



Stakeholder's Annual Report

2021-22



## Background to the Trust

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.

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 and ethos, serving its own community.





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# Strategic Aims and Objectives

## Our Mission

ESCAT is committed to providing the highest quality Catholic education; embracing all within our community and bringing them closer to, and living their lives like, Jesus Christ, while enabling everyone to fulfil their potential.

## Our Vision

Inspired by the example of Edith Stein, we are a family of Catholic schools loving, learning and living together for the common good of our children, families and communities. Our schools embody the mission of the Catholic Diocese of Portsmouth and have the wellbeing of our children and staff at the heart of all we do.

We are equal partners with a shared calling to ensure our children grow through a Christ-centred education in a safe and nurturing environment, providing them with the knowledge, skills and spiritual development to fulfil their potential and become disciples who make a positive contribution to their world.

## THEME A - CATHOLIC LIFE AND MISSION

Aim: Through our faith, promote academic, spiritual, emotional and social growth.

## THEME B - ACHIEVING POTENTIAL

Aim: Ensure the very best teaching and highest quality learning, demonstrating the highest possible standards, to prepare our pupils for the future and deliver the very best possible outcomes for each individual.

## THEME C - OUTWARD LOOKING SERVANTS

Aim: Ensure that all involved in the life of the school can become 21st Century Christians who can make a positive contribution to their community, wider society, and the Church and are able to articulate the core principles of Catholic Social Teaching.

## THEME D - STEWARDSHIP OF THE ENVIRONMENT

Aim: In the spirit of Laudato Si', all of our staff and pupils to become responsible stewards of God's creation.

## THEME E - SECURING THE FUTURE OF OUR SCHOOLS

Aim: Ensure the Trust employs high calibre people; manages finances through effective and efficient stewardship and maintains the infrastructure to enhance the learning environment and reputation of our schools.

# Message from the CEO and Chair of the Trust

The last three years of education have been dominated by the coronavirus pandemic. COVID-19 has caused unprecedented disruption to education. The September 2021 academic year commenced in the shadow of two years of cancelled exams at KS2, KS4 and 5, and two separate periods of national lockdown. September 2021 did not see an end to this, self-isolations disrupted learning, and public health concerns continued to impact on schools. We would like to thank everyone who contributes to our school communities for their continued kindness, support and collegiality. We have a strong, resilient and determined culture in both our Edith Stein schools, this serves us well no matter how turbulent the storms.

In the wider world, the Black Lives Matter, Me Too and Everyone's Invited movements have highlighted some of the raw underlying tensions in our society. We recognised that we must do all we can to help our pupils understand the contexts of inequality so that they can go on to make a positive difference themselves in building a more tolerant, inclusive, just and equal society. Our schools play a part in this. At Oaklands the affinity work undertaken by students and staff over the last eighteen months has started to explore some of the complex issues related to race and culture.

Despite the challenges, 2021-22 saw the realisation of developmental work on the curriculum, teaching and learning, and student leadership as part of our schools' planned reset. Corpus Christi underwent a very successful Section 48 validation, confirming that the improvement journey continues on the correct trajectory. Oaklands underwent a successful Ofsted inspection in July of 2022.

Both schools prioritised re-establishing the customs and practices that are unique to our schools. The celebration of the sacraments 'live' returned. There is no substitute for experiencing the presence of Jesus in the Eucharist and through each other. Our schools once again have embraced social action fund raising for local, nation and international charities.

Whilst we look forward with renewed optimism, we are also cognisant of a number of significant challenges ahead both for schools, the church and families.

Once again on behalf of our schools thank you for your prayers and support.

**Matthew Quinn**  
CEO



**Marc Evans**  
Chair of the Trust



**Personal Message from Marc Evans**

*I've been delighted by the progress the Trust has made over the year, borne out by a successful Ofsted assessment and Section 48 validation in our schools.*

*As Trustees, we are passionately committed to delivering the best possible Catholic education; improving the life chances of every student, encouraging them to raise their aspirations, then equipping them with the knowledge, skills, personal qualities and qualifications to help them flourish as humans and make the world a better place for all. I am extremely proud to be part of an organisation then engenders such academic and spiritual growth at its core.*

*I look forward to witnessing ongoing development and bringing new Trustees into ESCAT to support our responsibilities.*

# Board of Trustees Statement 2021 –2022

## The Trustees are pleased to present the annual stakeholders report.

The Annual accounts and financial statements can be found on the Edith Stein Catholic Academy Trust website. The Trust's year began as the educational sector emerged from two years where activities in school were punctuated by lockdowns.

## The need to recover

The need for a bold plan across our schools became ever more apparent as evidence grew of the gaps in young people's learning. The Trustees are cognisant of the fact that our schools are more than just institutions where young people pass examinations and tests, be that at KS2, KS4 or 5. Young people in our schools are invited to develop a moral compass, a set of values based on the Gospel to guide their future lives. The purpose of an education in a Catholic school is not just to ensure future economic success, but to encourage our pupils to serve the common good of society. No matter how good the on line offer our students received over the pandemic, reinvigorating our school's Catholicity remained a key aim for the Trust in 2021-2022.

## Strategic Plan

The Trustees had always intended to revisit their Strategic Plan in the 2021-22 academic year. Whilst the plan still stood up to scrutiny, a number of other factors necessitated a comprehensive review; the Diocese published its educational strategy and Corpus Christi had now been with the Trust for a year. In addition a number of key national documents affecting Catholic education were in circulation, albeit in draft form. These included the Curriculum Directory, Catholic Inspection Framework and Prayer and Worship Directory. The Trustees spent the latter half of the year developing a new strategy, this has been adopted by the Local Governing Bodies in each school. Full details of the Strategic Plan can be found on the ESCAT website.

## Importance of Catholic Education

The national and local statistics detailing the number of Catholics actively participating in Parish life is concerning. The Diocesan draft plan, *"You will be my witness"*, details a 35% fall in Catholic Baptisms between 2010 and 2019. This is acutely felt in our schools as fewer Catholic children approach schools for admission in early years and in the secondary phase. The Trustees recognise that schools are on a missionary footing in their work of evangelisation, resources need to be found to enable this work. The offer in school has to be relevant and meaningful to bring our communities closer to Jesus.

## Catholic Staff

Nationally the teacher labour market in England faces huge challenges, whilst the Trust looks to place itself as the employer of choice, Trustees are alive to the fact that recruiting committed practising Catholic staff, particularly into leadership positions, presents a significant challenge. We continue to work closely with the Diocese and other agencies to address a significant national problem for Catholic schools.

## Position of Trustees

In December 2021 the Trust Members understood the need to increase the number of Trustees, reflecting the growth of the Trust and the need to establish a number of separate committees. Two additional Trustees joined the board during the year. Their experiences in business, finance and education brings additional capacity to the Board.

## Rhythm of scrutiny

The Trustees continue to focus on holding the schools to account both in terms of academic outcomes and business success. The Chief Executive Officer (CEO) produces termly reports, these include contextual information, reports on the Catholic life of the Trust, safeguarding data, and academic outcomes. This information provides a conduit to scrutinise

school performance and the work of individual Local Governing Bodies. The Chief Financial Officers (CFO) provides a meeting by meeting overview of the financial performance of the Trust. The growth of the Trust necessitated the establishment of a separate Audit and Risk Committee this year.

## Outcomes for our students

The DfE continued to recognise that the pandemic would have an impact on educational outcomes. The Office of Qualifications and Examinations Regulation (Ofqual), the regulator of qualifications, examinations and assessments was tasked with balancing the interests of exam candidates against public confidence in the examination system. As a result they introduced a transition year to reflect that schools are in a pandemic recovery period and students' education has been disrupted. Notwithstanding this, the outcomes across all Key Stages were very pleasing.

The Trustees were delighted to receive a successful Ofsted report for Oaklands and a Section 48 report for Corpus Christi. Both schools focussed on preparing for these key events. In addition to these external measures the schools continue to work towards validation through the Oscar Romeo Award.

## Thank you

We finish by thanking all the staff who work within the Edith Stein Catholic Academy Trust for all their work and continual support. It is the staff who make all things possible for our young people.

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## Financial Position

In the 2020 -21 academic year there were a number of exceptional expenses related to COVID, the Trust was pleased to move on from this. This year the Trust finished with a surplus of £386K despite having to use reserves to support maintenance and refurbishment works. At the beginning of the 2021-2022 academic year the Trustees were aware of pressure beginning to build in the economy and the impact this may have on schools. In addition, a number of risks remain evident particularly related to the condition of school building stock.

As the year progressed and the number of challenges increased due to national and international events, the strategy of running a surplus has proved to be a prudent one.

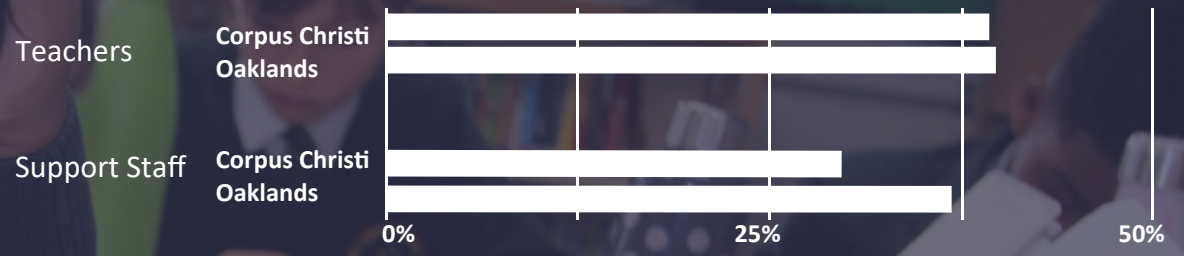
## Looking ahead

2022-23 is set to be a very challenging year for all schools. The year will be dominated by issues related to public sector funding of education. Maintaining the status quo is likely to necessitate a reduction in reserves. Trustees recognise the pressure that this will place on schools and staff but believe both schools have the resilience to come through.

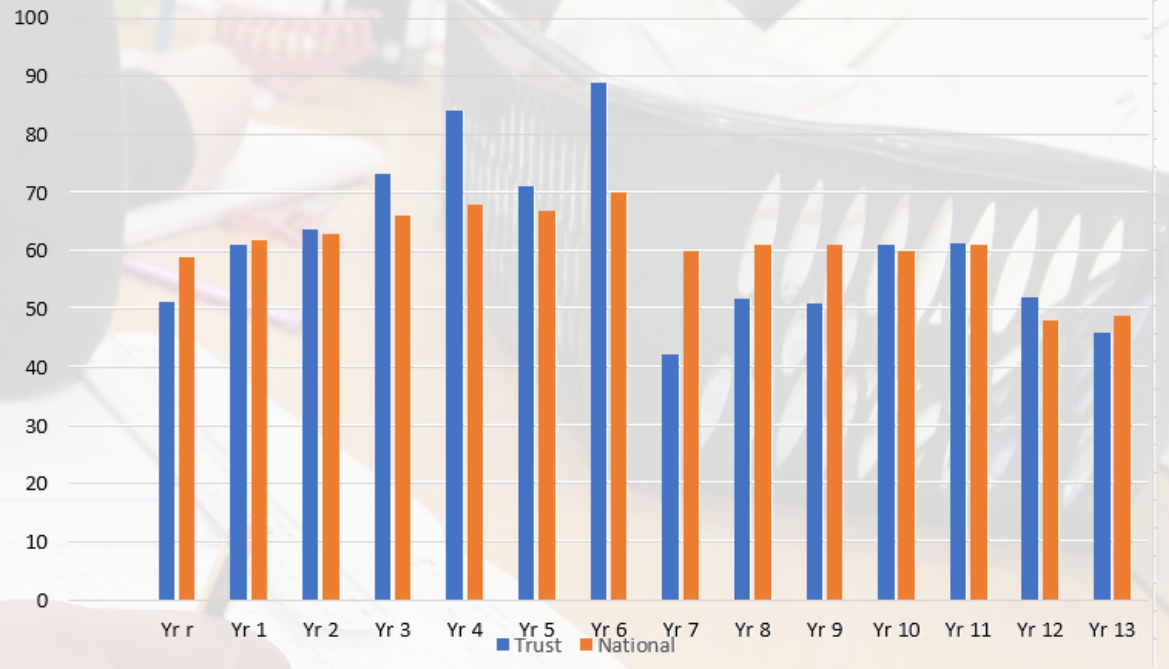




### Catholicity of Staff 2021 –2022



Percentage Catholic population by year group across the Trust





The Trust's student population in 2021-22 was broadly in line with the national figures supplied by the Catholic Education Service in 2021.

In 2021 the Trust reported to the CES that the number of Catholic students in ESCAT schools totalled 56% of the population. This compares with 61% across all state funded Catholic schools.

There are significant variances across year groups in the number of Catholics, with numbers often supported by Catholic immigrant families.

32% of Trust children are members of other Christian traditions. Amongst our population we also have a number of Buddhists, Muslim and Hindu families.

## English as an additional language (EAL)

The student profile in our schools is rich and diverse. 21% of our students across the Trust identify English as an additional language. At Corpus Christi over 40% of students fall into the EAL category. There is also significant evidence that the number of students who speak a foreign language at home across the Trust is as high as 35%, although many of these would not view English as an additional language. Heritage Languages spoken by our students include Malayam, Tagalog, Polish, Spanish, Romanian, Portuguese, Iranian, Russian, Shon, French and Spanish.

### Coming to Oaklands from Hong Kong

“ I arrived in the UK in September 2021 because of the political issues in Hong Kong. I knew very little English when I arrived, just words like hi, sorry and goodbye. School is so different in Hong Kong - we only had one classroom where we stayed for most lessons. Here I do more lessons and subjects. The teachers here spend lots of time talking to their students and they focus on how much they are enjoying the classes. Teachers want students to be successful. There is a lot of opportunity to ask questions and be creative. I could not do this in Hong Kong. Some parts of the culture have been hard to adjust to. I have found it difficult to learn some of the English words. But I think I have made some good progress. Since I have been at Oaklands I have made some good friends and I am pleased I have come here. ”

Year 9 Student

### Coming to Corpus Christi from India

“ When I joined Corpus Christi I learnt how to speak English very quickly, it helped me to communicate with all the new people. There was lots of new learning when I joined Corpus Christi. I especially liked RE because we were learning about Hinduism and I knew lots about this from living in India – I was the class expert! The teachers at Corpus Christi were all very kind to me. They helped me to learn new things and welcomed me. When I first came to Corpus Christi on Day 1, I was amazed. The children all crowded around me and were asking me so many questions about myself. At first, I was a bit shy but soon I felt more confident and made so many friends! Everyone was so funny and friendly to me. I have some amazing friends here now! ”

Year 5 Student

## The Catholic life of our schools is about a holistic educational experience centred on the person of Jesus Christ.

The experience for our young people over the previous two years varied enormously, mirroring punctuated learning and lockdown. This year Trust schools focussed on reaffirming their identity and ethos to the whole community and beyond.

Both Trust schools publish detailed descriptions of their Catholic life on their websites and in the communication that goes home to parents and the wider community.



## Reengagement with local parish communities

Our schools have re-engaged with their local parish communities; at Corpus Christi, classes join the Parish weekday Mass and will proclaim the readings, prepare and read the Prayers of Intercession. Students at Oaklands have used Sacred Heart Church at Waterlooville as a place of pilgrimage as well as joining parishioners in weekend Mass. Schools in the Edith Stein Academy Trust's wider partnership contributed to the Annual Schools Mass in the Havant area. Both schools are grateful for the support of the local clergy in the sacramental life of the schools.

## Oaklands 50<sup>th</sup> Anniversary



During the year Oaklands Celebrated its 50<sup>th</sup> Anniversary as a comprehensive school. This provided the community with an opportunity to reconnect with the Charism of the founding religious order, The Sisters of Christ. They were instrumental in the development of Catholic Education In Waterlooville. A number of events were organised across the year including erecting a four metre wooden cross on the school roundabout. This provides a very visible sign of the school's unique identity to the wider community. A permanent story board detailing The Sisters Of Christ

# Catholic Life in the Trust

## “ Celebration of School Feast day at Corpus Christi

*It is wonderful to be able to celebrate the school feast day of Corpus Christi, which means the Body of Christ. As a school we all are part of one body, all with a unique job to do. Our diversity enriches us and brings many gifts that we all benefit from. It also reminds us that we are all part of God's family and together can work together to share His love and care for the world. In school, children nominated a Good Shepherd for their class who have made bread as a sign that we are the Body of Christ working together for the benefit of all. Our feast day concluded with Mass and a procession where Fr Rinda blessed our school and community.*

**Miss Clark—Headteacher Corpus Christi**

involvement has been placed in the school Romero Block school hall foyer.

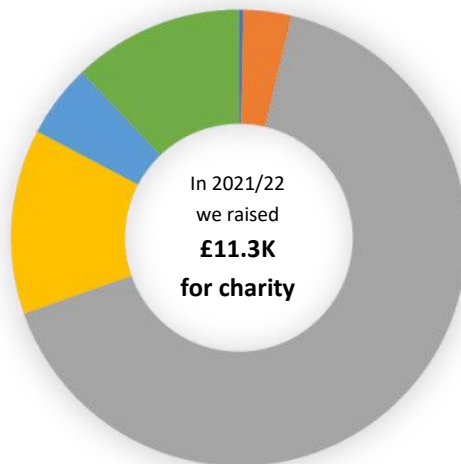
The Sisters were visionary in their work, including the provision of the buildings gifted to the school.

## Variety of activities

Over the last year students and staff in both schools have engaged in a variety of activities including:

- Eucharistic adoration
- Penitential services
- Mission days
- Pilgrimages
- Form and Year Group Liturgies
- Rosary groups
- Community carol services
- Staff retreats
- School feast day celebrations
- Advent and lantern services
- Charitable fund raising and giving

### Six main recipients of charity fundraising across the Trust



- Ukraine
- Readathon
- St Johns Korogocho
- Cancer Research UK
- Macmillian
- QA Cancer unit



## The Common Services Platform details the central asset strands available across the Trust.

This structure was developed to:

- Raise quality and improve the flexibility and agility of existing services
- Secure cost savings
- Improve staff efficiency
- Improve the scalability of systems
- Ensure commonality of systems across the Trust

## Educational Improvement

As a small Trust it is necessary to broker external support to assist with school improvement. This is cost effective as it does not result in employment overheads. Across schools this is brokered from a number of sources and through positive relationships with partner organisations. Improvement support at Corpus Christi has been brokered through Portsmouth Local Authority, looking closely at leadership and areas identified though the Development Plan. English and Maths support has been a focus at Corpus Christi.

Both schools receive support from the wider Edith Stein Partnership. Oaklands has reaffirmed its partnership work with Havant Federation, and the subject groups offered by Hampshire Local

Authority. Specific support has been brokered for leadership coaching and elements of behavioural management. The school also receives support through PiXL and the Associate Programme.

## Human Resources

The Trust now operates a complete 'in house' payroll solution. Providing this has been the focus in the 2021-2022 academic year. Hampshire Local Authority, who undertook payroll for Oaklands, put the Trust on notice that it would not provide the service from April 2022. This provided an opportunity to move away from the mixed economy; Corpus Christi were incorporated into the Edith Stein Payroll solution when they joined the Trust. The Edith Stein HR solution now processes salary and provides other related services for 252 full time, part time and casual staff.

## IT Support

The IT estate at Corpus Christi lacked significant investment. The ESCAT IT support team worked closely with the Local Governing Body to agree a solution. System resilience has increased through improvements in back up and antivirus systems. The Trust is looking to align system setup, solutions and providers. This has commenced with broadband provision.

Corpus Christi school receives on site support twice a week with unlimited remote support. At Oaklands, work has focused on server refresh. The support

service are now scoping the work necessary to move to the Windows 11 platform, common third line support for SIMS management information system and remote storage.

## Centrally Managed Financial Services

Both schools now operate the same financial systems based upon the PS financials software solution. PS Financials is an enterprise class Unified Ledger system with very powerful analysis capabilities, built in reporting, instant consolidation and business intelligence. Resources and finance personnel are now shared across both Oaklands and Corpus Christi with staff moving between schools.

## Centrally Managed Building Services

At a local level both schools have their own site and facilities staff. The Trust operates quality control and assurance systems to ensure compliance requirements are being met. The Trust works closely with individual schools helping them manage significant projects, for example, Conditional improvement fund projects. Common suppliers are used for building and maintenance to ensure best value for money.

## IT infrastructure support and development at Corpus Christi

### Summary:

Following on from a detailed analysis of the IT provision at Corpus Christi we concluded that elements of the network infrastructure were no longer fit for purpose.

### Detail:

New network switches, wireless, fibre cabling between buildings and broadband provision were installed this year. Work was also undertaken on school servers to provide greater flexibility and redundancy. Working across two sites now permits for a more creative and robust backup solution. The reliability of off-site working has improved along side the necessary protections expected within a modern network. An upgrade programme has commenced to address endpoint equipment. On-site support has been provided two days a week over the course of the engagement

### Future:

The next phase of the modernisation will see a continuation to see renewal of end point equipment, particularly very old iPads and old laptops.

James Durrant — ESCAT Technical services Manager

## Common Services Platform

### Asset Strand: 1

Education Improvement



### 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





**Due to the impact of the COVID-19 pandemic, 2021-22 was the first year in which formalised, albeit modified, external assessments took place.**

At Key Stage 4 the DfE announced that it would not publish school or college level results data in a comparative format, although national comparisons were made available. A similar picture exists at Key Stage 5.

At Key Stage 2, primary school tests and assessments returned for the first time since 2019, without any adaptations, however the outcome for these were not published in school performance tables this year.

Despite the change in the external accountability measures the Trust continues to operate robust procedures to monitor the quality of education. Where necessary external support is drawn into the Trust to help verify school assessment of the quality of



teaching and learning.

Local Governing Bodies (LGBs) are provided with information from the schools pertaining to the quality of education so that they can carry out their own scrutiny. Both LGBs have nominated Governors who take responsibility for specific areas of school life, this is tailored to age and stage.

## Section 48 at Corpus Christi

Corpus Christi's Diocesan Section 48 Report acknowledged that the school's mission to support children in their faith development and to enable all members to reach their full potential, is truly lived out and celebrated in all aspects of the school's life. The validation occurred on 18<sup>th</sup> May 2022. The process is designed to advise Bishop Phillip on the quality of religious education, the school as a Catholic community, spiritual and moral development, and leadership and management. The validation process recognised that Corpus Christi is Good school and Outstanding in some areas. The team recognised the strong leadership of the Headteacher and the RE curriculum Lead. They acknowledged that personal witness to the faith shown by the Headteacher provides a strong vision and direction for the work of the school. They said that the Catholic ethos is strongly evident within the school environment.

### Section 48

“*Corpus Christi is a good example of a Catholic school community, where the mission statement and Christian ethos, have a very positive impact.*”

Section 48 —Headteacher Corpus Christi

## Ofsted at Oaklands

Ofsted confirmed again Oaklands' continuing success during their visit in July 2022. The inspection team concluded that the school remained Good. Inspectors met with the Headteacher and other Senior Leaders. The lead inspector also met with Governors and Trustees. Inspectors carried out deep dives in subjects: English, Mathematics, Science, Modern Foreign Languages and History. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

The inspection team recognised that Oaklands is a welcoming and diverse community, united by strong Catholic values. They said that school leaders set high standards in behaviour and that work had been undertaken to re-establish sound routines after the disruption caused by the pandemic. The inspection team recognised that school leaders have created a culture where everybody feels responsible for safeguarding and this extends to the young people themselves.

### Ofsted

“*Experienced senior leaders know their school community extremely well. The Board of Governors provides astute guidance. Together, they set out a demanding framework of Catholic values and virtues as part of their 'Oaklands Way'.*”

Ofsted July 2022

## 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. All staff members in ESCAT schools have an entitlement to high quality induction and continuing professional development.

Across the Trust, both schools identified specific areas for development over the 2021-22 academic year:

- Consistency in feedback and assessment
- Retrieval practice
- Liturgy and worship
- Literacy
- Working towards Oscar Romero Award
- Adaptive teaching for SEN
- Progress in Maths,
- Sequence of learning and designing tasks
- Effective talk and oracy
- Ensuring consistency in the quality of teaching

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 the Trust is seen as a learning organisation for staff. During the course of the year, over 220 staff engaged in over 7,000 hours of training.

## Trust commitment to Early Career Teachers

From September 2021, the Government has been funding an entitlement for all Early Career Teachers (ECTs) to access high-quality professional development at the start of their career with a view to greater teacher support and retention.

Across the Trust we have a number of staff who have started their career on this programme. The Trust selected Hampshire, IoW, Southampton and Portsmouth (HISP) Teaching School Hub as the training partner.

New teachers now receive developmental support and training over two years, underpinned by the DfE's Early Career Framework (ECF) reforms. The ECF covers training on behaviour management, pedagogy, curriculum, assessment and professional behaviours.

## Support for all staff

CPD for support staff, particularly those who work directly with children, such as teaching assistants and pastoral workers, shares similar key principles to CPD for teaching staff. In fact, in many cases, it is appropriate for support staff to collaborate with teaching colleagues. A number of support staff in the Trust are on apprentice schemes completing Level 5 and Level 6 programmes.

### What I learned on my NPQML development course

*The course has opened my eyes to what leadership in a school is about in many ways, in particular:*

**Theory on school leadership** – *I have been introduced to the latest literature and research on education. It has been useful to know the theory underpinning many of the things that are being suggested that we do, for example on implementing new programmes or initiatives in the school.*

**Leadership principles** – *the course introduced me to and helped me reflect on the importance of the Nolan's leadership principles in the context of education. I learned about how leaders have found these principles key to their success as school leaders.*

**Governance** – *This element course has provided me with opportunities to reflect on the intricacies and significance of robust governance for schools.*

**Mr Sumba—RE Teacher, Oaklands**



## The Mission of Catholic schools

Every few years our schools devote INSET time to something specific to the theology that underpins a Catholic school. This year it was Oaklands' turn, in July 2021 the staff considered three areas that are important to the mission of Catholic schools. The first was on the sanctity of the individual, in particular how education addresses societal issues for those marginalised by race or culture. Staff listened to a number of presentations, including a key note from a Sixth Form student. The second area, where staff received input, focused on the spiritual nature of our community, in particular the importance of prayer

and worship. Staff were provided with an opportunity to look at how scripture underpins liturgy. The third element of the day was slightly 'softer' but just as important. Staff in a large busy school like Oaklands can become fragmented, particularly so over the last three years, so they spent a short period of time on a community project. Each member of staff was invited to paint a tile which was part of a large multicultural montage representing Jesus. This provided colleagues with an opportunity to spend a short period of time working, side-by-side, with fellow staff. Staff then shared a meal together over lunch time.

### The National School of Formation

“*The National School of Formation offers formation to all teachers from across the country working in Catholic education, with different programmes offered to teachers at different points in their careers. I was fortunate to join one for senior leaders at Coombe Abbey near Coventry. This involved three residential conferences and a retreat. It also included the chance to visit a number of social action projects across the country including the Women at the Well in London, Cornerstones in Manchester and The Emmaus Youth Village - unfortunately due to COVID I couldn't make my planned visit, but did manage to go to Corrymeela Community in Northern Ireland which is a non-denominational retreat centre on the Antrim coast that works towards peace and justice.*

*Each conference was led by inspirational speakers with a strong focus on social action and Catholic Social Teaching. They were inspiring for many different reasons but showed how individuals, schools and communities can make a difference to our own, local and global communities. This was clearly formation in living out our Catholic faith. I didn't learn how to deal with Ofsted, paperwork or plumbing, but was reminded of the importance of relationships, modelling reconciliation and how as leaders we are in a powerful position to show our young people that they have a mission in life to make a difference in a small or great way.*”

**Miss Clark—Headteacher Corpus Christi**



# School infrastructure income and expenditure

## The only source of capital to undertake major improvements is through the DfE capital Improvement Fund (CIF).

This revenue has to be bid for where the needs of one school are judged against another within a discrete funding envelope determined by the DfE. Historically the Trust has been successful in attracting over £4.2m worth of funding.

Unfortunately, despite a strong bid, the Trust was not successful in the 2021-22 academic year. Bids were submitted for replacement heating systems, at Oaklands elements of the heating systems are over 60 years old. A second bid was submitted for the replacement of roofing to the Sports Hall.

CIF funding 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.

General refurbishment has to be afforded from normal school funds.

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 Trust will resubmit the bids for Oaklands in the 2022-23 academic year along with a bid to replace the roofing membrane at Corpus Christi.

### Stakeholders Report – Finance Input – 2021/22

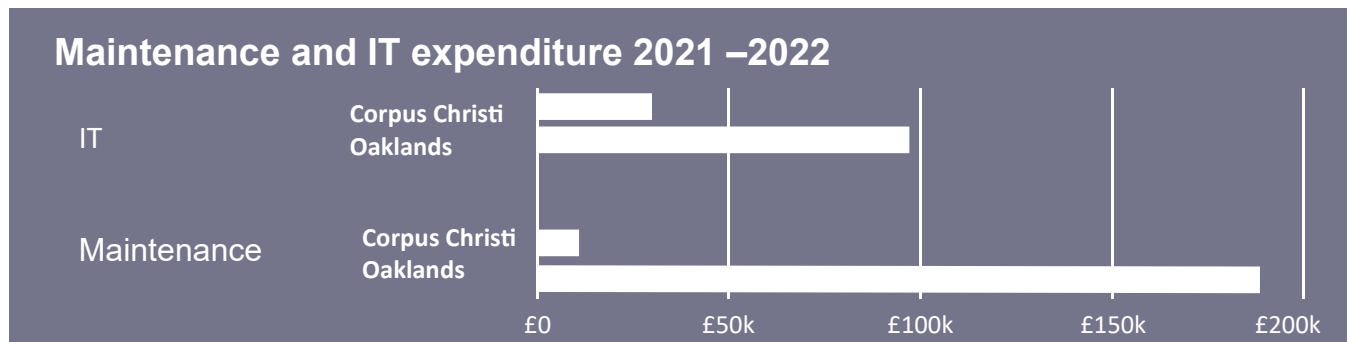
Staffing represents the majority of the Trusts total expenditure. Historic benchmarking for ESCAT confirms that spending on staff is broadly in line with similar academies.

Unlike the previous year’s stakeholders report ESCAT expenditure represents a full 12 months activity for both Oaklands and Corpus Christi. The ratio of expenditure does not include Capital Expenditure bids

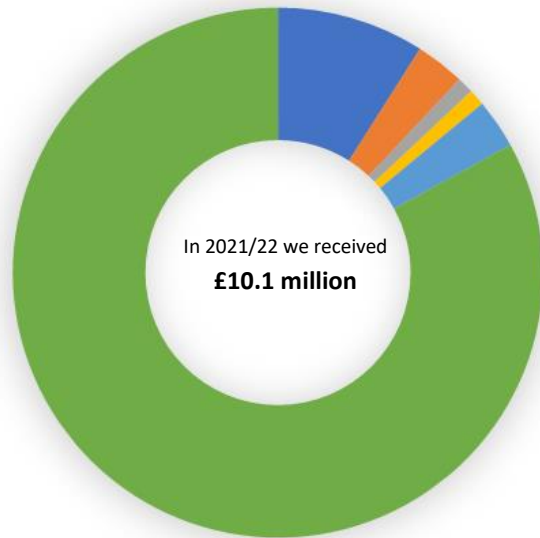
or movement in the fixed assets fund, including depreciation, or the pension reserve.

ESCAT received £10.1m of income during the year 2021/22. The majority of this, 91%, was General Annual Grant, 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. As with the income, these expenditure figures represent 12 months activity for both Oaklands and Corpus Christi.

The Trust spent £10.2m the majority of this on staffing. The additional £100k of expenditure was met from reserves and was used as a contribution to emergency and planned maintenance and refurbishment.



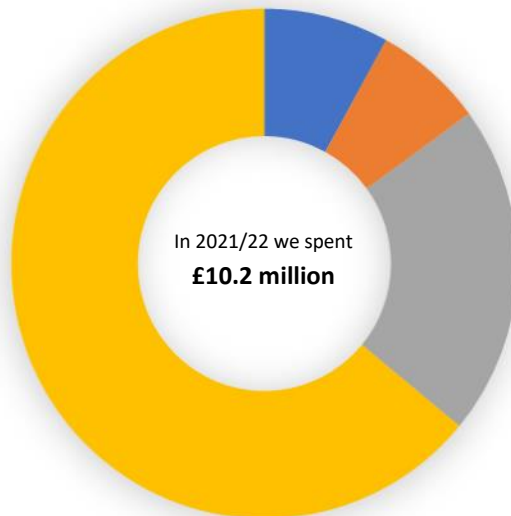
## ESCAT INCOME



- Other Income
- Other DfE/ESFA grants
- LA Grants
- Pay and Pension Grants
- Pupil Premium
- GAG



## ESCAT EXPENDITURE



- Educational resources
- Premises
- Support Staff
- Teachers

## Edith Stein Catholic Academy Trust

Stakes Hill Road, Waterlooville, Hampshire, PO7 7BW

Company Registration Number 7721932

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[www.escat.org.uk](http://www.escat.org.uk)

