)	-	-	146,178
National Tutoring	34,668	(17,195)	(17,473)	-	-	-
16 - 19 Funding	-	620,683	(620,683)	-	-	-
Other Government Grants	-	1,162,889	(1,162,889)	-	-	-
Other Income	-	150,934	(150,934)	-	-	-
Teachers pension	-	117,805	(117,805)	-	-	-
Pension reserve	-	22,000	97,000	-	(119,000)	-
	187,999	16,764,794	(16,894,547)	206,932	(119,000)	146,178

18. Statement of funds (continued)

	Balance at 1 September 2023 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2024 £
Restricted fixed asset funds						
Transfers from legacy schools	19,806,240	-	(324,806)	-	-	19,481,434
DfE/ESFA capital grants	6,649,639	2,431,986	(105,538)	-	-	8,976,087
Capital expenditure from GAG and unrestricted funds	1,455,175	-	(198,260)	1,048,170	-	2,305,085
Local authority capital grants	368,350	130,141	(130,141)	-	-	368,350
	28,279,404	2,562,127	(758,745)	1,048,170	-	31,130,956
Total Restricted funds	28,467,403	19,326,921	(17,653,292)	1,255,102	(119,000)	31,277,134
Total funds	29,430,738	20,403,742	(18,305,658)	-	(119,000)	31,409,822

18. Statement of funds (continued)

Total funds analysis by academy

Fund balances at 31 August 2025 were allocated as follows:

	2025	2024
	£	£
St John Fisher Catholic College	**-**	116,563
St Mary's Catholic Primary School	**-**	396,223
St Thomas Aquinas Catholic Primary School	**-**	73,101
St Teresa's Catholic Primary School	**-**	(102,848)
St Wulstan's Catholic Primary School	**-**	155,711
Our Lady St Werburghs Catholic Primary School	**-**	(440,840)
Central Collegiate Funds	**593,962**	80,956
Total before fixed asset funds and pension reserve	**593,962**	278,866
Restricted fixed asset fund	**30,458,994**	31,130,956
Pension reserve	**-**	-
Total	**31,052,956**	31,409,822

During the year, the Board of Directors of Christ the King published a Reserves Policy which established a formal approach by which the Trust will pool restricted and unrestricted general annual grant reserves under the provisions within the Academy Trust Handbook. The Trust has established a reserves policy to protect its activities by providing a financial comfort zone against an unpredictable financial environment and made sufficient provision for future capital investment and IT infrastructure. The pooling of GAG reserves relates to only the end of year surpluses and deficits arising; pooling of in-year GAG income is not proposed.

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 2025 £	Total 2024 £
St John Fisher Catholic College	5,758,466	1,012,370	73,222	1,230,896	**8,074,954**	7,755,081
St Mary's Catholic Primary School	1,599,203	440,661	16,046	325,659	**2,381,569**	2,278,544
St Thomas Aquinas Catholic Primary School	904,132	292,323	24,900	286,448	**1,507,803**	1,346,629
St Teresa's Catholic Primary School	1,254,921	372,660	13,433	461,605	**2,102,619**	1,916,404
St Wulstan's Catholic Primary School	1,683,109	536,338	17,047	366,391	**2,602,885**	2,492,622
Our Lady St Werburghs Catholic Primary School	772,528	274,275	14,804	265,913	**1,327,520**	1,221,537
Central Collegiate Funds	29,436	453,295	3,159	195,678	**681,568**	633,096
Academy trust	12,001,795	3,381,922	162,611	3,132,590	**18,678,918**	17,643,913

19. Analysis of net assets between funds

Analysis of net assets between funds - current year

	Unrestricted funds 2025 £	Restricted funds 2025 £	Restricted fixed asset funds 2025 £	Total funds 2025 £
Tangible fixed assets	-	-	30,034,746	**30,034,746**
Current assets	538,598	1,843,161	424,248	**2,806,007**
Creditors due within one year	(90,814)	(1,689,948)	-	**(1,780,762)**
Creditors due in more than one year	-	(7,035)	-	**(7,035)**
Difference	146,178	(146,178)	-	**-**
Total	593,962	-	30,458,994	**31,052,956**

Analysis of net assets between funds - prior year

	Unrestricted funds 2024 £	Restricted funds 2024 £	Restricted fixed asset funds 2024 £	Total funds 2024 £
Tangible fixed assets	-	-	29,786,151	29,786,151
Current assets	132,688	2,366,224	1,344,805	3,843,717
Creditors due within one year	-	(2,198,941)	-	(2,198,941)
Creditors due in more than one year	-	(21,105)	-	(21,105)
Total	132,688	146,178	31,130,956	31,409,822

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

	2025 £	2024 £
Net (expenditure)/income for the year (as per statement of financial activities)	**(169,866)**	2,098,084
Adjustments for:		
Depreciation	**666,599**	758,745
Interest receivable	**(226)**	(267)
Impairment losses recognised	**272,496**	-
Increase in debtors	**(104,765)**	(136,960)
(Decrease)/increase in creditors	**(418,345)**	334,758
Capital grants from DfE and other capital income	**(27,346)**	(2,555,427)
Defined benefit pension scheme cost less contributions payable	**(118,000)**	(97,000)
Defined benefit pension scheme finance income	**(69,000)**	(22,000)
Net cash provided by operating activities	**31,547**	379,933

21. Cash flows from financing activities

	2025 £	2024 £
Repayments of borrowing	**(13,904)**	(19,723)
Net cash used in financing activities	**(13,904)**	(19,723)

22. Cash flows from investing activities

	2025 £	2024 £
Dividends, interest and rents from investments	**226**	267
Purchase of tangible assets	**(1,187,690)**	(2,302,367)
Capital grants from DfE Group	**939,377**	1,454,293
Net cash used in investing activities	**(248,087)**	(847,807)

23. Analysis of cash and cash equivalents

	2025	2024
	£	£
Cash in hand and at bank	**1,758,970**	1,989,414
Total cash and cash equivalents	**1,758,970**	1,989,414

24. Analysis of changes in net debt

	At 1 September 2024	Cash flows	Other non-cash changes	At 31 August 2025
	£	£	£	£
Cash at bank and in hand	**1,989,414**	**(230,444)**	**-**	**1,758,970**
Debt due within 1 year	**(10,212)**	**13,904**	**(14,070)**	**(10,378)**
Debt due after 1 year	**(21,105)**	**-**	**14,070**	**(7,035)**
	1,958,097	**(216,540)**	**-**	**1,741,557**

25. Capital commitments

	2025	2024
	£	£
Contracted for but not provided in these financial statements		
Acquisition of tangible fixed assets	**343,931**	889,746

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 2020 and of the LGPS 31 March 2022.

26. Pension commitments (continued)

Contributions amounting to £325,415 were payable to the schemes at 31 August 2025 (2024 - £289,157) and are included within creditors.

Teachers' Pension Scheme

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

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

Valuation of the Teachers' Pension Scheme

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

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

- employer contribution rates set at 28.68% of pensionable pay (including a 0.08% administration levy) This is an increase of 5% in employer contributions and the cost control result is such that no change in member benefits is needed.
- total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £262,000 million and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £222,200 million, giving a notional past service deficit of £39,800 million

The result of this valuation was implemented on 1 April 2024.The next valuation result is due to be implemented from 1 April 2027.

The employer's pension costs paid to TPS in the year amounted to £1,874,275 (2024 - £1,588,231).

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 is unable to identify its share of the underlying assets and liabilities of the plan. Accordingly, the academy trust has taken advantage of the exemption in FRS 102 and 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 2025 was £1,045,000 (2024 - £994,000), of which employer's contributions totalled £816,000 (2024 - £779,000) and employees' contributions totalled £229,000 (2024 - £215,000). The agreed contribution rates for future years are 18.6-23.8 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

	2025	2024
	%	%
Rate of increase in salaries	**3.20**	3.15
Rate of increase for pensions in payment/inflation	**2.70**	2.65
Discount rate for scheme liabilities	**6.10**	5.00
Inflation assumption (CPI)	**2.70**	2.65
Commutation of pensions to lump sums	**65.00**	65.00

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

	2025	2024
	Years	Years
Retiring today		
Males	**21.3**	21
Females	**23.5**	23.5
Retiring in 20 years		
Males	**21.2**	21
Females	**24.8**	24.8

26. Pension commitments (continued)

Sensitivity analysis on defined benefit obligation

	2025	2024
	£000	£000
Discount rate +0.1%	**(241)**	(293)
Discount rate -0.1%	**241**	293
1 year increase in member life expectancy	**437**	499
1 year decrease in member life expectancy	**(437)**	(499)
CPI rate +0.1%	**240**	289
CPI rate -0.1%	**(240)**	(289)
Salary increase rate +0.1%	**9**	10
Salary increase rate -0.1%	**(9)**	(10)

Share of scheme assets

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

	At 31 August 2025	At 31 August 2024
	£	£
Equities	**9,478,790**	8,826,880
Corporate bonds	**4,506,310**	3,723,840
Property	**1,243,120**	965,440
Cash and other liquid assets	**310,780**	275,840
Total market value of assets	**15,539,000**	13,792,000

The actual return on scheme assets was £910,272 (2024 - £1,465,000).

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

	2025	2024
	£	£
Current service cost	**(698,000)**	(682,000)
Interest income	**709,000**	619,000
Interest cost	**(640,000)**	(597,000)
Total amount recognised in the Statement of financial activities	**(629,000)**	(660,000)

26. Pension commitments (continued)

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

	2025	2024
	£	£
At 1 September	**12,463,000**	11,176,000
Current service cost	**698,000**	682,000
Interest cost	**640,000**	597,000
Employee contributions	**229,000**	215,000
Actuarial (gains)/losses	**(2,875,000)**	56,000
Benefits paid	**(240,000)**	(263,000)
At 31 August	**10,915,000**	12,463,000

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

	2025	2024
	£	£
At 1 September	**13,792,000**	11,537,000
Interest income	**709,000**	619,000
Actuarial gains	**233,000**	905,000
Employer contributions	**816,000**	779,000
Employee contributions	**229,000**	215,000
Benefits paid	**(240,000)**	(263,000)
At 31 August	**15,539,000**	13,792,000

As detailed in note 2, the surplus asset of £4,624,000 (2024 - £1,329,000) has not been recognised and the movement in surplus of £3,295,000 (2024 - £968,000) has been derecognised during the year.

27. Operating lease commitments

At 31 August 2025 the academy trust had commitments to make future minimum lease payments under non-cancellable operating leases as follows:

	2025	2024
	£	£
Not later than 1 year	**5,681**	3,932
Later than 1 year and not later than 5 years	**1,968**	2,073
	7,649	6,005

28. Other financial commitments

At 31 August 2025 the academy trust had total commitments under non-cancellable PFI contracts of:

	2025	2024
	£	£
Within 1 year	**36,892**	211,327
Between 1 and 5 years	**-**	17,611
	36,892	228,938

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 DfE 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. 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 Diocesan Education Services totalling £63,282 (2024 - £23,773) during the period. There were no amounts outstanding at 31 August 2025 (2024 - £Nil). The trust also made sales to Diocesan Education Services totalling £658 (2024 - £Nil) of which no amounts were due to the trust as at the year end (2024 - £Nil).

Newman Catholic Collegiate, All Saints Catholic Collegiate and The Painsley Catholic Academy 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 £26,699 (2024 - £12,273). Amounts outstanding as at year end were £Nil (2024 - £Nil). The trust also made sales to Newman Catholic Collegiate totalling £Nil (2024 - £164) of which no amounts were due to the trust as at the year end (2024 - £Nil).

The trust made sales to Painsley Catholic Academy totalling £1,200 (2024 - £2,913). Amounts outstanding as at year end were £Nil (2024 - £Nil). The trust also purchased services from Painsley Catholic Academy totalling £1,350 (2024 - £Nil). Amounts outstanding as at year end were £Nil (2024 - £Nil).

The trust purchased services from All Saints Catholic College totalling £Nil (2024 - £Nil). Amounts outstanding as at year end were £Nil (2024 - £5,207). The trust made sales to All Saints Catholic Collegiate of £Nil (2024 - £998), of which £Nil (2024 - £Nil) was due to the trust as at the year end.

All transactions involving such organisations are conducted in accordance with the requirements of the Academy Trust Handbook.

C Madden (husband) of T Madden, the CEO and Accounting Officer, is employed by the trust as a cover supervisor.

The appointment was made in open competition and T Madden was not involved in the decision making process regarding the appointment. C Madden is paid within the normal pay scale for their role and receives no special treatment as a result of their relationship to a member of the senior leadership team.

31. Controlling party

The academy trust is controlled by Members and The Archdiocese of Birmingham is the ultimate controlling party.