

# **ESCAT Themes and Questions emerging from Meetings with Schools Since March 2024**

## **1.0 Governance Structures**

### **1.1 Explain the difference between Members and Directors**

The ESCAT governance model consists of Members, Trust Board of Directors and Local Governing bodies (LGBs).

The Members are appointed by the Bishop who has ultimate control over each Multi Academy Trust, with the ability to appoint the majority of the Directors and the right to amend the Trust's Articles of Association. The Trust Board of Directors is responsible for the same three core governance functions performed by the Governing Body in a maintained school: setting the direction, holding the executive leaders to account, and ensuring financial probity and value for money.

As a charity, Directors must also ensure that they are complying with charity law requirements. This leadership and governance model is one of the key structural elements intended specifically to strengthen and protect our Catholic schools for generations to come.

Unlike the current model where Diocesan schools are Voluntary Aided but maintained by a Local Authority (LA), the academy model sees all of the major decision-makers and holders of responsibility and influence, being appointed directly on behalf of the Bishop to ensure that all schools remain true to their distinctive vision and mission.

### **1.2 Will the schools still have Governors?**

A distinctive feature of our governance structure in ESCAT is the retention of governance at the school level. At ESCAT we regard the function of Local Governing Bodies (LGBs) critical to maintaining principles of 'Subsidiarity and Solidarity'. LGBs have delegated powers from the Trust, in turn, they can delegate to sub-committees. Our approach to governance is professional and emphasises the importance of local involvement and decision-making. This ensures that the unique needs and characteristics of each school are taken into account, fostering a sense of ownership and responsibility within the local school community.

### **1.3 How were the appointments of CEO and CFO made?**

ESCAT, has its genesis in the Catholic Academy Trust in Havant, which was established some time ago. The appointments of a CEO and CFO marked significant milestones in the organisation's journey in 2011. Looking ahead, when these positions become vacant, an open selection process will be implemented to ensure a fair and transparent transition. The Trust aspires for these positions to be independent of any school within the Trust, although this hinges on the growth of the Trust. This approach reflects the professional ethos and commitment of ESCAT to maintain high standards and transparency in its leadership appointments.

### **1.4 Who supports and advises the ESCAT Board?**

The Trust Board is effectively guided by an accomplished Executive Team, with the CEO and CFO at the helm. The Trust appoints a Senior Executive Leader who also serves as the Accounting Officer, responsible by law for ensuring the completion of the Trust's accounts and the Trust Board's compliance with the Academy Trust Handbook. The Trust Board actively seeks counsel from auditors, the Diocese, and various other seasoned professionals.

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## 1.5 Not all Catholic schools are academies, what is happening in other Dioceses?

In the latest CES Census report, it is evident that there has been a significant shift in the education landscape in England and Wales. The data reveals that 46% of Catholic state-funded schools were academies during the 2023-24 academic year, catering to 48% of Catholic pupils. Notably, academies have become the predominant type of Catholic secondary schools since 2021, indicating a clear trend. Projections indicate that by 2024-25, VA Catholic schools will be in the minority. Furthermore, all Dioceses in England now boast both primary and secondary academies within their system. Work in Birmingham Diocese suggests the future direction of travel; they recently made a substantial move by transitioning all its 236 schools into five large multi-academy Trusts. This included the conversion of seven remaining VA Schools.

## 2.0 School Organisation and Identity

### 2.1 How will schools be organised within ESCAT?

The model has been designed to maintain the identity of each school in ESCAT as separate academies, each retaining a Local Governing Body and Headteacher, retaining its own budget. ESCAT is the employer of all the staff in the Trust.

A Scheme of Delegation is put in place between ESCAT and the LGBs. Schools will operate in much the same way as they do now, but the Trust has overall responsibility for standards and as such, all schools in the Trust are required to work together to improve standards across all schools. ESCAT would like to group schools in Hubs along the lines of existing partnerships.

### 2.2 Will schools lose their individuality when they become part of a ESCAT?

The principles of solidarity and subsidiarity which underpin Catholic Social Teaching are fundamental to our approach. Subsidiarity, which emphasises that decisions are best made by those closest to their effects, is a key aspect of our ethos. ESCAT believes in avoiding excessive centralisation and ensuring that schools maintain their individual charism. This belief is reflected in the ESCAT Scheme of Delegation, which follows the CES documentation, which promotes autonomy at the local level. Our commitment to these principles ensures that students are best served by a system that values the unique strengths of each school and recognises the community it serves. That said, there will be certain central Trust functions that all schools will be required to use.

### 2.3 What influence will ESCAT have on school policies?

The centralisation of some policies within the Trust is a strategic move aimed at creating a more cohesive framework particularly for employment practices and the terms and conditions governing staff. By utilising policies recommended by the CES, the Trust ensures that its practices are rooted in well-established guidelines that align with broader standards.

While centralising employment-related policies, it is essential to emphasise that not all areas will undergo the same level of central oversight. For instance, although Admissions Policies ultimately fall within the jurisdiction of the Trust, responsibility for these policies has been delegated to the LGB. This allows individual schools to tailor admission practices to suit their unique contexts.

ESCAT acknowledges the diversity inherent in its member schools and therefore aims to implement policies that are respectful of local contexts. By publishing policy statements and templates, ESCAT strikes a balance between the necessity for coherence across the Trust and the need for schools to maintain individual characteristics that respond to their communities' specific needs. This flexible approach also encourages best practices to emerge within different schools.

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## 2.4 What impact will being part of the Trust have on staff?

The transition of staff to the Trust is aimed at ensuring continuity and security during the conversion process. Maintaining existing terms and conditions of employment is a crucial aspect of this transition. By adhering to the established Burgundy and Green Book conditions, which govern the contracts of teachers and support staff, the Trust intends to uphold the agreed standards, benefits, and expectations that staff are currently accustomed to. This commitment not only fosters a sense of stability but also reinforces trust in the new structure.

Furthermore, the assurance that pensions for both teaching and support staff will remain with the existing providers recognises the Trust's commitment to safeguarding the long-term interests of its staff. Just as importantly, the Trust's plans to consult with unions and staff bodies during this conversion process, allowing for transparency and collaboration during a period of significant change.

Lastly, the Trust's stance on staff mobility raises an important point regarding job security. By clarifying that moving staff between different schools within the Trust is not a practical consideration, it offers reassurance to staff who might fear unwanted relocations.

## 3.0 Finance and Risks

### 3.1 What are the risks associated with moving away from the Local Authority?

Many schools already no longer have support from a Local Authority. Further, there has always been a degree of independence in our sector. The governors of Catholic VA schools are the employers of the staff. Whilst this creates a degree of independence it also exposes the LGB to a degree of risk, this now transfers to ESCAT. Some Local Authorities have historically delivered services of inconsistent quality leaving schools to navigate the complexities of obtaining services directly. With the potential for varying service standards, Governing Bodies are currently tasked with a layer of due diligence. The transition to ESCAT means that rather than relying on a more traditional framework of LA support, ESCAT can procure services that not only meet the diverse needs of schools but also establish a foundation for ensuring accountability and transparency.

### 3.2 Will ESCAT have the financial resilience to support schools in deficit?

The ESCAT Directors, in carrying out their fiduciary duty, must adopt a proactive approach, closely monitoring both the financial health of individual schools within the Trust and the aggregate financial status of the Trust itself. Their oversight not only safeguards the organisation against insolvency but also promotes transparency and accountability within the financial systems of Trust schools. To this end, at this time ESCAT will not be able to carry the risk of a school in a deficit. The Trust does not have the reserves to support a school in deficit nor should it. Further, schools currently managing on historic reserves should have a credible plan to return to a position where there is an in year surplus irrespective of their status.

### 3.3 Although there are currently only two schools in ESCAT, what services are being offered collectively and how much is this costing?

The expenses incurred by each school for the services rendered by ESCAT amount to approximately 4.5% of the GAG funding. This figure is made up of two primary components; there is a service fee allocated for the central team, followed by services that ESCAT secures on behalf of the schools.

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The majority of these services are essential for the school to obtain, regardless of its operational status. Currently, ESCAT engages in negotiations for various services on behalf of the schools, including payroll management, human resources support, financial systems and software, insurance coverage, energy procurement, building maintenance services, health and safety consultancy, as well as the provision of first- and second-line IT support.

## **3.4 Are some of the services provided by the Trust likely to be more expensive than a Local Authority?**

Determining a definitive answer to this question is challenging, as it varies significantly among LAs. Certain Local Authorities provide services to schools at a financial loss, making it challenging to compete effectively in the open market. A notable instance of this is the Hampshire school meal service, which is unfortunately being discontinued. Additionally, some authorities have previously eliminated services such as HR and payroll due to their status as loss leaders. Our goal is to ensure that when these services are integrated, the resulting offerings will deliver substantial value for money.

## **3.5 VA schools have a degree of autonomy that allows them to make their own decision and be responsive. How will this change when schools are part of ESCAT?**

Headteachers and LGBs will retain the authority to make decisions regarding their schools within the framework of the scheme of delegation. Headteachers will remain accountable to their respective Governing Bodies and must operate within the allocated funding. Over time, collaborative efforts may lead some schools to pursue initiatives that share commonalities, such as curriculum development, or further develop existing initiatives.

Should a school intend to embark on a significant project, such as an IT upgrade, it will still require approval from the LGB, and the Trust will seek confirmation that the project is financially viable and adheres to all relevant procurement regulations.

## **3.6 How will capital be allocated to Trust schools? What happens to contributions to the Diocese fund and do schools still receive DFC?**

Once schools join the Trust they will no longer have to contribute to the Diocesan building fund (the 10%). Currently schools will continue to receive Devolved Formula Capital as they do now. Capital funding is then determined by the size of the Trust. Funding for Trusts is either through School Condition Allocations (SCA) or Condition Improvement Fund (CIF).

SCA is an amount provided to each Trust based upon the number of students on role across the Trust. CIF is a process whereby the trust bids for money. Bids are assessed against a DfE set criteria.

For financial year 2025 to 2026 it will be determined that to receive direct SCA, multi-academy trusts must have met both of the following eligibility criteria:

- the Trust must have had five or more open schools at the start of September 2024
- those open schools (or their predecessor schools) must have had at least 3,000 pupils counted in the spring 2024 census or the 2023 to 2024 individualised learner record (ILR)

Both these criteria must be met in order to be eligible for SCA, otherwise the schools in that Academy Trust will be eligible to bid for CIF.

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### **3.7 ESCAT is asking schools to make a 1% contribution to the Central Trust contingency. What is this for and how will the fund be administered?**

The Central Trust Reserves Fund is designed as an additional layer of financial support to schools who have had to use the 4% contingency as a result of unexpected expenditure.

All reserves in the Central Trust Reserves Fund that arise from the contributions from each Academy school in the Trust will not be redistributed at year end. Any surplus will roll forward and any deficit will be reviewed, and the Central Fund contribution rate will be reassessed if deficits occur. The current Central Trust reserves fund contribution rate is set at 1% but will be reviewed as more academies join the Trust. Heads will have an opportunity to contribute to the protocol related to the use of this fund.

### **3.8 Why do schools need to carry a 4% contingency?**

It is considered good budgetary practice for schools to maintain a level of financial reserves to effectively handle unexpected situations that may arise throughout the academic year, again this should occur irrespective of status. Such reserves offer a crucial safety net, allowing schools to respond promptly to unforeseen challenges, whether they stem from unexpected repairs, changes in funding, or emergencies that disrupt normal school operation. ESCAT advocates for the principle of subsidiarity, which emphasises that decisions should be made at the most local level possible.

By having their own level of reserves, schools gain the necessary flexibility and autonomy to manage these situations independently of ESCAT's central administration. This approach not only empowers Headteachers to make timely decisions that best suit their unique circumstances, but it also fosters a proactive environment where schools can plan for the future with more confidence. By ensuring that resources are available when needed, schools can continue to provide a stable educational experience for students, even when faced with challenges. Ultimately, a sound financial strategy that includes maintaining reserves reflects a commitment to responsible stewardship of resources, thereby enhancing the overall effectiveness and resilience of the school.

### **3.9 Will a school be permitted to join ESCAT if it cannot commit to the 4% contingency?**

Potentially yes, however, it will very much depend on the level of risk that this exposes ESCAT to. ESCAT would expect the LGB to have a credible plan to build sufficient reserves over a reasonable time frame to meet the commitment.

### **3.10 Will a school be permitted to join ESCAT if it cannot commit to the central charge?**

ESCAT lacks the necessary reserves to sustain a school unable to meet the central charge. In light of this, LGBs must prioritise evaluating their budgetary position to ensure they can fulfil the required contribution to the central charge and contingency before joining.

### **3.11 What happens to the reserves held by individual schools or self-generated income?**

Self-generated income and reserves that exceed the school's commitments to ESCAT are retained by the school. All funds managed by all schools are consolidated and reflected on the ESCAT balance sheet, this will report a total level of reserves. In the event of an unforeseen circumstance where a Trust school faces a substantial financial obligation that cannot be covered by its own reserves or the Central Trust Contingency, the DfE would anticipate that ESCAT would take a comprehensive approach to manage its reserves across all schools in order to address the unexpected challenge.

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## 3.12 Will ESCAT be able to offer a Trust-wide IT solution?

In the short term the answer to this is no. A majority of schools engage in some form of third-party support, and it may be feasible to consolidate this under a single contractor over time.

There are already successful examples where schools are collaborating to provide mutual support or have opted to outsource their needs to a local service provider. Most IT support contractors would ensure a consistent product offering across all school locations. Transitioning from the current position to a new system would require considerable effort and is not a priority at this moment. Nevertheless, there are several opportunities for quick improvements, such as negotiating better rates for leasing and procurement of equipment.

## 3.13 How will ESCAT help schools that are predicted to have a falling NOR, particularly in the primary phase?

The demographic composition of a given area plays a crucial role in shaping the educational landscape, particularly when it pertains to the figures within specific year groups, such as Reception, Year 7 or Year 12. Most LAs are predicting significant fluctuations in these numbers, this is already evident in the primary phase, accepting there are some variations across the South of the Diocese. Therefore, it becomes imperative for the LGB to proactively adjust the organisational structure of their school to address the consequences of a falling numbers if this is the case.

The Directors of ESCAT are tasked with the oversight of published admission numbers (PANs) and the judicious application of resources to ensure efficient operational practices. Notably, it is critical to recognise that ESCAT will not be in a position to provide financial assistance to maintain educational provisions deemed economically unfeasible, mirroring the stance adopted by LA's in similar scenarios. This approach underscores the necessity for adaptability and prudent management within the context of evolving demographic picture.

## 3.14 Who is responsible for setting the school budget and how will this be monitored?

The principle of subsidiarity is emphasised once again, placing the responsibility on LGBs to set budgets and establish robust monitoring systems for income, expenditure, and cash flow. LGBs and Headteachers are expected to report any significant variances or unexpected expenses and take corrective action to ensure the school operates within its funding limits. The Trust will collaborate closely with schools facing challenges, providing support to help them achieve a balanced budget. This approach underscores the professional and proactive stance that should be taken by schools in managing financial matters within the educational system.

## 4.0 Benefits of organising schools into Trusts

### 4.1 What are the benefits of organising the school into Trusts in accordance with the Bishop's vision?

- Emphasising a collective approach, the initiative fosters a community of schools and parishes, ensuring that no institution is overlooked.
- Ensuring our schools are not isolated from a landscape that is increasingly Trust based.
- Staff and Governors can seek collaborative opportunities, enhancing mutual support and resource sharing among schools.
- The opportunity to cultivate future educators and school leaders, creating structured pathways for professional development and growth within the educational community.
- Focus on curriculum enhancement, collaborative efforts in school improvement and facilitating peer-to-peer support for effective teaching practices.

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- The opportunity to develop innovative strategies for resource sharing, including business services, CPD programs, and funding opportunities that provide value for money.
- Exclusive accessibility for Academies to unique bid-funding opportunities, allowing them to secure additional financial resources for development.
- Unlike Voluntary Aided (VA) schools, Academies benefit from capital funding without the requirement to contribute 10% of the total, easing financial burdens for infrastructure projects.
- The formal collaboration framework enhances shared planning, resource allocation, and assessment moderation, leading to improved educational outcomes.
- Collaborative curriculum events, become more feasible.
- Increased career advancement opportunities empower schools to nurture their own leadership talent, ultimately improving recruitment and retention rates.

### 4.2 Considering the geographical spread of schools in the South of the Diocese, how will ESCAT ensure existing relationships are maintained, for example when one school is traditionally a feeder school for another?

There is no drive to try and alter existing relationships, where Hub arrangements work well or primary schools feed secondary, these should continue. Headteachers have already articulated a number of initiatives that help cement relationships between schools, these include:

1. Regular communication: establish consistent communication channels between schools, including newsletters, joint meetings, and collaborative planning sessions. This can help to reinforce partnerships and ensure that all staff are aligned in their objectives.
2. Sharing resources: a number of schools are sharing facilities, teaching staff or chaplaincy resources.
3. Joint curriculum planning: collaboration on curriculum development between feeder schools and their respective secondary schools.
4. Transition programmes: all schools appear to have structured transition programmes that facilitate the transfer of students from feeder schools to secondary schools. This can include visits, taster days, and mentorship programmes with older students from the secondary school.
5. Cross-school events: many schools have described events such as sports days, arts festivals, and community service projects that bring together students across phases, some of these events support our unique Catholic character.
6. Shared Professional Development: creating opportunities for staff from feeder schools and secondary schools to participate in joint professional development. This encourages collaboration and the sharing of best practices.
7. Community engagement: involving parents and the wider community in collaborative events and initiatives.

By supporting and implementing these strategies and others, ESCAT can effectively maintain and strengthen existing relationships between schools, despite geographical spread.

### 4.3 As a small Trust what capacity will ESCAT have to offer a School Improvement service?

ESCAT will not possess the capacity to maintain a large team of school improvement officers equipped with the necessary expertise to support educational development from early years through to Key Stage 5. Nevertheless, improvement work will be anchored by three fundamental pillars. The first pillar involves collaborating with reputable external providers to deliver specialised services. The second pillar focuses on identifying and acknowledging the exemplary practices already present within our schools, followed by the establishment of effective channels for sharing these best practices. The third pillar will facilitate the continued engagement of schools with existing networks, many of which are local and extend beyond our immediate sector.

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In response to inquiries from several colleagues regarding the employment of specialist advisors by ESCAT, this is unlikely to happen until ESCAT reaches a sufficient size to bear the associated costs. However, there could be potential benefits in sharing this service across both Trusts, North and South of the Diocese, especially in the secondary phase where there are fewer schools.

From the start, ESCAT will play a crucial role in working with schools to accurately understand the current position of each school, ensuring that this information is communicated to the LGBs. Initially, it will be the responsibility of the LGB to implement appropriate strategies aimed at fostering improvement, whether that pertains to attendance, behaviour, the overall quality of education or any other aspect of school life. The extent of support required by each school will be determined through this preliminary evaluation.

ESCAT acknowledges that while improvement efforts may concentrate on specific performance metrics, schools must also enhance their systems and strategies to address anticipated challenges, such as a potential rise in the number of students with SEND, or restructuring due to a falling numbers on roll.

### 4.4 How do Academies improve outcomes for students?

The ESCAT Directors understand that the act of schools joining an Academy Trust does not automatically lead to improved outcomes for children. According to the Education Policy Institute (EPI) report *"The impact of academies on educational outcomes" 2017*, there is evidence that academisation has raised outcomes, but it is not a silver bullet for improvement. Historic evidence suggests that the timing of when schools joined the Trust, the context, and the initial starting point all play crucial roles in the impact of academies on educational outcomes.

In a 2022 the EPI, after further research, noted that there are both high-performing and low-performing Multi-Academy Trusts, similar to the position of schools outside of the academy trust system. Ultimately, the risks to standards for students are not significantly greater or lesser inside or outside of the academy system.

The mandate from the Bishop for all of us to become part of two Academy groups presents an opportunity for combined benefit so that we become a high-performing Trust. Our schools have the freedom to construct systems and processes within a Trust that will lead to better outcomes for youngsters across a range of matrices as well as securing our unique Catholic identity. Whilst this responsibility may weigh heavily, there is much outstanding practice across the dioceses on which we can build this.

Trusts should serve as fertile ground for innovation and improvement, designed to balance autonomy and collaboration, which is essential for improved performance. Sharing resources and expertise is often cited as the most significant benefit of the academy structure, as it allows for the leveraging of expertise and sharing of knowledge, leading to more effective strategies for addressing challenges and promoting best practices.

The potential across ESCAT for sharing innovative teaching practices, experimenting with new educational technologies, and implementing progressive approaches is significant within the structure, but this can only work effectively once a clear culture is established, this is also our combined responsibility.

It is clear that the transition to an Academy Trust structure in the South of the Diocese presents both challenges and opportunities as it does anywhere. However, with a professional approach focused on collaboration, innovation, and the celebration of individuality within a core culture, the potential for improvement and success is, we maintain, significant.



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## 4.5 How will joining ESCAT impact on the Ofsted inspection cycle?

Upon joining a Trust, legally the previous school ceases to exist, and a new school is established, although, in reality, nothing changes other than the legal status. According to the current guidelines, new schools, including Academies and Academy converters, are typically inspected within three years of their opening. It is important to note that Ofsted generally refrains from selecting new schools for their initial inspection until they have been operational for three years. However, Ofsted reserves the right to conduct a Section 8 monitoring inspection of any new school at any time, even within the first three years, if they receive information that raises significant concerns.

## 4.6 How will joining ESCAT impact on the previous Ofsted judgement/rating?

It is important to note that when a school becomes an Academy, the predecessor school is closed and a new school is established, as outlined in the school inspection handbook, see point 4.5. Legally, the Academy is considered a new school. However previous judgements are linked to the new school on the Ofsted website page.

## 5.0 Process of conversation

### 5.1 Can you describe the process of conversion

The following bullet point list provides an overview of the process by which a school joins ESCAT. While the list is linear, some activities are not dependent upon another. Notably, the due diligence does not have to run its course before the TUPE negotiations start. Inevitably, some schools may have complicated arrangements with other uses of their land or buildings or may share assets, which may result in additional processes before conversion.

- The Local Governing Body has to approve a resolution to convert.
- Schools, currently groups of three, have to be presented to the Regional Advisory Board with the necessary consent from the Diocese.
- The Academy Order is issued and a school can then access the £25k grant.
- Detailed due diligence process takes place.
- Consultation with wider stakeholder groups.
- A funding agreement has to be put in place between the Academy Trust and the Secretary of State and the Trust for the running of the schools.
- Consultation on the transferring the employment of the staff from the Governing Body in accordance with TUPE to the Trust.
- Negotiating a commercial transfer agreement for the transfer of assets and contracts of the school and/or Governing Body to the Academy Trust.
- Arranging for the Academy Trust to have use of the land and buildings and enter into a church supplemental agreement.
- Articles of Association have to be agreed upon - these have been drawn up in agreement with the Government and the Bishops' Conference via the CES. They outline the legal makeup of the Trust and how it is established.
- Scheme of delegation - this is another standard legal document from the CES, which clarifies what legal powers and responsibilities there are.

### 5.2 Can you explain what an Academy Order is?

An Academy Order for schools that do not fall under an Ofsted category, represents a significant milestone in the journey toward academisation. This indicates that the school has made a decision to transition into an Academy. The LGB will have passed a resolution to this effect.

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To initiate this process, an application must be submitted to the Regional Board at least six weeks prior to their scheduled meeting. The Board then evaluates the application including ensuring that all required consents have been obtained. If satisfied they will issue the Order.

Upon approval of the Academy Order, the school becomes eligible for a £25,000 support grant, which is allocated to facilitate the conversion process. This funding is directly paid to the school. Following the grant award, the school and ESCAT will continue to engage in comprehensive due diligence assessment and complete the necessary legal procedures for the conversion, this could take a further twelve months.

### **5.3 When will schools have to convert?**

The ESCAT growth plan includes a tentative timeline for conversion. We have gained insights into the perspectives of schools and governing bodies, and this fact finding will extend into 2025. While schools may indicate a preference for a specific conversion date, several factors will influence this timeline, such as findings from due diligence and consultations, the financial health of the school, the ability of Local Authorities to separate from the institution, approval timelines set by Regional Advisory Boards, and ESCAT's capacity. Additionally, ESCAT may have business considerations that necessitate a quicker engagement with certain schools compared to others.

### **5.4 Who is ultimately responsible for schools joining ESCAT?**

The approval process for a school to join ESCAT involves multiple actions. The Diocesan Trustees need to write consent letters and the DfE, represented by their Regional Boards, need to approve the process. However, the ultimate responsibility resides with the Directors, as they are legally accountable for the company's success. This is made quite clear in company and charity law.

The Directors must correctly exercise their fiduciary duty. This responsibility is emphasised in the Academy Trust handbook, which states that the Trustees (Directors) must also take ownership of the Trust's financial sustainability and its ability to operate as a going concern. In short, ESCAT cannot take on a liability that will result in the auditors maintaining that the organisation is no longer a going concern.

## **6.0 Other**

### **6.1 How did the Trust choose the name Edith Stein and is it possible for it to be changed to a Saint that is more relevant and accessible for young people?**

Edith Stein was chosen by Bishop Phillip. It may be possible to change the name of the Trust but this would have to be a decision made at a level above ESCAT. Whilst ESCAT does not market using a brand, there would be a cost associated with a change of name.