



Edith Stein Catholic Academy Trust

Annual Report for Stakeholders

2020/21



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Introduction

Introduction

Edith Stein Academy Trust (ESCAT) currently comprises two schools within the Roman Catholic Diocese of Portsmouth; along with our other partners, we are working together to provide the best opportunities for every child.

The core aspect of our collaborative work is to ensure good Catholic education for all, upholding the Bishop's mission and vision for education across the Diocese.

Background to the Trust

The Trust was initially formed in 2011 by Oaklands Catholic School under the banner of the Catholic Academy Trust in Havant. Oaklands was one of the first Catholic schools in the country to convert to an academy. The Trust changed its name to Edith Stein Catholic Academy Trust in 2017. Corpus Christi Catholic Primary School joined the Trust in April 2021.

As a Catholic Academy Trust, our first duty is to maintain and develop our schools as living faith communities inspired by the Gospels. Whilst all Catholic schools hold to the values of the Gospels of Jesus Christ, we believe that every school is unique, serving a distinct community. Therefore, each school in ESCAT is encouraged to maintain and develop its own identity, ethos, and mission.

This report reflects five months' involvement of Corpus Christi Catholic Primary School and a year's activity for Oaklands Catholic School.



Chair of Directors' Report



It is my pleasure to present our Annual Stakeholders Report which should be read in conjunction with the Trustees Annual Report, the latter document being available on the ESCAT website by 31st December 2021.

In what has been an extraordinary year for all, 2021 has proved to be even more extraordinary for the Edith Stein Catholic Academy Trust (ESCAT). After nearly ten years as a Multi Academy Trust of one school, the Trust, and Oaklands in particular, became a sponsoring academy to enable the very successful integration of Corpus Christi Catholic Primary School in Portsmouth into the MAT. Expansion of the Academy Trust necessitated a very comprehensive due diligence exercise, the results of which fully informed our decision making process, notably highlighting the costs, risks and potential benefits of the proposed venture. It would be remiss of me not to acknowledge and openly thank Matt Quinn (CEO), Tim Finch (CFO), Ursula Clark (Headteacher at Corpus Christi), the Local Governing Bodies (LGB) of both schools, Portsmouth City Council and all of the support staff for the very considerable quantity and quality of the work that was undertaken to manage the process and deliver the success we sought, to time in April this year.

Alongside the conversion of Corpus Christi, the existing Board of Trustees was reconstituted to align with the Articles of Association and the stated wishes of the Members. Again I would wish to record my thanks to all of the previous Directors who have now stepped down from this critical role, but who continue to maintain an interest in the progress of the Trust in their continuing roles as Governors of Oaklands. All who walked alongside ESCAT during the conversion made a significant contribution to the due diligence process and I acknowledge their unwavering support to get this right while exercising their governance roles to the very best of their ability; collectively the former Board of Directors and the Governors kept the process open and honest and ESCAT is all the better for it.

All Directors on the reconstituted Board of Trustees fully recognise their key role in the promotion of the success of the Trust as a group of Catholic schools. The Director's role is strategic, while the operational detail is the responsibility of the Local Governing Bodies within each individual school. The Directors recognise the importance of subsidiarity, and the delineation in responsibility is all the more transparent for the separation that has been introduced into the layers of governance in the new structure. A reporting hierarchy has been developed so that directors can monitor school effectiveness and this will evolve over time.

Once the direction for Corpus Christi was clear, Directors were cognisant of the need for the Trust to move quickly aligning a number of strategic functions across both schools, identifying commonality and acknowledging differences. New schemes of delegation have been authored and a Responsibility & Accountability matrix produced.





£32K

Successful Trust Capacity Grant

The Trust has its own risk register which informs the registers in individual schools with the opportunity for school level risk to be escalated to Trust level as appropriate. Work is ongoing to deliver some common policies across the Trust and we anticipate this process being completed within one year.

Directors are also very conscious of their fiduciary duties, in particular acting in the best interest of the Trust. The Trust needs to build capacity to work with more than one school and to help this process ESCAT won a Trust Capacity Grant. It is this that has led to the development of a Common Services Platform accessible to both schools in the Trust so they can obtain best value and service from the resources available. Should the composition of the Trust iterate further, the platform can be upscaled to support others schools.

Mission of the Trust

Despite the recent growth, the Mission of the Trust remains the same, focusing on Catholic education. The Trust is committed to providing a high quality and distinctly Catholic education, with Christ and the teachings of the Catholic Church central to all that it does.

Strategic Planning

Up until 31st March 2021 the ESCAT strategic plan centred exclusively on the work of Oaklands. The expansion of the Trust, with the Diocese's development of its own Strategic Plan for Education, has led to the development of a revised strategy document to cover the period September 2021 through to September 2023. This Strategic Plan sets out the route for the development of the Trust to ensure that both schools are effectively supported. For Corpus Christi this should ensure it receives a 'good' judgement by Ofsted.

The ESCAT Board acknowledges the need to show flexibility and resourcefulness and is prepared to diverge from its strategic plan if that is considered to be in the best interests of the schools. For this reason the strategy will be reviewed in August 2022. Over the next two years our narrative will continue to be shaped by the nascent Diocesan Strategic Plan for Education. Further, both Oaklands and Corpus Christi have come together mid-phase with development plans already in place. That said, the Directors are of a view that the plans produced to date speak adequately to the direction of all stakeholders in the Trust.

Trust Finance

For all Academy Trusts the last year has been a period of significant financial uncertainty. The Trust's in-year surplus balance confirms that the schools have run a 'tight ship' in uncertain times. Unfortunately there are a number of financial 'head winds' on the horizon so maintaining a healthy balance will allow the Trust to manage successfully over the next period.

Once again, I convey my very genuine appreciation to the Directors, Governors and all staff for their various contributions over the course of the past year, and we stand ready to move into 2022, cement all that we have achieved this year and progress further with our plans.

Marc Evans



CEO's Statement



£70K

Improvement and
conversion grant

This was an extraordinary year of disruption and innovation in all schools; much effort went into mitigating as far as possible the educational disruption caused by the pandemic. Ensuring high-quality learning in a challenging environment continues to be a priority. Nonetheless the continuing pandemic served to reshape some aspects of the Trust's activities, notably hybrid ways of working and greater use of digital technologies. Into this arena an exciting opportunity presented itself to expand the Trust to two schools.

Our Strategic Plan has had to adapt to recognise the expansion of the Trust. The plan serves to provide stakeholders with an outline of the Trust's priorities. Alongside the Strategic Plan, each school within the Trust has its own strategic vision and development plan. There is a clear line of sight between the strategic intentions of the Trust and individual school plans.

All schools are challenged to improve outcomes for all, but specifically for disadvantaged pupils. In ESCAT schools we describe this as the Option of the Poor. The Option for the Poor is simply the idea that, as reflected in Catholic Canon Law, "The Christian faithful are also obliged to promote social justice and, mindful of the precept of the Lord, to assist the poor." It indicates an obligation, on the part of those who would call themselves Christian, first and foremost to care for the poor and vulnerable. We do this illuminated by the radiance of Jesus Christ. Our schools are Christ-Centred.

For our young people, from pre-school through to Year 13, ESCAT schools have an imperative to be the moral voice for a society that has often lacked clarity; it is Christ-like concern and passion that motivates us, so that the fullness of the life Jesus promised in John 10:10 can be experienced through our work.

The approach from the Portsmouth Diocese and the DfE to incorporate Corpus Christi into ESCAT resulted in a significant analysis of the risks and benefits to the Trust, to Oaklands and to Corpus Christi. Significant advantages can be

levered when schools work together. All schools are on an improvement journey, for Corpus Christi this centres on coming out of an Ofsted category.



Significant and measurable improvements have already been made. The school has a detailed development plan. The Headteacher, Ursula Clark and Local Governing Body are clear in what they would like to achieve. Primary external support had been brokered to help move the school forward. To help with this process and conversation the Trust received a separate school improvement grant.

Since the involvement of Corpus Christi in ESCAT, we have made a strong start in aligning the various aspects of the Trust's business. The back office infrastructure that supports individual schools has been subject to change. The Trust has started to develop a Common Services Platform which underpins ESCAT core business; Educational improvement, HR, Resources, Finance, ICT and Estates are all functions that we have started to align and centralise. The alignment and centralisation of these key business functions bring economies of scale, financial gains and greater flexibility. Our Common Services Platform commenced in April 2021, the services have still to reach maturity. This area remains a key priority over the next few years.

Growing the Trust is not without its challenges, it is important that Oaklands remains strong whilst working alongside new partners and contributing more widely to school improvement through 'school to school support'. Strategic planning is crucial to the ongoing success of ESCAT. The Trust recognises its responsibility to monitor each Local Governing Body to ensure the correct level of support and challenge for each school.

With the expansion of the Trust the challenge now is to ensure that the LGBs and Trust work as effectively with each other understanding their own roles and responsibilities. To this end we have produced a Responsibility and Accountability Matrix. This will ensure that each LGB has the appropriate level of independence and accountability. This will be reviewed at the end of the next financial year.

Mathew Quinn



Trust Strategy



Corpus Christi Catholic Primary School

"We live our lives like Jesus"

Oaklands Catholic School

Community: No one gets left behind

Unity : United by the Cross

Opportunity: Potential for greatness

ESCAT is ambitious in its aims; both schools are drawn together through their Catholic mission. Directors want them to reap the full benefits of collaboration and sharing of best proven practice. The Trust believes that its schools should be distinctive and rooted within their parish and local communities. Directors intend to maintain the distinctive nature of each of the schools, recognising the communities they serve whilst sharing recognised good practice across the board to build an established Trust of excellence.

We are committed to providing all pupils, especially those who are disadvantaged with the knowledge, skills and qualifications they need to flourish as human beings; no one should be left behind. Our work is inspired by the Gospels; the message of Jesus Christ is threaded through all our work. We aim to provide a distinctively Catholic education, with Christ and the teaching of the Catholic Church central to all we do.

The Trust recognises the work already undertaken by the Diocese in the development of its vision for Catholic Education, and the strategic work to support the same. The Trustees recognise that the vision and strategy for the Trust must flow from and be in congruence with the direction set by the Diocese. The Trustees also recognise the rich history of its schools and in particular the desire to support the Charism of The Sisters Of Christ, the founding order of Oaklands.

Our schools aim to work together to:

- make Jesus Christ better known and better loved;
- provide the best possible opportunities for every child;
- offer a holistic education and formation (spiritual and moral, intellectual, physical and emotional);
- form disciples of Christ;
- provide a service to society and the communities we serve.

To meet these aims, our strategy will holistically focus on: values and virtues, culture and ethos, pedagogy, professional learning, curriculum and assessment, and finally sustainability and resourcing.

The Trust has developed a number of strategic objectives which are underpinned by a number of supporting intents.

ESCAT Strategic Objectives*

- **Through our Catholic faith, promote the academic, spiritual, emotional and social growth of the individual child and young person.**
- **All schools in ESCAT secure good or better outcomes for students by providing the very best teaching in order to promote and provide high quality learning.**
- **Ensure financial stability through strategic planning with regularity, propriety and compliance so that our stewardship of resources provides the best possible experience for school communities.**
- **Provide the best possible training and development opportunities to our staff.**
- **Develop and embed sustainable, high quality and robust Catholic leadership across ESCAT and its schools.**

* To be ratified by Directors

ESCAT School Communities



1645 Students



108 Teaching Staff



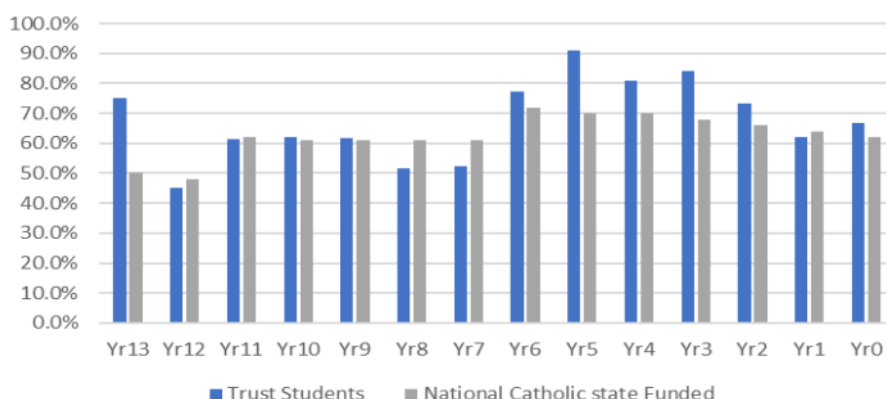
101 Support Staff

62 foreign languages are spoken by students at ESCAT schools.

10 most spoken languages:

Malayalam
Tagalog
Polish
Spanish
French
Romanian
Italian
Portuguese
Russian
Shon

Percentage of Catholic students by year group



Student religious profile

■ Catholics ■ Othe Christians ■ Buddhist ■ Hindu ■ Muslim ■ Sikh ■ No or other religion or non declared

Catholic schools welcome children from families from a range of faith backgrounds. ESCAT schools admit students in accordance with their admission criteria. In ESCAT schools there are children from other Christian traditions, other religions and people of good will who seek a Catholic education.

Catholics

Othe Christians

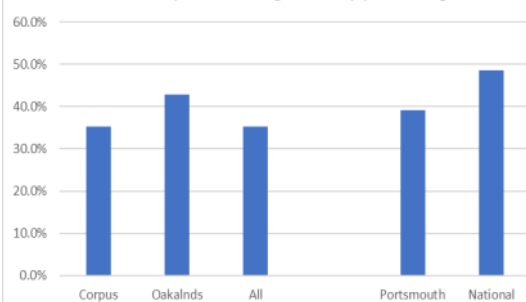
Sikh

No or other religion or non declared

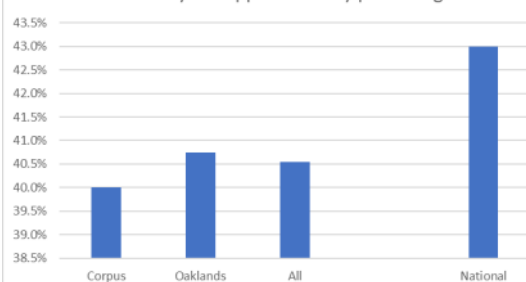
Muslim

Hindu

Catholicity of Teaching Staff by percentage



Catholicity of Support Staff by percentage



The ESCAT student population 2021 is broadly in line with the national figures supplied by the Catholic Education service in 2020. Nationally 61.8% of students in Catholic schools are Catholic.

In 2021 the number of Catholic Students in ESCAT schools totalled 61.1% of the population.

The number of Catholic staff in ESCAT schools also broadly aligns with the national picture.

Common Services Platform



Educational Improvement

HR Functions

ICT Support

Finance

Buildings

The Trust recognised an initial investment was required in the Common Services Platform to achieve long term reward. The Trust Capacity Grant provided the vehicle to build the platform.

Central services are currently charged out at cost or proportioned by school. This method will be reviewed as and when necessary.

The Common Services Platform details the central services available across the Trust. This structure was developed in parallel to the incorporation of Corpus Christi into the Trust. Whilst the platform describes a core offer, the Trust recognises the need to customise services to reflect the school's context, existing contracts and personnel.

One of the key assets across the platform focuses on school improvement. When ESCAT existed as a single school Multi Academy Trust, support was procured against an identified need, normally through HIAS or Havant Federation.

Leadership within an academy is not only responsible for an efficient improving school but there is also a collective responsibility across more than one school. A small Trust such as ESCAT does not have the 'in-house' school improvement resource, so improvement services have to be brokered from external providers.

We will only use providers that can demonstrate impact and value for money. This year schools have continued to use HIAS, Teaching School Leaders, Catholic Diocese, the Havant Federation and other providers. In addition where expertise is evident in one school, an open mechanism exists to share it with others.

Over time ESCAT aims to provide expert advice and guidance across the following areas:

- Leadership training
- Catholic life of the school
- School strategic planning
- Pupil and staff performance monitoring
- Staff wellbeing
- Governor support and training
- Financial management
- SEND support

To achieve VFM , we aim to ensure:

Economy: By minimising the cost of resources used or required ideally spending less. For example, a combined payroll service across the Trust will be less expensive than two separate systems. Developing an IT system that uses the capacity that exists at Oaklands will reduce the total overhead. Where possible, common SLAs will exist across the Trust, for example in building maintenance and health and safety. As existing contracts expire across schools further coordination will be explored.

Efficiency: By bringing systems and assets together across the platform we intend the outcome to be more effective across two schools, For example a common finance system.

Effectiveness: We aim to achieve a number of successful outcomes. For example, the improved use of IT systems to drive curriculum delivery. Efficiencies in these areas should then correlate to improvements in Teaching and Learning.

Service Platform Blueprint



Asset Strand: 1

Education Improvement

Key features

- Brokerage of specific support to raise educational outcomes
- Sharing expertise across schools

Asset Strand: 2

Provision of standardised HR functions across the Trust



Asset Strand: 3

Provision of ICT support



Asset Strand: 4

Provision of centrally managed financial systems



Asset Strand: 5

Provision of centrally managed building services



Key features

- Legal support
- Personnel support
- DBS
- Payroll

Key features

- On site support
- Infrastructure system design
- Telephony
- Server and back office systems
- Broadband
- Server provision
- MIS systems

Key features

- Access to common finance systems
- Audit services
- Common financial reporting
- Production of reports for Governors

Key features

- Health and safety advice and support including access to consultants
- M&E SLA
- Building projects delivery

Catholic Life within the Trust



15 charities supported

£10K raised by students

Over the last year the restrictions experienced by the Church and the impact that this has had on its community's spiritual growth has been mirrored in school. School leaders were keen to do all they could to mitigate against this. This resulted in a number of creative initiatives to keep *the flame burning*. Leaders recognise the contribution made by many colleagues to ensure the Catholic life of the Trust continued to develop. Our schools continued to offer support to a number of charities, although this was more limited than in previous years due to the impact of the pandemic. When permitted, collaborative work continued with our parishes, for example, Corpus Christi staff supported preparation for First Holy Communion and Reconciliation.

Celebration Of Holy Days of Obligation

Where possible Days of Obligation continue to be celebrated within school, for example, at Corpus Christi during Pentecost, the school community celebrated the school's rich cultural diversity with pupils dressing to reflect their cultural background. During the Feast of Corpus Christi the school reflected on its core purpose.

Edith Stein Partnership Project

Early in the Autumn term of 2020, all the schools in the Edith Stein Partnership were invited to take part in a musical project, of which eight schools participated. This was co-ordinated by Sarah Farrell, Oaklands Chaplain. The project was published on YouTube and to date has had over 2000 views.

Virtual Carol Service for the School and Diocese

During Advent, Oaklands created a virtual carol service, the school was also asked by the Diocese to produce a virtual carol service that could be sent out on behalf of Bishop Philip to the whole Diocese.

Lockdown Liturgies – January to March

During the lockdown at the beginning of the year, Oaklands chaplaincy produced a weekly liturgy based on Sunday's Gospel; these took a simple format of Gospel, teaching, prayer and worship. These were made available on YouTube and were watched by hundreds each week and shared beyond the school community.

Eucharistic Celebrations

A number of Eucharistic celebrations occurred online, where possible these were streamed with the wider community. Leaders were pleased to be able to celebrate the Eucharist face-to-face, with Year 6, to complete their time at Corpus Christi, and with Year 11 at Oaklands.

Lent Lockdown Diary Room and Virtual Passion Service

Oaklands chaplaincy produced a series of videos, which sought to share the story and meaning of Good Friday through the eyes of those who were there. A selection of staff and students took on the different roles and gave thought-provoking performances for reflection.

The end of the term and Passiontide was marked with a reflective virtual passion service.



KS3 Mission Days

At Oaklands every effort was made to have the school Mission Days around the restrictions. The theme for each of these days was taken from St John's Gospel, 'I came that they may have life, and have it to the full.' (John 10:10)

For students it was a dress down day, they were off timetable and were invited to participate in a variety different activities and hear from a variety of inspirational visitors. Our Mission Days conclude with celebration of Mass, for many students this was significant as we had not been able to celebrate as a community for a considerable period of time. Each day ended with celebratory ice-creams on the Sunken Lawn.

Year 9 Mission Day

For the Year 9 Mission Day we welcomed the five FOCUS Missionaries from Southampton University, our local clergy and Georgia Clarke, from Catholic Voices, who joined us via Zoom. We gathered in the hall for some fun ice-breaker games and introduction, before Georgia really unpicked for us what it means to accept Jesus' invitation and to live life to the full. Kaitlin, from FOCUS then shared her own testimony with us, and how her life changed when she met Jesus and really started to live her life the way God wants her to.

Students then took part in four different workshops: the RE team facilitated an Escape Room, the students were given the opportunity to grill Fr Mark Whiting, the FOCUS team led the students in an Ignatian-style meditation, while our friends from Harbour Church in Portsmouth hosted a workshop on the Sunken Lawn.

Year 8 Mission Day

For the Year 8 Mission Day, students were again inspired by FOCUS or the team from Harbour Church, alongside the Dominican Sisters of St Joseph, who are based in the New Forest. The Sisters formed the panel, alongside Fr Jeremy.

Year 7 Mission Day

Oaklands welcomed back the Dominican Sisters and Georgia Clarke for the Year 7 Mission Day. This was their first experience of something 'out of the norm'; students experienced something quite special.

Many took the opportunity to receive the Sacrament of Reconciliation, and everyone encountered Jesus in the Blessed Sacrament during a time of Adoration and prayer in the Chapel.



John-Paul II Award

During the final half term of the year, at Oaklands Sarah Farrell worked with and entered two students for the John-Paul II award, a pilot scheme run by the diocesan schools and educational chaplaincies department. Both students were extremely successful earning awards higher than the ones they were entered for.

Quality Of Provision

"Since September 2020, there have been several changes to the curriculum. Leaders have introduced a new reading strategy aimed at improving pupils' phonic understanding and fluency. Children in Early Years and pupils in Years 1 and 2 have extra time dedicated to learning phonics. Those children working at home watch recordings of their teachers reading stories and teaching phonics. This has helped children to develop their early reading."

*Corpus Christi remote monitoring inspection
February 2021*

Roles and Accountabilities

The ESCAT Board have defined responsibilities across the Trust. This includes the authoring of policies, whether relating to an individual school or the whole Trust. The accountability for these is described in the Accountability Matrix. Policies reflect the context of the schools.

We are committed to the provision of high quality Catholic education where individuals are valued and aspirations are high.

The responsibility for the quality of teaching and learning rests with each school and Local Governing Body. That said, each school has a common teaching and learning goal: to enable each child to achieve their full potential and seek the highest level of personal achievement.

To ensure that this happens, the Trust has devolved systems to monitor and evaluate the impact of the provision, so that a strategic judgement can be fashioned related to how effective schools are in securing the best outcomes for pupils.

Quality Assurance Systems

Both Trust schools have robust Quality Assurance systems to monitor the quality of education; this includes departmental or subject reviews, lesson observations and learning walks, data analysis, student, staff and pupil surveys and questionnaires. Where necessary external consultants are commissioned to review standards and comment on progress. Schools have systems in place to benchmark performance data against similar schools, although this has been problematic over the pandemic.

School Quality Assurance systems also inform progress against the requirements of Section 48 inspection which values the distinctiveness and effectiveness of the school as a Catholic school.

The outcomes of monitoring and evaluation are captured by Headteachers and reported to Local Governing Bodies through the committee structure. Key elements of this are then passed on to the Trust Board. In this way monitoring and evaluation gives the Trust information with which it can identify strategic academy improvement priorities and provide the baseline against which the Trust can measure the impact of further actions taken.



Trust Performance Measures

As part of steps taken in response to the coronavirus pandemic, the Government announced that all statutory Key Stage 1 and 2 assessments, tests and GCSEs, AS Levels, A Levels, other regulated general qualifications and some vocational and technical qualifications due to take place in schools and colleges in England in summer 2020 and in spring and summer 2021 would not go ahead as planned. As a result of this the DfE decided not to publish school based performance measures.

Through effective monitoring and evaluation systems we seek to:

- *establish how well ESCAT schools are performing;*
- *identify our strengths and weaknesses;*
- *identify the professional development needs (CPD) for all staff;*
- *celebrate our strengths;*
- *ensure that our future actions are targeted to address any weaknesses;*
- *inform the cycle of school development planning;*
- *allocate resources in the most effective way.*

ESCAT Local Governing Bodies have their own annual calendar for the monitoring and evaluation of teaching and learning linked to school development plans. They will use evidence taken from reports provided by the school, for example, analysis of external exams and assessment tests, to form a view. Governors are encouraged to visit Trust schools. These visits provide an opportunity to view work of curriculum subjects, monitor safeguarding arrangements and sample the spiritual life of the school.

The Trust Board understands the important role Governors fulfil through scrutiny of information reported at meetings, but it is also essential that they observe evidence at first hand through visits and discussions with staff, parents and pupils.

Trust Level Scrutiny

The Trust will determine how well schools are performing.

The Trust will work directly with officers, the Headteachers and Chair of the Local Governing Body to seek evidence of the impact of actions taken to secure improvement.

The Trust will also gather information from other sources such as minutes of Governors' meetings, reports from external advisors, school documentation, Ofsted / Section 48 Reports.



CPD and Professional Development



£30k

Direct investment in CPD

£25k

Indirect investment in CPD

"I am completing a MA in Catholic School Leadership. Through this I am exploring the distinctive nature of Catholic Schools, examining Catholic philosophy while also exploring the practice of effective school leadership."

Amy Bonnington
Oaklands Catholic School

"I am completing a National Professional Qualification for Leading teaching which will help with school improvement work"

Leeanna Cain
Corpus Christi Catholic Primary School

At ESCAT we value all our staff, Governors and Trustees and see them as education's best resource and we actively encourage their development. We recognise that Continuing Professional Development (CPD) promotes high morale, motivation, self-esteem and collegiality in the workforce. Over the last year face-to-face training using external providers was limited due to the pandemic. However, many providers continued to use online platforms to provide material to staff. The use of external providers contributes to the direct investment made by Trust school in CPD. In addition, ESCAT staff have also provided in-house professional development for colleagues; this contributes to the indirect investment in training. A number of staff are undertaking higher degrees including the MA programme in Catholic School Leadership. Colleagues are also part of the Catholic National School of Formation.

Continuing professional development is necessary to ensure that staff have the skills, knowledge and understanding to deliver the aims of the school and the Trust. It is important that schools within the Trust are seen as learning organisations for the adults within them as well as for the students.

All staff members in ESCAT schools have an entitlement to high-quality induction and continuing professional development. All staff will have opportunities through appraisal and other mechanisms to discuss and make requests regarding their professional development needs, including those to support the Catholic identity of the school.



1200+ hours
Quality online training

600+ hours
Safeguarding training

10 Staff
Engaged in
National Professional
Qualifications

Appraisal

ESCAT schools follow the CES Appraisal Policy. Teaching, as a 'work of love', requires a radical commitment and service from all teachers, whatever their faith and whatever point they have reached on their spiritual journey. This also applies equally to support staff who work in ESCAT schools. Colleagues are called to bring high standards of excellence through their work, but also show their authenticity to those amongst them be that students or fellow staff.

Catholic schools are charged to ensure that 'instruction which is given in them is at least as academically distinguished as that in the other schools of the area.' Therefore targeting academic performance of students through the appraisal process reminds staff that God pieced young people together, stitch-by-stitch, and made them wonderful. He gave them each talents that they can use to glorify His name. We believe children have been given talents from the Creator of the Universe, which is a gift that must be truly glorified. To target academic performance is to do the work God called our staff to do.

Our appraisal system also requires staff to consider how we may bring our students closer to the love of Jesus Christ. For some staff this may involve work on aspects of Catholic Social Teaching, for others it may be liturgy and worship. There are also other less tangible outcomes that are of equal value, for example finding opportunities to celebrate student success, or offering opportunities for young people to experience what it means to be fully human through extra curricular activities.

Professional Development

Professional development can take many forms and can be accessed:

- externally, through training
- through the Local Authority for further study or research
- through Further and Higher Education Institutions, subject associations and commercial/voluntary sector providers
- through cross-school and virtual networks
- within school.

Examples of professional development include but are not limited to; induction, coaching and mentoring, lesson observation and feedback, observation and sharing of good practice, collaborative planning and teaching, shadowing, peer observations, whole school development events, attendance at courses, visits to other schools and distance learning.

Spending on School Estates



£320K

Successful CIF bid in
2020/21

£201k

Invested in repairs
and maintenance*

The Trust was again successful obtaining a Capital Improvement Fund (CIF) bid bringing the total spend on the Estate to £4.2m over the last five years.

The CIF is there to help with significant building requirements. These are requirements that are considered vital to the smooth running and safety of a school. Typically, this includes issues related to heating, roofing, water penetration, health and safety and compliance. Without access to the funding stream the Trust would not adequately be able to maintain the building stock.

When preparing bids the Trust works closely with Kendell Kingscott Building Consultancy who are a multi-disciplinary consultancy practice. They have significant experience working with schools.

The Corpus Christi Estate

Central to the due diligence work necessary to bring Corpus Christi into the Trust, ESCAT commissioned a long term maintenance and technical Due Diligence Survey of the Corpus Christi Site. The buildings on the Corpus Christi site are of differing construction and age. A number of these are modular.

Kendell Kingscott, in their condition report, concluded that the modular buildings were now 'life expired'. Over the next period ESCAT will be working closely with the DfE and Diocese to address this issue. The condition report has also identified a number of other significant issues that require attention.

The Oaklands Estate

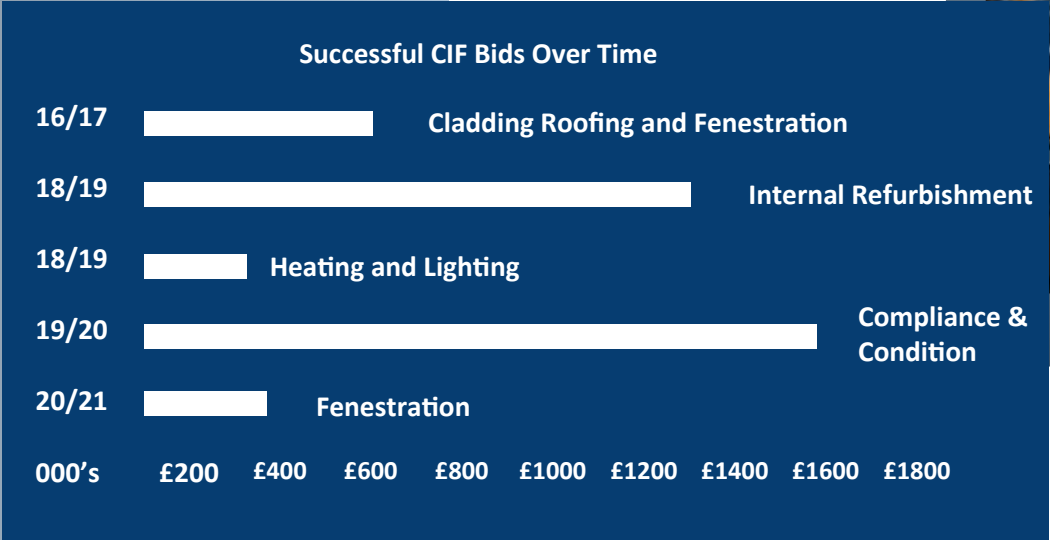
Successful CIF bids over a period of time has enabled the Trust to address endemic issues with the Oaklands buildings. Academy conversion provided access to a revenue stream otherwise unobtainable. Over the last five years £143k, which includes parental contributions, has been used to lever success in the CIF bidding process.

Over a similar period the combination of school and parental contributions have enabled school wide refurbishments of classrooms, toilets and roadways to the value of over £350k.

The Trust is in the process of bidding for funding to replace the heating systems and Sports Hall roof at Oaklands.

* Across both schools

Successful CIF Bids Over Time



Financial Position



£8.8m

Income all sources

£168k

Schools in year surplus*

£37k

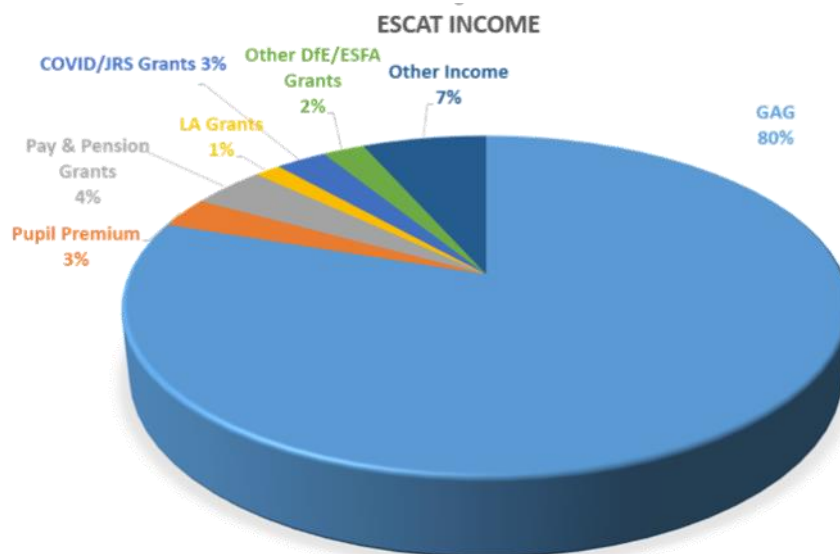
Remaining
Improvement Grant

£8.6m

ESCAT expenditure

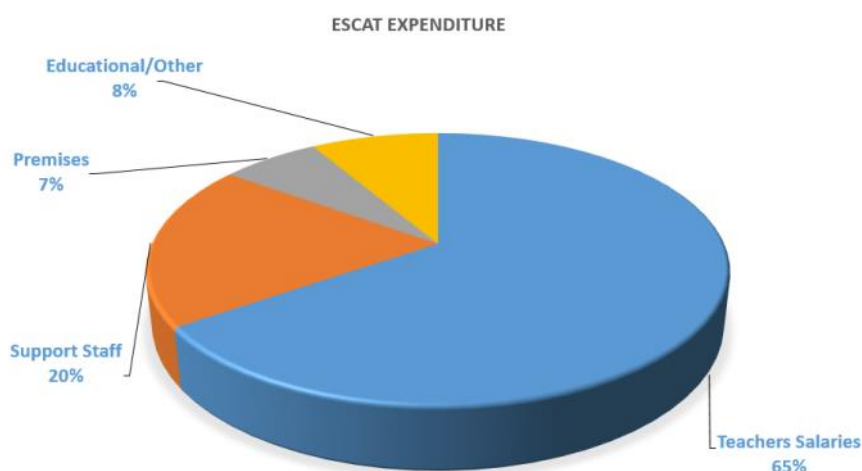
* Includes start up income of £98K carried forward from Portsmouth LA after transfer of Corpus Christi to the Trust

ESCAT received £8.8m of income during the year 2020/21. The majority of this, 95%, was General Annual Grant (GAG), pupil premium, SEND grants and other public funded grants, all driven by student numbers. This figure is reported in the annual accounts and audited financial statements for the same period. The figures represent twelve months' activity for Oaklands Catholic School and Sixth Form College and five months' activity for Corpus Christi Catholic Primary School since their conversion to an academy school and joining ESCAT on 1 April 2021.



Staffing represents the majority of school total expenditure. Historic Benchmarking for ESCAT confirms that spending on staff is in line with similar academies.

ESCAT expenditure represents twelve months' activity for Oaklands and five months' activity for Corpus Christi since their conversion to an academy school and joining ESCAT on 1 April 2021. The ratio of expenditure does not include Capital Expenditure (CIF bids) or movement in the fixed assets fund, including depreciation, or the pension reserve.



Full breakdown
of ESCAT accounts
available at www.escat.org.uk

In line with the Trust analysis of financial risk, the Trust holds reserves of approximately 3.9% of income generated from public funds. This is within the range set by the Trust.

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