

# Trustees' Annual Report for Stakeholders 2022-2023



**Edith  
Stein**  
Catholic  
Academy  
Trust



# Annual Report 2022-2023



## Contents

Message from CEO and Trust Chair	5
Statement from the Trustees	6
Student Community	10
Catholic Life and Mission	11
Achieving Potential	14
Outward Looking Servants	16
Stewardship of the Environment	18
Securing the future	20

## A Light for the Path

**The purpose and goal of a teacher was to be a ‘living example’, in the words of Edith Stein (St Teresa Benedicta of the Cross), a German-Jewish philosopher who converted to Catholicism and became a Discalced Carmelite nun. She died in Auschwitz in 1942.**

As teachers, we need to be sufficiently familiar with our faith tradition that we can draw upon it confidently and imaginatively, matching it to the needs of our students and our society. That tradition is the record and fruit of how people in the past have combined fidelity with what has been handed down to them and creative application of this to their own context, with all its challenges and opportunities.

Edith Stein modelled such learning from tradition. She drew upon insights from her contemporaries and earlier Christian figures in order to address some of the intellectual and social challenges of her time. Teachers in Catholic schools and universities today would benefit greatly from drawing inspiration and wisdom from her insights into the intimate connections between an understanding of persons, of education and of spiritual development.

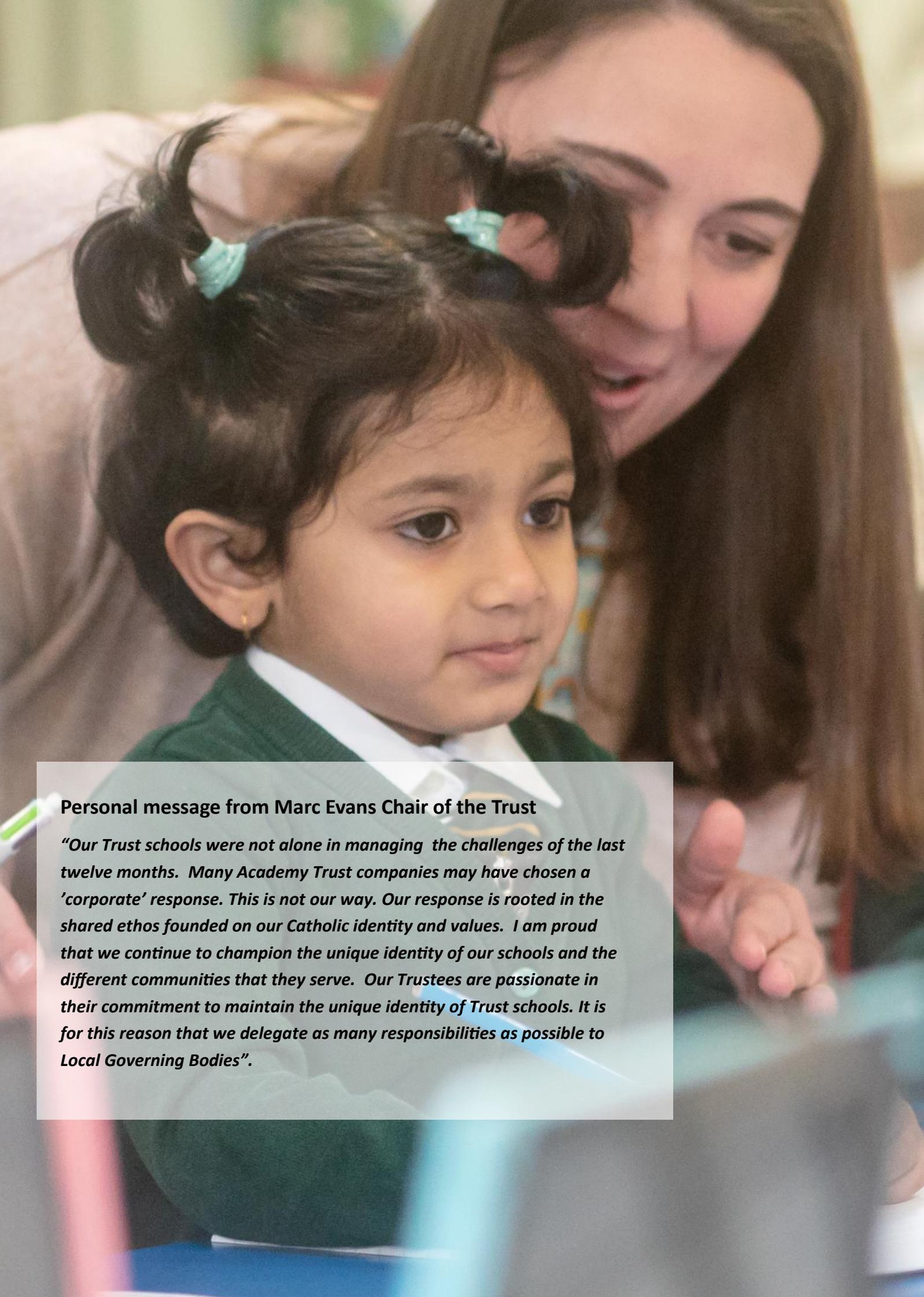
What can Catholic educators today learn from Edith Stein? Two themes stand out. First, she taught that resemblance to Christ is the ultimate goal of education, though each person has to achieve this in her or his own way, becoming the persons God intends them to be, capable and willing to share in the divine life. Second, prayer is the greatest activity the human spirit is capable of. In prayer, one willingly opens oneself up to God; freedom of spirit is integral to both prayer and education.

For all teachers, whether Christian or not, she shows how education occurs at the conjunction of many factors; an appropriation of culture, the experience of community life, the teachers’ initiatives, the pupil’s personal activity and, underlying and permeating all these, the operation of divine grace. She modelled five types of knowledge required by teachers: the nature and development of persons; the social structure of the school; the particularity of each student, along with their context and its challenges and opportunities; competence in conveying part of the cultural tradition; and, not least, self-knowledge, aware of how their personality and character influence those they teach. They have to be clear about their purposes and goals, familiar with the people in their charge, aware of the resources at their disposal and well informed about the factors that enhance or inhibit learning.

But, most important, Edith Stein reminded teachers: “The most effective educational method is ... the *living example*, without which all the words remain useless.”

*John Sullivan* emeritus professor of Christian education,  
Liverpool Hope University.





**Personal message from Marc Evans Chair of the Trust**

*“Our Trust schools were not alone in managing the challenges of the last twelve months. Many Academy Trust companies may have chosen a ‘corporate’ response. This is not our way. Our response is rooted in the shared ethos founded on our Catholic identity and values. I am proud that we continue to champion the unique identity of our schools and the different communities that they serve. Our Trustees are passionate in their commitment to maintain the unique identity of Trust schools. It is for this reason that we delegate as many responsibilities as possible to Local Governing Bodies”.*

# Message from the CEO and Chair of the Trust

## Welcome to the Annual Stakeholder's Report

**It is a pleasure to write the introduction to this report; we are incredibly proud of all that was achieved in the 2022-23 academic year.**

We never fail to be amazed by the professionalism and commitment of our colleagues. The improvement in progress made by our pupils has been impressive, our approaches to school improvement, pastoral care and support for the disadvantaged has been praised by our partners. We are encouraged about our work and our ability to fulfil our mission to provide the very best Catholic education.

There are so many highlights this year. These are just two of many: Trustees were delighted to be invited into Corpus Christi in June to share a meal during the Corpus Christi Celebrations; then over the summer holiday we watched a student from Oaklands reading at the Papal Mass during World Youth Day in Lisbon.

The last twelve months for all schools have been challenging. Against these, the resilience of our community and a can-do attitude has been extemporary. The cost of living has had an impact on schools and families. Our teachers and senior leaders have been on the front line seeing the immediate impact of this on youngsters and households. Unsurprisingly, we have seen a significant rise in demand for financial support; the context was, and continues to be, more than a little challenging. Catholic Social Teaching demands that we provide preferential treatment of the poor; our schools have provided significant support to some of the most vulnerable families, either through grants, charitable work, or through running funded schemes like the Holiday and Food Programme.

The tragic death of Ruth Perry galvanised school leaders across the country to challenge the status quo and to demand reform of the accountability system. And all the while, our Senior Leaders report that children and young people are struggling with their emotional and mental health. Sadly, accessing support provided by outside agencies is woefully problematic and distinctly slow at the

time when it is most needed.

Through all of this the resilience of our schools continues to shine through. The outcomes at critical Key Stages continue to impress. Against most of the matrices our schools outperform national expectations.

The hard work and dedication of our teachers is a key factor here. The school improvement journey at Corpus Christi continues, the scrutiny undertaken by external advisors has provided Trustees with the security that the school is making the required improvements.

Both schools worked through robust development plans with significant emphasis on the Catholic Life of the School, RE and Worship. Our schools are orientating themselves towards the requirements of the New Catholic Schools Inspection Framework, the new RE Directory, and Prayer and Liturgy Directory.

Over the last year the Catholic Diocese of Portsmouth has articulated its ambition to convert all its Voluntary Aided schools into academies. This position is supported by the Trustees. A fuller understanding of this should be made available in the Spring of 2024. In preparation we have spent time developing common Trust policies and procedures.

Once again, on behalf of our schools thank you for your continued prayers and support and for taking the time to read this annual report. If you would like to find out more about what joining our Trust would mean for your school, please do not hesitate to get in touch.



Handwritten signature of Matthew Quinn in black ink.

**Matthew Quinn**  
**CEO**

Handwritten signature of Marc Evans in black ink.

**Marc Evans**  
**Chair of the Trust**

# Statement from the Board of Trustees 2022-2023

## Our Catholic Identity

As Trustees we recognise our responsibility not just to ensure our schools deliver an academic education. A Catholic education is a one-of-a-kind learning experience because it focuses on more than just academics. Three times a year we receive a report detailing how our uniqueness manifests itself in our schools. Our schools provide children with the invaluable opportunity to expand their knowledge, explore their passions, create community, strengthen their sense of self and come to know Jesus. Whilst there are activities in our schools that are distinctively Catholic and part of our rich tradition, the monitoring role of Trustees is to ensure that the strategic intent to educate and develop the whole child is lived out through policy and practice. To this end we look closely at the curriculum our schools offer including enrichment activities.

Our schools devote substantial resources to pastoral care. Preferential treatment of the poor is paramount. Our CEO regularly reports on strategies to support disadvantaged students. We learn how our schools are heavily invested in the wellbeing of their students. The experience in our schools is unlike any other; we aim to educate to develop the *whole child*. The educational process is an opportunity to cultivate the entire person by engaging the human need for physical, mental, social, and spiritual nourishment. It is the mission of our schools to do just that.

In this year's iteration of our Stakeholder's Report we have highlighted a number of activities undertaken by the Trust and schools that relate closely to our Vision Statement.

## Student Outcomes

The Trustees are proud of the huge accomplishments of all young people taking external examinations and assessments across KS2, KS4 or KS5. Well done to each and every student.

Trustees have interpreted outcomes this year against national data. While outcomes improved in the years

leading up to the COVID pandemic, in 2022-23 nationally there was a noticeable drop in the overall attainment in reading, writing and maths at Key Stage 2. The percentage of pupils achieving the expected standard in 2023 remains 6% lower than the percentage achieving this standard in 2019. At GCSE and A Level, nationally, grades have fallen compared with 2021-22 to enable a return to the profile last seen in 2019. This was a deliberate decision by the Government and Ofqual to stabilise grade inflation that occurred during the pandemic.

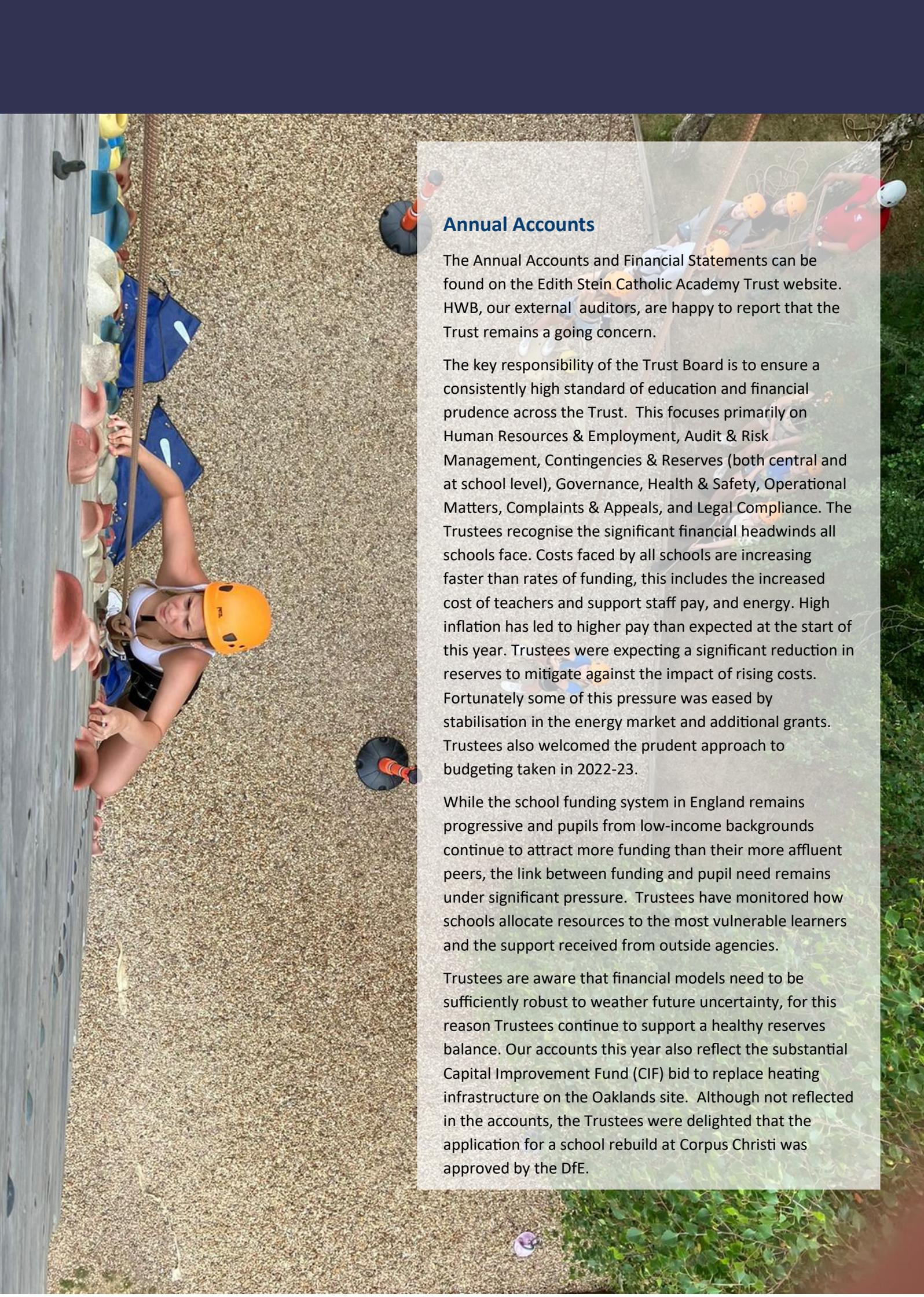
Trustees are pleased that despite the complex national backdrop, results have held firm and in many areas have exceeded national measures.

Trustees have watched carefully how Local Governing Bodies (LGBs) have monitored student attendance and the action taken to address other performance indicators, for example, absenteeism. Strategies to improve attendance have been successful with schools exceeding national attendance rates.

All of our students have shown incredible resilience against the challenging backdrop and helping them focus throughout has been a priority.

## Inclusion and Diversity

Another area of focus for the Trustees is equality, diversity and inclusion. As a Trust which serves many ethnically diverse communities, it is right that we have prioritised fresh thinking in around understanding race and culture. Our CEO reported on the Cultural Week events at Oaklands culminating in a cultural show. At Corpus Christi a significant proportion of students have English as an additional language, so specific intervention is required to help these students in the early phase of their educational journey. We are also mindful that for some young people in our schools, life-chances are limited by a lack of social mobility in many of the communities we serve – and that the cost of living crisis has exacerbated the issue. Challenging our schools to provide a great education, underpinned by extensive enrichment opportunities could not be more important.

A woman wearing a yellow helmet and a white tank top is climbing a grey rock wall. She is holding onto a rope and looking down. The background is a gravel-covered ground with some orange traffic cones. In the upper right corner, there is a semi-transparent white box containing text.

## Annual Accounts

The Annual Accounts and Financial Statements can be found on the Edith Stein Catholic Academy Trust website. HWB, our external auditors, are happy to report that the Trust remains a going concern.

The key responsibility of the Trust Board is to ensure a consistently high standard of education and financial prudence across the Trust. This focuses primarily on Human Resources & Employment, Audit & Risk Management, Contingencies & Reserves (both central and at school level), Governance, Health & Safety, Operational Matters, Complaints & Appeals, and Legal Compliance. The Trustees recognise the significant financial headwinds all schools face. Costs faced by all schools are increasing faster than rates of funding, this includes the increased cost of teachers and support staff pay, and energy. High inflation has led to higher pay than expected at the start of this year. Trustees were expecting a significant reduction in reserves to mitigate against the impact of rising costs. Fortunately some of this pressure was eased by stabilisation in the energy market and additional grants. Trustees also welcomed the prudent approach to budgeting taken in 2022-23.

While the school funding system in England remains progressive and pupils from low-income backgrounds continue to attract more funding than their more affluent peers, the link between funding and pupil need remains under significant pressure. Trustees have monitored how schools allocate resources to the most vulnerable learners and the support received from outside agencies.

Trustees are aware that financial models need to be sufficiently robust to weather future uncertainty, for this reason Trustees continue to support a healthy reserves balance. Our accounts this year also reflect the substantial Capital Improvement Fund (CIF) bid to replace heating infrastructure on the Oaklands site. Although not reflected in the accounts, the Trustees were delighted that the application for a school rebuild at Corpus Christi was approved by the DfE.

# Statement from the Board of Trustees 2022-2023

## Trust and Local Governing Body Accountability

Trustees recognise the important role of LGBs in the support and challenge for school leaders. The relationship between the Trust Board, the LGBs, school leaders and Trust executive, is a collaborative one that works towards a common vision. The Scheme of Delegation ensures that governance has an impact at all levels with no duplication as it clarifies decision making, accountability and responsibility. This year the Trust has worked on developing a number of common Trust-wide policies which will be adopted by all schools, these include Teacher and Support Staff Pay, Teacher and Support Staff Appraisal, Grievance, Capability, Whistleblowing, Management of Staff Absence, Risk Management. All of these will go on-stream during 2023-24.

## Audit and Risk

This year Trustees took the decision to reposition the monitoring of Audit and Risk away from the main Trustee meetings. The Audit and Risk Committee supports the Trust Board by advising on the effectiveness of strategic processes for risk management, internal control, governance and information assurance. It takes the lead on receiving reports from the internal and external audit teams and oversees the production of the Trust's Annual Report and accounts. In the academic year 2022-23, a total of three internal audits were conducted in conjunction with our current partner Moore South. The audits covered a number of topics concerning the safe and effective running of the Trust.

## Management of Risk

The responsibility of managing and controlling risk has been a key aspect of the Trustees work this year. The risk register is monitored and reviewed with a clear line of

sight between the register, school development and CPD.

Earlier this year Trustees decided to look again at the management of risk and how responsibility was delegated to each LGB. Trustees recognise that poor risk management reflects badly on the Trust and potentially leaves it in a position of vulnerability. Moving forward, in the Spring of 2024 the Trustees will publish a Trust-wide Risk Management Strategy. The existing risk register will be split into operational risk, that is those that are specific to the individual school and strategic risk, that is those that are held at a Trust level. This will provide greater clarity for LGBs. Schools joining the Trust will be expected to follow the Trust Risk Strategy.

## And finally.....

It would be easy to focus on the challenges that the education sector faces over the next twelve months, whilst we are cognisant of these, we continue to look forward to the next year with renewed optimism; we hope that the expansion of the Trust will provide opportunity and additional security for Catholic schools in the Diocese. The redevelopment of the Corpus Christi site is a particularly exciting development which presents a once-in-a-lifetime opportunity.

We will continue to focus on Catholic distinctiveness, charting our way through compliance issues whilst maintaining a genuine Catholic identity. Artificial Intelligence (AI) is likely to be the 'buzz word' for this decade. AI will increase the need for attention to regulation and ethics, this is already evident in our schools. Trustees will continue to monitor this. It also highlights the need to ensure that everyone has access, not just to technology, but also to the appropriate support to enable learning to occur. Exciting times ahead.



# Our Student Community

## Split Between

**Primary**  
298

**Secondary**  
1148

**Sixth Form**  
248

## Our Catholicity



**53% are Catholic**

**22% are from other Christian traditions**

**25% are students of good will**

**Year R**

**31% Catholic**

**KS3**

**48% Catholic**

**KS1**

**50% Catholic**

**KS4**

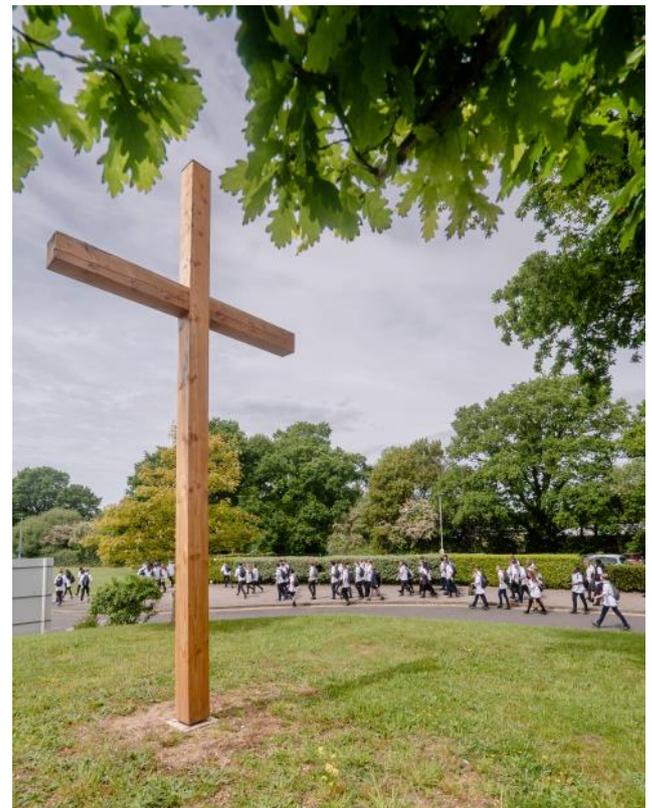
**57% Catholic**

**KS2**

**72% Catholic**

**Sixth Form**

**52% Catholic**



The Trust's student population in 2022-23 was broadly in line with the national figures supplied by the Catholic Education Service in 2022.

In 2022 the Trust reported to the CES that the number of Catholic students in ESCAT schools totalled 64% of the population, this is up 8% compared with the previous year. This compares with 60% across all state funded Catholic Primary, Secondary and Sixth Form schools.

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

22% of Trust children are members of other Christian traditions. Amongst our population we also have a number of Buddhists, Muslim and Hindu families, this represents a fall of 10% compared with the previous year.

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

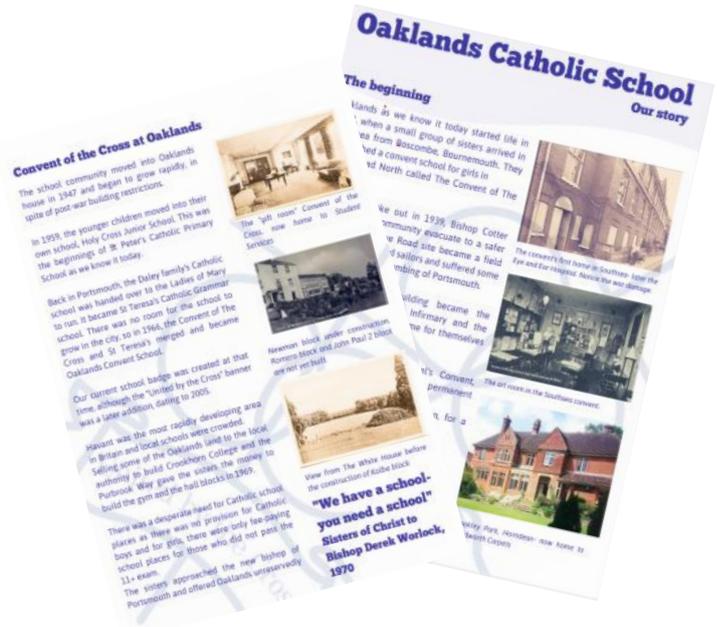
At ESCAT, we are committed to the principle of working together for the Common Good for the future of our Catholic Schools. We provide an education for the whole person where our children are nurtured in character,

wisdom and values, so that they can aspire not to have more but to be more and so make a positive difference in their communities and in God's world.

## School returns to look at its distinctive Charism

At the start of 2022, Oaklands School started an ambitious programme of education and formation centred on the Charism of the Founding Order, The Sisters of Christ.

This process commenced by considering what is unique about a Catholic school and how this impacts on the work of each member of staff. This resonated closely with the work being undertaken by teaching staff on Catholic Social teaching. Through The Oaklands Way, a programme delivered at Tutor time, and daily Praise and Worship, staff were able to reinforce with students the unique character of the school. Towards the end of the year staff revisited the work of the Sisters and in particular how their name demonstrates the theological foundation of their apostolic action. The Sisters proclaimed that Christ was their guiding beacon, that all people are called to be brothers and sisters of Christ Jesus and that we are called to show to others the love that Jesus has shown to us.



More recently staff were given the opportunity to learn about the significant generosity of the Order from the start of the school in Bournemouth through to purchasing the Oaklands Estate and developing many of the facilities that the school still enjoys.



# Catholic Life and Mission

## Religious Education across the Primary Curriculum - a snap shot in June 2023

### Reception Classes

In RE this week, we have been learning about one of the seven Sacraments, Baptism. We found out that it is when we are welcomed into the church family. We learnt how the baby wears a special white gown and a white shawl and Father pours water over the baby's head, saying 'In the name of the Father, The Son and The Holy Spirit.' We found out that they receive a special candle and have godparents to help them though their lives.

### Years 1 and 2

In RE this week, we have been learning about sacraments. Throughout this liturgical unit, we will be answering the question: *'How do promises and symbols help us to better understand the Sacraments?'* This week we have focused on the Eucharist. We looked at all of the different parts of Mass and specifically focused on Communion. We created artwork this week to represent the Eucharist and shared this as a gallery in our classes.

### Years 3 and 4

In RE this week, we have continued thinking about our big question *'How am I called to serve?'* The children have explored different vocations in the Bible and have thought about what God calls people to do. We were fortunate to meet with Father in the church this week to talk about Holy Orders.

### Years 5 and 6

In RE this week the children had the opportunity to meet Father Emmanuel and listen to him explain what Holy Orders were. They then had the opportunity to ask him lots of interesting questions about why he became a Priest.



## Discipleship in Lisbon

*“If any one had ever said to me you would be standing on the same sanctuary as the Holy Father reading at Mass, representing your country, parish, Diocese, school and family, I would have thought they were crackers. But this has actually happened to me.*

*Word Youth Day, Lisbon, 2023 - the first World Youth Day I attended, and a life-changing experience. I was one of two current Oaklands students at the event. Our group was made up of 50 pilgrims including Bishop Philip. Arriving in the city we were surrounded immediately by thousands of young Catholics, clergy, and others from all corners of the world. I quickly lost count of how many different people I talked to, seeing the sights of Lisbon, taking numerous selfies, swapping anecdotes, and sharing our faith.*

*One memorable evening, my group went to a concert at the Benfica Stadium. There, multiple young people from different countries, many different languages joined in singing together. It was amazing to sit in a football stadium with over 65,000 people and join in this unforgettable experience.*

*The pinnacle of the week was the final Mass. We camped out overnight in a field by the water, attended an evening vigil, and were up with the sun. I am not sure if it was an alignment of the stars, the power of the Holy Spirit or luck, but I was chosen to read one of the Prayers of the Faithful.*

*I sat on the main stage among the other readers and important clergy – and the Pope himself! It was such a privilege, not only to read in front of the Pope but also to the 354,000 pilgrims at the event and the millions watching online. Despite only having two hours sleep and being quite nervous, the reading went without a hitch.*

*The one thing I will definitely take away from this incredible experience was the kindness of all the people I met. Everybody was so welcoming and excited to*



50 Pilgrims from  
Portsmouth

Two Oaklands  
Sixth Formers

354,000  
Pilgrims in Lisbon

500  
million  
global  
audience



*discuss our faith. The priests were happy to answer our questions, and some told us about different ways of supporting the youth in the church – one did DJ-ing and another wrote rock style praise and worship songs!*

*It was also lovely to attend World Youth Day with our Bishop who talked to us about Blessed Pier Giorgio Frassati whose relics we were venerating. It was different to hear about a recent Blessed – someone we could relate and connect to.*

*It sounds cliché, but this WYD truly has been one of the best experiences of my life. My Journey as a Catholic has been shaped by my school, family, parish and friends. Word Youth Day was one of the milestones on this journey. Celebrating World Youth Day has deepened my connection with my beliefs and what my faith means to me.”*

Ruthie, Year 13 Student

# Achieving Potential

**Our 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.**

Our students are central to all that is achieved within the Trust. Both schools operate sophisticated systems to monitor and evaluate the quality of education. Trustees are pleased to report that the outcome from internal and external monitoring is shared with Governing Bodies. Across both schools LGBs take an active role in the monitoring process. All the school improvement actions that we take aim to improve the provision, outcomes and opportunities for pupils across the Trust. Trustees are pleased to report that the curriculum across both schools remains broad, comprehensive and reflects the distinctive nature of the Trust.

Whilst this common principle reaches across both schools, Trustees recognise that our schools have very different contexts and curriculum requirements, but provide a shared expectation that all staff will know and understand. When reporting to LGBs both schools now use a similar template, this gives Trustees the assurance that the correct granularity of information is being shared.

**100% of students in education, employment or training post-16**

**KS5 86% of Year 13 students at University**

**KS4 students entered for Ebacc 62%**

National Average 39%

**Grade 5 or more in English and Maths 60%**  
National Average 45%

**KS2 Average Score in Reading 107**

National Average 106



## CAREERS IN SCIENCE!



**KS2 grammar, punctuation, spelling at the expected standard 83%**

National Average 72%

**KS2 pupils meeting expected standard in reading, writing and Maths 66%**

National Average 60%





# Outward Looking Servants

**Our 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.**

Catholic Social Teaching is based on the belief that God has a plan for creation, a plan to build his kingdom of peace, love and justice. It holds that God has a special plan for us all. Within ESCAT schools, Catholic Social Teaching is incorporated into our formal and informal curriculum. Students in all phases are asked to put their faith into action and reflect on how their learning enables them to do so.

Pope Francis emphasises that it is our duty to work together to bring about a more just and peaceful world: to put love into action. It is vital that students can articulate the connection between Jesus' teaching and the world they inherit. Catholic Social Teaching is a central and essential element of our faith, over the last year in our schools there has been a renewed emphasis on communicating this.

## **CST at Corpus Christi**

*As a Catholic school our Mission Statement, is "We live our lives like Jesus," which means we should follow in Jesus' footsteps throughout our lives. The school helps us do this through prayer, RE lessons and by encouraging us to make sure everyone is welcomed, included and respected. Our school is a nice place to be, because it makes us feel safe and happy. The school organises a variety of fun events which helps us understand how to live out our mission statement. For example, Years 5 and 6 made Christmas decorations with adults from MAKE - a charity that supports adults with additional needs; we worked and talked with them helping each other to make the decorations. Year 2 children have organised a Toy Sale in aid of CAFOD as part of their learning about Catholic Social Teaching."*

**Year 6 Students**

## **CST at Oaklands**

*As a student at Oaklands, CST principles are at the heart of what we are taught and I find that they impact my life, both in and out of school in different ways. In many of our lessons, like in RE, Geography, PE, English, Maths, we learn about CST principles through the content of our subjects. For example, in PE when learning about team sports, we also learn about the principle of work and participation (this is the belief that each person needs to be involved in and participate in the life of the community, contributing what they can, and being listened to). This has encouraged me to take part in more extra-curricular clubs and also become a Student for Oaklands Students (S4OS) ambassador. This involves supporting students who don't feel very confident in school, or those who are new to the school, or those who find it difficult to make friends. I encourage students to look out for others and allow them to be part of the community.*

*Another principle that I find important is solidarity because it helps me to stand up for others. For example, if someone is struggling with friendships, I can make myself available as a listening ear or to offer support. This is also part of my duty as a S4OS ambassador. This year we have also reflected how these principles of CST link with our school mission statement; **unity** links with solidarity and helping others, **community** links with the common good, rights and responsibilities as well as option for the poor (where we are taught to help those who are vulnerable), and **opportunity** links with work and participation*

**Year 10 Students**

Our commitment to charity and good causes includes .....

Over 50 good causes supported

68 shoeboxes to support Operation Christmas Child



Macmillan Coffee Morning raised £199

25 community projects across all phases



6 CAFOD projects supported

105 trees planted



£546 raised for DEBRA

£4,274 raised to support children in Korogocho

Over 600 individual items donated to community food banks

£1,463 for Catholic Association for Racial Justice

£539 raised for Two Saints homeless charity

Over 2,000 student hours spent supporting local community



# Stewardship of the Environment

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

Environmental education in our schools helps to foster caring, responsible attitudes and inspires young people to take action in order to live more sustainably. This is a key element of Catholic Social Teaching. Work undertaken by the two school also helps develop students' sense of identity and pride in their local

environment and community. It not only covers the natural world and 'green' issues, but also the 'built' environment. Our schools find opportunities in and outside of the curriculum to develop understanding of these components.

There are three interrelated components of environmental education that stretch from EYFS through to KS5, and underpin elements of the curriculum across schools.

## Education in the Environment

Using children's immediate surroundings and the wider world as a learning resource. This can be thought of as the 'hands-on' element.



## Save the World Campaign 2022-2023

At Corpus Christi during the year, a CAFOD group was established with a focus on improving how much we can recycle and saving energy in school. They asked Early Years children to rinse their mini plastic milk bottles each day and add them to the recycling bins. In the staffroom, staff were encouraged to recycle plastic, cardboard and waste. We know that Christmas jumpers can be expensive, so held a Christmas jumper sale of pre-loved jumpers - any money raised was used for refreshments for our Grandparents and Parishioners Christmas Party.

## Education about the Environment

Developing knowledge and understanding about the environment should begin with an awareness of the local environment and then extend to an understanding of global environmental issues.



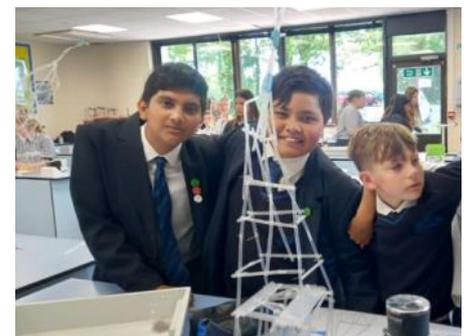
## Impact of Global Warming on Communities

Sixth Form students have an opportunity to visit Iceland where they learn about the impact of global warming. They are able to see how glaciers have retreated over the last 50 years.

Students learn that glaciers are keystones of life on earth. As giant freshwater reservoirs, they support the planet's life systems and influence our day-to-day lives, even for communities like those in Iceland who live far away from them.

## Education For the Environment

The development of positive attitudes and behaviours towards the environment. This can only be effective if the other two elements are in place.



## Understanding the Impact of Natural Disasters

As a STEM activity at Oaklands, Year 7 students design and make structures out of straws with a view to make them earthquake proof. The models are then tested on a simulated earthquake rig to destruction.

Students learn how building resilient structures, will in the longer term, use fewer resources. Students then consider the impact of earthquakes and other environmental disasters on developed and less developed economies.



# Securing the Future of our Schools

**Our 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.

## Common Services Platform

### Asset Strand: 1

#### Education Improvement



Our external improvement service are contracted out to Hampshire (HIAS), independent consultants and organisations such as PIXL. Both schools network closely with schools outside of the Trust and in the wider Edith Stein Partnership. External validation of the Trust's work is a key element of our improvement work.

### Asset Strand: 3

#### Provision of ICT Support



This year at Corpus Christi, a new solution has been installed and configured which meets new safeguarding regulations. The investment made in previous years at Corpus Christi has resulted in a stable network, with zero support requests being made for network infrastructure issues.

Over the last twelve months, Oaklands has raised 2,402 support requests, with Corpus Christi raising 215. All requests have been resolved in a timely manner with around 90% being resolved within the target time. In addition, we have been able to support Corpus Christi with two Technician visits each week.

### Asset Strand: 5

#### Provision of centrally-managed building services



In addition to the work associated with the Corpus Christi rebuild, the focus this year has been on Capital Improvement Fund Bids. Elements of Oaklands heating system are now over 100 years old and require replacement. Other work streams include compliance related issues, in particular Health and Safety.

### Asset Strand: 2

#### Provision of standardised HR functions across the Trust



The Trust 'in house' payroll solution is now over a year old. This works well for a small number of schools. The Trust has started to explore how payroll services could be economically delivered across a larger number of schools, this may result in an outsourced solution where individual schools are responsible for inputting data into a centralised system. We understand that there is no such thing as a 'one-size-fits-all' solution, however both schools have worked closely to ensure that internal systems are compliant and interface with external providers.

### Asset Strand: 4

#### Provision of centrally managed financial systems



The Trust has continued to enhance its offer to schools across every element of financial management. Key to this is the use of a common accounting platform. To aid the effectiveness of this system, schools have worked to ensure a common approach to other areas of financial management. Over the last year financial benchmarking has become more relevant in providing guidance and support for schools and the Trust when preparing budgets and preparation for the year end audit. Over the last period discussions have commenced on a Trust wide reserves policy and the management of surplus balances. Based on the experience over 2022-23 a reserves policy will be published in the Spring of 2024.

## Training and development of our staff includes .....

### The value of an external mentor as CPD

*“Effective CPD has to have a long term impact. 2022-23 was my second year as Deputy Head at Oaklands, during which I finished having the support of an external mentor. This was a very busy time for me, not only was I a relative newbie, I was also completing my MA in Catholic School Leadership .*

*When you are relatively new into leadership you think that everyone is watching your every move . You are supposed to be the expert. None of us know everything and it is liberating accepting this, so having a mentor provided an ear to ask questions about the nature of leadership in a totally safe environment .*

*Time with my mentor was also time for me. This provided an opportunity to think strategically, look at the bigger picture, discuss ideas and look constructively at my portfolio of responsibilities. That’s not to say that operational responsibilities are not important, they are. My mentor provided me with a sounding board when I asked , “How would you manage this one?”.*

*Perhaps the most valuable part though, was having someone to guide me through implementation of new strategies and policies to help me make the role my own.*

*I was very grateful that the school made this level of investment in me which also helped me to get over my ‘imposter syndrome’ and gave me the confidence to be the best leader I could be.”*

**Amy Bonnington**  
Deputy Head, Oaklands School

**10 staff on 2 year  
HISP, ECT, and ECT 1  
training programme**



**8 staff  
completing  
NPQ and NPQH  
courses**

**Whole school  
INSET on the  
distinctiveness of  
Catholic schools**

**RSE and PSHE  
refreshers**

**150 hours working with  
Havant Federatrion  
sharing best practice**

**16 specific  
subject examination  
courses at  
GCSE and A Level**



**500 hours of child protection and  
safeguarding training in person and on line**

**16 staff  
MIDAS  
minibus  
trained**

**Primary Subject  
Network training**

**16 staff on Report Writing  
workshops**

**Support Staff  
trained in First Aid**

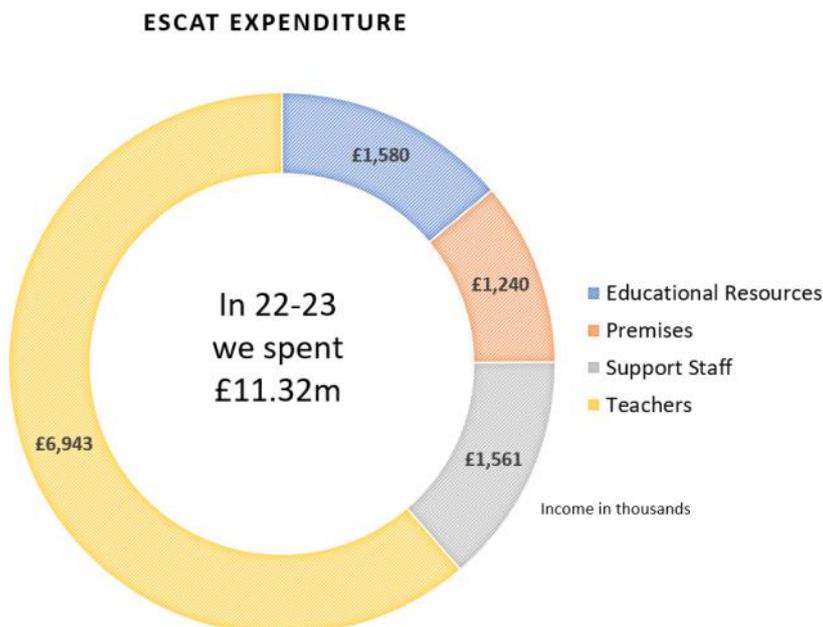
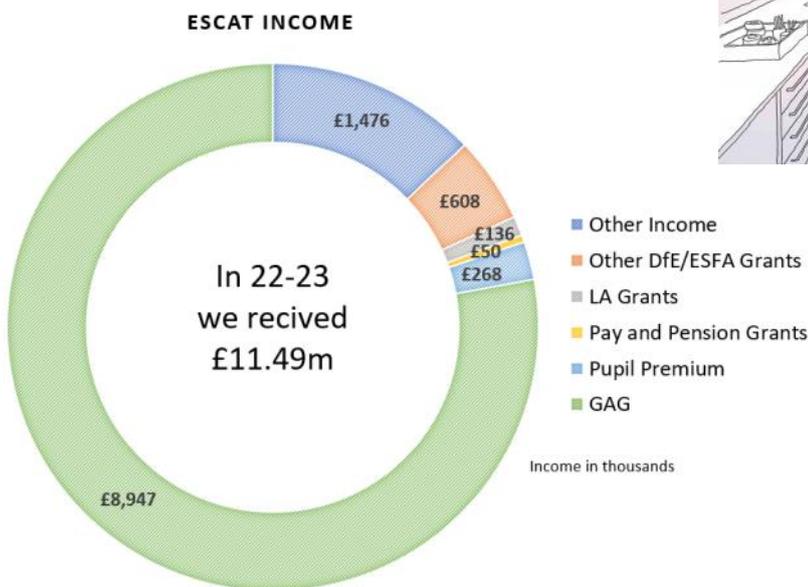
**20 staff on Data  
Analytics INSET**

# Securing the Future of our Schools

## Corpus Christi Catholic Primary School – School Rebuilding Programme

Since joining ESCAT, the Trustees have viewed the rebuilding of Corpus Christi school a priority. Working with Kendal Kingscott, our construction consultants, a proposal was forwarded to the DfE for consideration. In December 2022 the Under Secretary of State for the School System wrote to the Headteacher confirming that Corpus Christi had been provisionally prioritised for the School Rebuilding Programme (SRP). The SRP aims to address buildings in the worst condition across England. The bid was successful against very stiff

competition and facilitated by undertaking a Long-Term Maintenance Plan (LTM) and other surveys. In contrast to previous condition reports the LTM highlighted significant structural issues along with asbestos and other condition issues. In July 2023 it was confirmed that the school would be included in Group 2 of the next phase of the programme due to start in April 2025. Whilst the details are yet to be finalised the Trust is conscious of the pressures that it will have on the school when the rebuilding starts but are excited by the positive impact that it will have on teaching and learning at Corpus Christi well into the future.



### Successful Capital Grants

Bidding Year  
2022-23  
£2.60m

Bidding Year  
2020-21  
£331K

Bidding Year  
2019-20  
£1.17m

Bidding Year  
2016-17  
£1.20m



## **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.**



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