



Diocesan MAT Development Conference 2023

The Good Shepherd Catholic Trust *'Central Services and Finances'*



The Good Shepherd Catholic Trust



MEMBERS
 Brentwood Roman Catholic Diocese (Corporate Trustee)
 Bishop of Brentwood
 Episcopal Vicar for Education

Trust Board
 (3 termly meetings – Finance Audit & Risk, Standards & Resources, full Trustee meetings)
 Mr John Anthony (Chair)
 Fr Andrew Headon
 Mr John Adams
 Mrs Natasha Scott
 Mr Ciaran Clerkin
 Mr Kevin Doogan
 Mr John Davighi
 Co-opted Trustee: Mrs Tess Thompson

Chief Finance and Operations Officer
 Mrs Julie Pearman
Chief Accounting Officer (0.6)
 Mr Michael Corcoran
Deputy Chief Finance Officer (0.8)
 Mr Jay Gohil

Full Leadership Group (3 annual meetings)
 Review of CMAT progress and development

Headteacher Leadership Group (3 annual meetings)
 Hub updates (School to School support work)
 Safeguarding support
 Joint policy development
 Shared services development
 GSCT Action Plan updates

Palmer Catholic Academy
 Headteacher: P. Downey
 LGC
 HT Report
 Outcomes
 Pupil Premium
 Sports Premium
 SEF
 Risk Register
 Budget Plan
 Local Policies
 Safeguarding
 Appraisal
 Admissions

St Aidan's
 Headteacher: V. Campling
 LGC
 HT Report
 Outcomes
 Pupil Premium
 Sports Premium
 SEF
 Risk Register
 Budget Plan
 Local Policies
 Safeguarding
 Appraisal
 Admissions

SS Peter and Paul's
 Headteacher: S. Johnson
 LGC
 HT Report
 Outcomes
 Pupil Premium
 Sports Premium
 SEF
 Risk Register
 Budget Plan
 Local Policies
 Safeguarding
 Appraisal
 Admissions

Our Lady of Lourdes
 Headteacher: R. Boon
 LGC
 HT Report
 Outcomes
 Pupil Premium
 Sports Premium
 SEF
 Risk Register
 Budget Plan
 Local Policies
 Safeguarding
 Appraisal
 Admissions

St Joseph's, Barking
 EHT: M. Corcoran
 Headteacher: R. Lumber
 LGC
 HT Report
 Outcomes
 Pupil Premium
 Sports Premium
 SEF
 Risk Register
 Budget Plan
 Local Policies
 Safeguarding
 Appraisal
 Admissions

St Joseph's, Dagenham
 EHT: M. Corcoran
 Headteacher: N. Holden
 LGC
 HT Report
 Outcomes
 Pupil Premium
 Sports Premium
 SEF
 Risk Register
 Budget Plan
 Local Policies
 Safeguarding
 Appraisal
 Admissions

St Teresa's Dagenham
 EHT: M. Corcoran
 Headteacher: G. Corry
 LGC
 HT Report
 Outcomes
 Pupil Premium
 Sports Premium
 SEF
 Risk Register
 Budget Plan
 Local Policies
 Safeguarding
 Appraisal
 Admissions

St Vincent's Dagenham
 Headteacher: H. Craft
 LGC
 HT Report
 Outcomes
 Pupil Premium
 Sports Premium
 SEF
 Risk Register
 Budget Plan
 Local Policies
 Safeguarding
 Appraisal
 Admissions



Trustees:

Responsibility to conduct the trust's strategic business sits with the trustees, but they also need to be holding executive leaders to account for both the educational performance of the organisation and its pupils, and also the performance management of staff. They also have responsibility for overseeing and ensuring effective financial performance. To fulfil these responsibilities, trustees need to ask the right questions, and to then be sceptical about the responses. New trustees should read the ATH 'must' requirements in Annex C at the rear of the handbook and we recommend all trustees look at these once a year.

CFOs:

The CFO has delegated responsibility for the trust's detailed finances, and should play both a technical and leadership role. The DfE provide substantial amounts of data which can be used to compare your trust against others, or even to compare individual academies within your own trust. The following are all excellent resources:

- 'My financial insights tool' - comparison of financial performance against statistically similar schools across nine different cost categories.
- Compare school performance service
- Schools financial benchmarking service

Audit committees:

An effective audit (or Audit and Risk) committee is a crucial element of the governance structure and operates under the delegated authority of the board. Whilst an audit committee will be concerned with financial control and the external audit process, perhaps more importantly is the management of strategic risks. Mismanagement of these risks statistically lead to the greatest sources of loss, and therefore it is important committees' work embraces strategic, governance and operational aspects, in addition to the internal control framework and financial matters. An effective audit committee will be focused upon organisational risk and will challenge both the reports of management and auditors to ensure that assurance is robust. It is not sufficient to merely check the trust is compliant with relevant codes and regulations.

Accounting Officers:

AOs have a personal responsibility to Parliament, and to the ESFA's accounting officer, for the trust's financial resources, and must be able to give assurance over the management of the public funds received and the high levels of probity, particularly regularity, propriety and value for money. At all times they must adhere to 'The 7 principles of public life'.

Shortcomings are sometimes found in the following areas:

- **Benchmarking** – an excellent driver for continuous improvement that can be used to identify early value for money failure
- **Conflicts of interest** – the related party rules of the ATH mean the requirements in this area are very transparent, but problems do still arise
- **Senior responsible owners** – too few senior responsible owners appointed for large projects
- **Commercial expertise** - poor commercial awareness and expertise compounded by a lack of key in-house professional capability to engage effectively and successfully with the private sector.



Aims and Objectives 2021-24

As a Catholic Trust, our overarching aims continue to focus on **sharing good practice and improved outcomes, reducing administrative burdens** on schools where possible and **seeking best value and reduced costs** as a group of schools.



Aims and Objectives 2021-24

- 1. Sharing good practice and improved outcomes**
- 2. Reducing administrative burdens on schools where possible**
- 3. Seeking best value and reduced costs**



Education & Skills
Funding Agency

Academy trust handbook 2022

also known as the Academies financial handbook

**For academy members, trustees,
accounting officers, chief financial
officers and auditors**

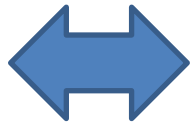
Effective from 1 September 2022

August 2022



Education & Skills
Funding Agency

**Scheme of
Delegation**



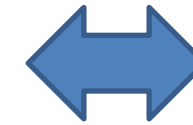
Academy trust handbook 2022

also known as the Academies financial handbook

**For academy members, trustees,
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Effective from 1 September 2022

August 2022



**Finance
Procedures
Handbook**

Compliance; Check and balances

Scrutiny /Audit	Takes Place
External Financial Audit (William Giles/Xenadin)	October/ November annually
External Audit Report and Feedback	December Trustees Meeting
Internal Scrutiny Audit (Price Bailey)	April/May annually
Internal Scrutiny Report and Feedback	June Trustees Meeting



Safer recruitment processes

Best Value and Procurement processes

Budget Setting process

Cyber Security Systems

GSCT Services 2023



In addition to the original service offer set up in 2019-20;
HR, payroll, pensions management (TPS), finance software, clerking services, annual audits and legal support.

Additional services have been added as part of the current 2.5% partnership contribution including;

Deputy CFO support

GDPR support (Data Protection Officer)

Health and Safety audits

Site condition surveys (autumn 2022)

Fixed asset register

New for 2023 - Risk Register software/portal

Catholic Trust Services Summary 2022-2023

Trust	Current cost to school (Partnership Contribution or equivalent)	Current core/central services funded by this income	Future/planned core services in next 2-3 years
GSCT	2.5% of GAG only (Reduced rate for secondary)	<ul style="list-style-type: none"> -CFOO -Part time Finance Officer -Part time CAO <small>(Retirement of CFOO leading to interim CFO in place for 2022-23 handover)</small> -HR (EPM) -Payroll (EPM) -Finance system (Access) -Pensions Management (EPM) -Audit (External – William Giles) -Audit (Internal scrutiny – Price Bailey) -Clerking (HES) -Legal Support (<u>Winckworth</u>) -GDPR/DPO (Browne DP) -Site condition surveys (Barkers) -Risk Management portal (<u>Sypro</u>) -Asset Registers (William Giles) <p>Additional 'optional' buy in at reduced rate:</p> <ul style="list-style-type: none"> -ICT support (Elementary) -Catering (BD Together) -The Key Services (The Key) 	<p>Site management 'trusted suppliers' list</p> <p>Speech and Language service support</p>

Current core/central services funded by this income
 Calculated on services used, apportioned by pupil numbers, approx. 5%
 2022/23

Trust central staff needed to cover DFE /ESFA requirements

- CSEL (4 days)
- CFO (full time)
- Facilities Compliance Officer (full time)
- Management accountant (full time)
- Finance assistant (only 3 schools use and pay)
- IT service (officer and 2 technicians across 7 schools)
- A central office

Central services (22/23 amount calculated to cover exact use per academy)

- HR Service provided by EPM
- Payroll service provide by EPM
- PSF finance system licensing
- Pensions Management provided by EPM
- End of Year Audit (external)
- Internal Audit (2 per year)
- FRS102 pension valuation
- TPS end of year return including bank confirmation letter
- Cooperation tax return (3/4 years)
- Clerking for academies (Judicium)
- Clerking for Trust Board Meetings and Complaint Panel Hearings
- GDPR service (Judicium)
- Legal Retainer (Winckworth)
- Condition surveys Barkers (once every 10 years)
- Speech Therapy (Learning Talking) billed per usage
- Monitoring of catering contract
- Communication package (School Ping)
- BACS charges

Future Plans for School Improvement 23/24

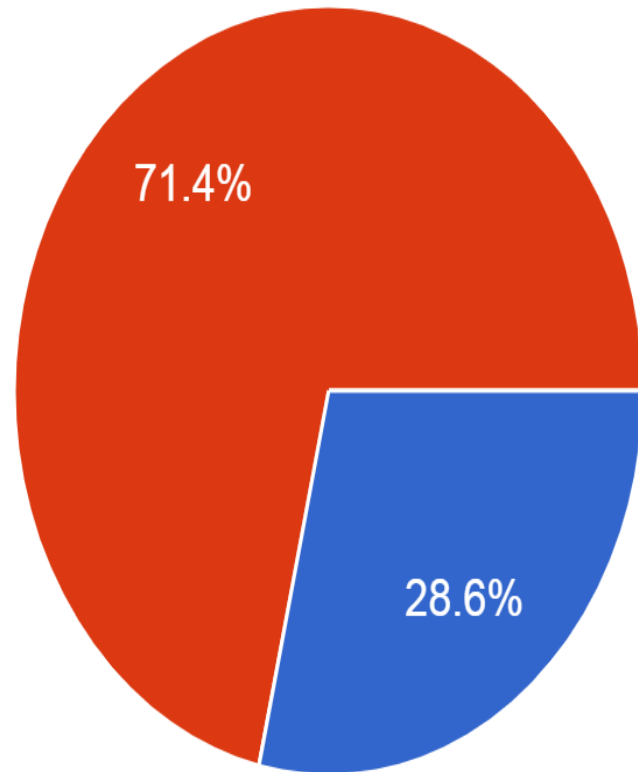
- A trust wide school improvement programme including termly visits from the school improvement partner offering consistency, training and support.
- Trust wide training for staff, leadership, trustees and governors

Future plans for economies of scale 23/24

- MIS system Arbor (to replace SIMS)
- Continue with The Key
- All printers and copiers under 1 supplier
- Applying for trust wide grants - Funding applications for PSDS and any additional bids relating to energy efficiency
- Funding application for Trust Capacity Funding
- Trust funded Marketing strategy

How effective and 'user friendly' has the ACCESS finance software (finance and budgeting tool) been during the 2021-22 academic year?

7 responses



● Outstanding

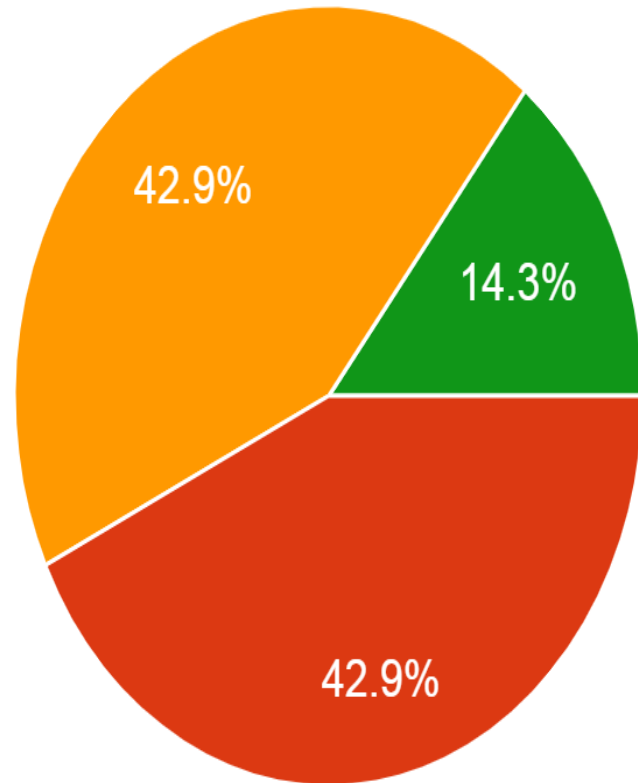
● Good

● Satisfactory

● Unsatisfactory (Please add comments in final section if this option is chosen)

How effective and supportive has the EPM PAYROLL service been during the 2021-22 academic year?

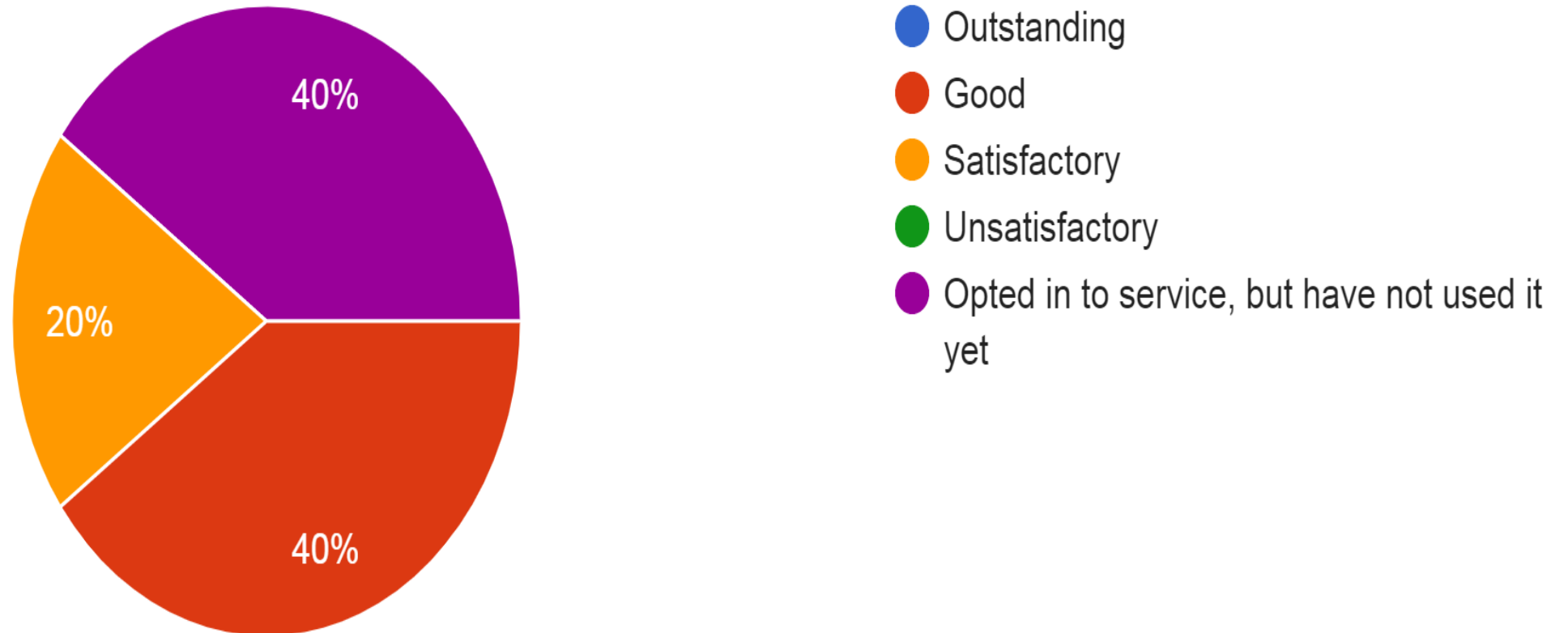
7 responses



- Outstanding
- Good
- Satisfactory
- Unsatisfactory (Please add comments in the final section if this option is chosen)

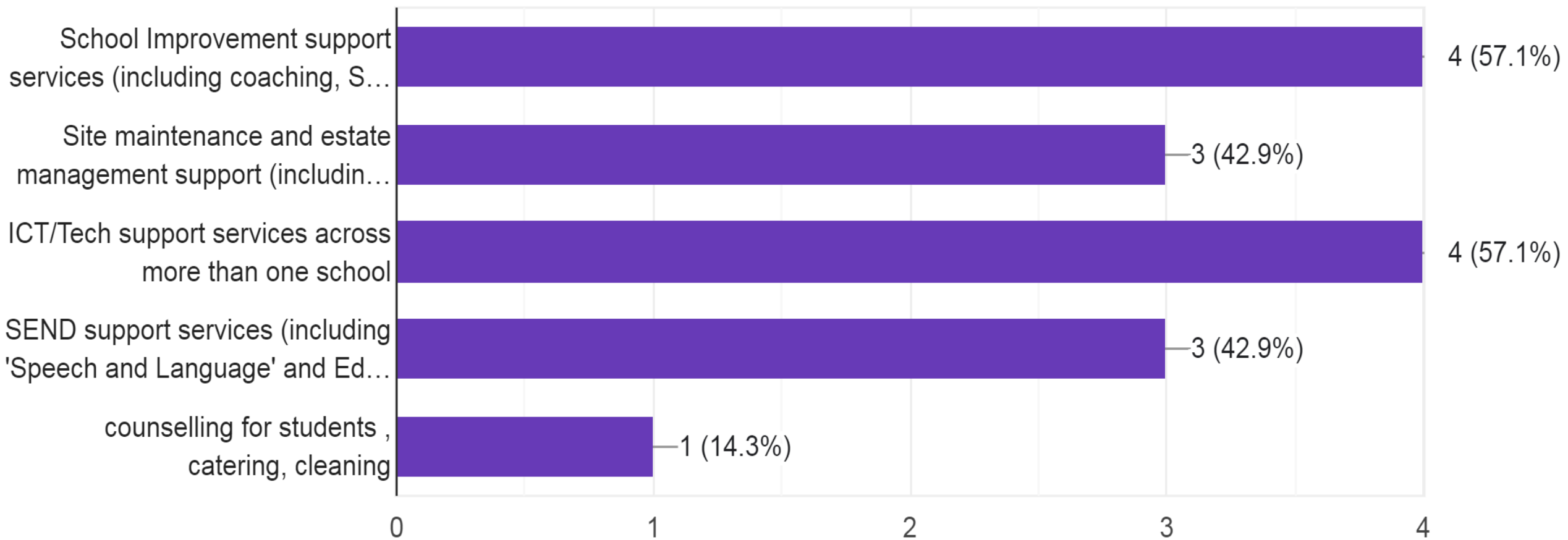
How would you rate the support provided by the Data Protection Officer (Browne DP Consultants) if your school is using this GDPR service?

5 responses



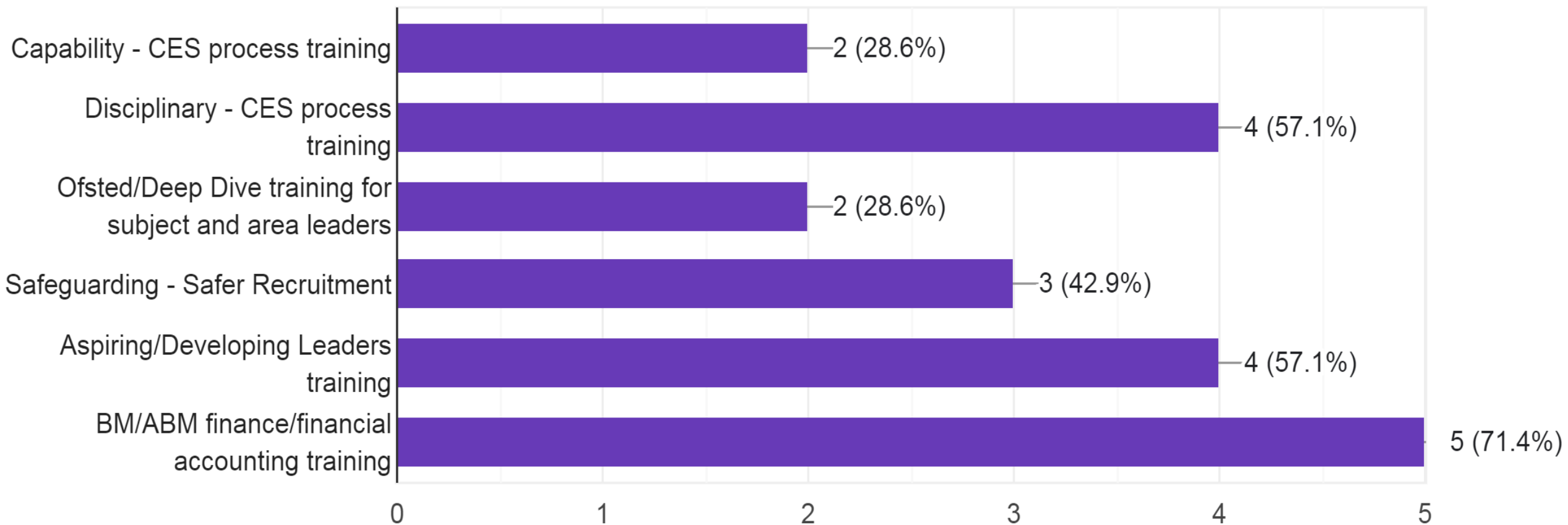
Which Services would you like considered for future trust 'central' services to support your school in 2022-23 and beyond?

7 responses



Which central CPD/training would you like the trust to source and provide during the 2022-23 academic year?

7 responses



Headteachers Strategic Planning Comments (September 2022 meeting)

Initial areas highlighted:

1. **Building/maintenance support and contracts** - takes a huge amount of school time to manage. Will be able to move to a 'handyman/site maintenance' team that can move between sites for works and projects?
2. **Budget planning sessions with CFO in April/May 2023** (Very similar budget issues arising across schools)
3. **Training/network meeting with trust team for the Chairs of Local Finance Committees** (request from two chairs)
4. **Training/CPD programme for Aspirant Leaders**
5. **'Lead Heads' are asked to consider an area they can be the named lead for** (a strength linked to school improvement or inspection outcomes). Over the next academic year they lead on this/support schools as required to become a strength throughout the trust schools. (Linked to 5)
6. **More coherent approach to schools sharing and advising in 'areas of strength' to share good practice** – currently recorded on the Annual Action Plan document
7. Further **opportunities for strong/developing leaders to work across trust schools** (eg: providing twilight CPD/training)
8. **Heads strategic planning meeting in September** to draft approach to school improvement for 2022-2025.
9. **Subject leaders have found the online meetings a bit hit and miss** this term with several people not attending or responding to emails. I feel it would be beneficial to have these meetings in person hopefully next year at the host schools.
10. Is there scope to arrange **joint Y6 Walsingham House retreats** (in hub areas perhaps) so they meet those going to similar secondaries?
11. **More collaborative work for heads to look at SEFs/Ofsted prep etc** would be very useful going forward, perhaps in the form of 'open mornings' at each school for SLTs to visit and discuss school improvement and strengths.
12. **Sharing of good intervention programmes may be an area to look at/research next year.** How are we plugging gaps in maths learning? Do we see the same barriers to learning in our different schools?
13. **Finance functions: are we doubling up on some areas of finance currently, which often makes the audits more challenging.** We have increased the admin/finance team to cope with the additional requirements.
14. **Next steps would be improvement in the way we collaborate annually** such as moderation, training for staff across the schools for SEND, EYFS etc.
15. **Getting to know/meet the Trustees more regularly** would be helpful.
16. **Schools may be reluctant at times to share development points/improvements to keep good relations.** Consider different approaches.
17. Assessment – how many of our schools use FFT Aspire – will offer a better deal across the trust if we use as a group – easy to consolidate results then too.
18. **Termly update to Trustees.** Balance of 'minimal additional workload/key information on one page to them'. Still suitable for Primary/secondary school information? Changes to format?
19. **Sharing the GSCT Trustee minutes with Chairs of LGCs** to allow them to track the issues/developments discussed by the Trust Board.
20. **ITT** – some CMATs that are long established now have internal ITT offers. Can we explore this for our trust to grow staff in the next 3-5 years?

Good Shepherd Catholic Trust

Three Year Action Plan

2021-2024



Vision

Our vision is the provision and development of a world class community of schools, providing the highest possible care, support opportunities and outcomes for every child. Pupils are cherished for who they are, as much as for what they achieve and all achievements are celebrated.

The Trustees will work closely with schools, their governors, staff, parents and the local community to develop together the successful citizens of our future.

Values

'I will give you shepherds after my own heart, who will feed you on knowledge and understanding.'
(Jer. 3:15)

The distinctive ethos of our Catholic MAT is founded on the Gospel values of faithfulness, humility, truth, forgiveness, tolerance, dignity, service and respect. They are at the heart of all we teach our young people as part of an inclusive and diverse curriculum and inform our five core principles:

1. **Lead by example:** respect others as you would wish them to respect you
2. **Strive for excellence:** be the best you can be in all you do
3. **Education for all:** with a particular duty of care for the poor and disadvantaged
4. **Common Good:** working in partnership and providing mutual support to benefit all
5. **Service and Inclusiveness:** reaching out to other schools requiring support

Recent experience of joining the trust

The Successes and Challenges of joining the Good Shepherd Catholic Trust (St Vincent's experience)

Prior to Joining

Successes

HT and Chair of Governors were invited as observers to Leadership Group Meetings prior to joining the CMAT.

Support and advice were offered throughout the processes by the Accounting Officer, The Chief Finance and Operations Officer and the Diocese.

The Conversion Timeline provided clarity and template letters.

Challenges

TUPE process, although St Vincent's experience was fairly straightforward due to the support of Chair of Governors and the AO for the GSCT.

St Vincent's converted to join the GSCT on 1st September 2022

The Autumn Term

Successes

- The transition process did not have a major impact upon the day to day running of the school. Generally, there were no complaints or concerns raised by parents during this period.
- Support and guidance continued to be available from all those involved in the GSCT.
- Training on new systems was provided swiftly.
- When required, extra training and support was given to staff, particularly for office staff and the SLT.

Challenges - Financial

- Moving all finances from the LA to the Trust from 1st September was extremely challenging. This included: Moving bank accounts, which created a delay in St Vincent's being able to pay invoices and order resources.
- Salaries – particularly support staff. In Barking and Dagenham support staff are paid in the middle of the month, not the end of the month. Bridging loans were offered but there was still confusion with this change.
- SLT and Office Staff learning to manoeuvre through new Finance and HR Systems after many years using the LA systems.

Spring Term – Involved in new procurement of services. All staff are familiar with new systems and challenges have been ironed out.

Central Policies

Developed by Leadership Group - Approved and Reviewed at Trust level

Central suite of **16** policies implemented and reviewed by the trust:

Appraisal (CES)
Capability (CES)
Disciplinary (CES)
Grievance (CES)
Sickness Absence (CES)
Finance Procedures Manual
Recruitment and Selection Procedure
RSE Policy
Code of Conduct for Adults
Gifts and Hospitality
Conflicts of Interest
Whistleblowing
Adoption Procedures (Staff)
Shared Parental Leave (Staff)
Complaints Policy
Parents and Visitors Code of Conduct

Staff Leave of Absence Policy – In development. Focus on improving terms and conditions.

Range of other model documents available for schools to voluntarily adopt:

Safeguarding and Child Protection' policy

Headteachers report format to Governors

School Development/Improvement Plan formats

Procurement (2021 - 2023)

Set of 5 new services run as procurement processes for 2021-23, with various schools participating:

Photocopying/printing – 5 schools

Catering – 4 schools (1 school in process)

Cleaning – 1 school (4 schools already with provider)

Auditors and internal scrutiny – 7 schools

GDPR – 5 schools

The Key support services (5 modules) – 6 schools

Current - ICT Support – 5 schools

Procurement

2023 ICT Support Provider Procurement	School A	School B	School C	School D
Current provider – Annual cost (£)	18,028.70	18,100.97	12,832.07	11,906.62
Company 1	10,596	10,596	5,298	10,596
Company 2 (Chosen Provider)	8,384.68	8,039.96	7,690.28	8,374.70

Capital Funding

School Condition Allocation



Between 2020-2023 **£2,005,756** of School Condition Allowance (SCA) funding has been received, with **£1,378,355** being **distributed** to the academies to develop and maintain their school estates.

No school contribution to successful bids required.

All trust schools have had a full estate condition survey conducted by the trust to support a 5 year maintenance and development plan.

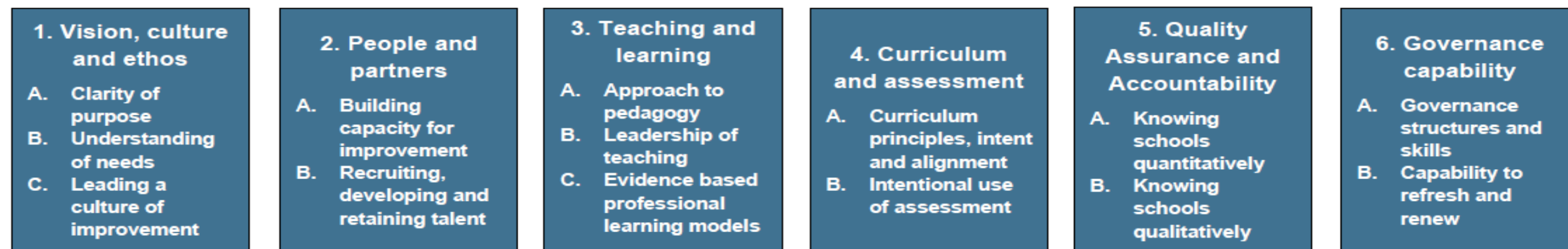
‘School Rebuild Programme’ bid provisionally approved for one academy (Total allocation TBC)

MAT Assurance Framework

This framework has been designed to help Multi-Academy Trusts (MATs) understand their current capacity to *support and drive* school improvement – so that they can build and strengthen their current capacity and potentially to grow their capacity to support more schools.

The framework breaks down school improvement capacity into 14 elements, under six main headings. These are based on research about what works in MATs and similar networks of schools internationally. The framework - which was initially developed by and tested with a group of MATs in the SW region - does not assume that there is one best way to support and drive school improvement as a MAT; instead, it isolates the questions, issues and practices that should enable all kinds of MAT to become more effective in supporting their schools to improve.

The MAT assurance framework:



How to use this framework

For each of the 14 elements, the framework identifies questions to start with as well as additional questions to consider. It describes what strong and weak improvement capacity would look like in a MAT.

Use the questions and descriptions to rate your MAT against each element along a four-point scale from red (weak capacity) to green (strong capacity). Descriptions have deliberately not been provided for the 'Amber Red' and 'Amber Green' ratings. If you think that your MAT matches neither the 'Red' nor the 'Green' description, think about which end of the scale it is closer to, and choose the appropriate rating. The right-hand column has space to mark your rating. Guidance about possible uses of this framework - with examples from MATs - has also been published.

Remember: this tool is diagnostic, not evaluative or judgemental. The aim is to identify your MAT's most significant areas of strength and challenge, so that you can build your capacity for improvement. A 'Green' rating does not mean that an element is currently perfect, just that it is an area of strength upon which to build. Likewise, a 'Red' rating does not imply failure or underperformance, it simply highlights an area where capacity building should be a priority.

The 9 Characteristics of Successful Multi Academy Trusts

The 9 Characteristics of Successful Multi Academy Trusts

MAT Characteristic	Beginning	Developing	Embedding	Leading
Step 7 - there is evidence of skilled management of Trust Risk indicators	<i>There is a contingency and business continuity plan in place but there is little evidence that risk management is structured in the Trust. Risks are managed on an individual basis and whilst successfully mitigated, do not enable the Board to prevent them re-occurring</i>	<i>The Trust has a risk register in place and it is used to monitor risks that the Trust has identified as possible threats to the organisation. There is some but as yet unstructured relationships between the Trust Risk plan and those in the academies</i>	<i>The Board risk register is used to drive all improvement priorities and is the framework for agenda setting across the Trust. Each academy has its own Register which indicates the risks that are linked to their academy as well as the ways in which board risks are mitigated</i>	<i>The Board risk is managed well and there is a clear relationship between risk and mitigation. The board has a structure in place that ensures that not only current risks are managed well but that there is a 3-5 year risk anticipation plan in place that is under regular review</i>
Step 8 - there is a clear succession plan for the key posts within the MAT (CEO, Director of Finance, HR, Chair of Board, members and directors, Principals and Vice Principals)	<i>The Trust knows there are posts in the organisation that require a succession plan. It has not yet grown enough capacity from within the organisation to address this. The Trust would rely on external recruitment or some internal secondments to resolve succession issues</i>	<i>The Trust has a talent management programme that supports and develops talented teachers and leaders and equips them to work effectively across the Trust in different academies and roles. These blend CPD opportunities with wider leadership experience</i>	<i>The Trust has a talent management plan for emerging and senior leaders in the organisation that means the Trust can deploy its most talented staff to work in more than one school on secondments or permanent transfers, creating career development and succession solutions</i>	<i>The Trust has a talent management plan that has matured and now includes staff at all levels across the Trust. Senior leaders have worked in more than one Trust academy and middle leaders and the best teachers are deployed across the Trust to sustain and deepen impact</i>

Central Services and Finance - What's next?

- Further shared **CPD** at reduced/no cost would benefit all schools
- Focus on **planning for low and falling rolls** across London boroughs
- Staff development – more **effective use of apprenticeship routes**
- Leadership development – **identifying developing leaders** as subject/area leads
- Further **Joint services & Procurement**

Central Services and Finance - Areas of Impact

- Site/Estate Improvements – SCA funding and DfE support
- Leadership Group - provides HT network
- BM/ABM Network – provides support and CPD for a key group of staff
- Joint Procurement
- HR – recruitment across/between schools more frequent
- Centralised HR, payroll, finance system + team, legal support, insurance, clerking, annual audits, DPO, site condition surveys, Health and Safety audits, (New for 2023 – central Risk Register software)
- Common clerking, meeting calendar & agendas for LGBs
- Improvements at primary and secondary (outcomes, recruitment of leaders, OFSTED)



2	2022 Trust consolidated outcomes		
% of pupils achieving the national standard in:	The Good Shepherd Catholic Trust <u>Average</u> Outcomes '22	National (2022)	% Difference to National
EYFS 2022 Outcome	69%	65%	+4%
Year 1 Phonics 2022 Outcome	78%	76%	+2%
Reading 2022 Outcome	83%	75%	+8%
Writing 2022 Outcome	81%	70%	+11%
Maths 2022 Outcome	83%	71%	+12%
SPAG 2022 Outcome	86%	72%	+14%
R, W & M 2022 Outcome	73%	59%	+14%

3	2022 Secondary Outcomes Summary		
GCSE	2022 Palmer	2022 National	2019 National
GCSE English 5+	67.8%	61.1%	53.4%
GCSE English literature 5+	72.5%	62.4%	57.1%
GCSE Maths 5+	69.3%	56.6%	50.1%
GCSE Science double 5+	42.1%	34.1%	39.2%
% of students achieving Grade 5+ in both English & maths	64%		
% of students achieving Grade 4+ in both English & maths	78%		
% of all grades 9-7 (A*-A)	26%		
% of all grades 9-4 (A*-C)	77%		
A Level Results	2022 Palmer	2022 National	2019 Palmer
A*-B	45%	62%	29%
A*-C	76%	82%	53%
A*-E	97%	97%	94%
Leavers destination data: -91% of students who applied to university secured a place -17% secured their first choice -15% of students went to Russell Group universities; courses included Biomedical Engineering, -Biochemistry, Mathematics, Actuarial Science, Computer Science, Accounting, Engineering, Philosophy and Psychology -138 students in the cohort, 6 students stated they secured apprenticeships			



SEARCH 

TRANSLATE 

CONTACT US 

MENU 

Welcome to

The Good Shepherd Catholic Academies Trust

'I will give you shepherds after my own heart,
who will feed you on knowledge and understanding.'
(Jer 3:15)

www.gsctrust.co.uk



SCROLL DOWN