

INSPIRE EDUCATION TRUST
(A Company Limited by Guarantee)

ANNUAL REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED

31 AUGUST 2023

Company Limited by Guarantee
Registration Number: 09728614
(England & Wales)

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REFERENCE AND ADMINISTRATIVE DETAILS OF THE ACADEMY, DIRECTORS AND ADVISORS

Members	Diocesan Bishop - The Right Reverend Christopher Cocksworth (resigned 5 November 2023) Diocesan Bishop (Acting) – The Right Reverend Ruth Worsley (appointed 6 November 2023) Reverend Tulo Ralstrick Mr David Bermingham Mr Paul Smith Diocesan Board of Education Representative – Mrs April Gold
Directors	Mr David Bermingham, Chair Mr David Kershaw (resigned 31 August 2023) Mrs Sybil Hanson, Vice Chair Mrs Rachel Mason (resigned 31 August 2023) Mr Mark Gore Mrs Mary Aluko Mr Christopher Spencer Mrs Lisa Hayes Mrs Nichola Aston (appointed 1 September 2023) Mrs Jane Durkin (appointed 6 November 2023)
Company Secretary	Mrs Kay Grainger
Executive Leadership Team	
Chief Executive Officer	Mrs Lois Whitehouse
Head of Education, Primary	Mr Robert Darling
Head of Education, Secondary	Mrs Victoria Shelley
Chief Financial Officer	Miss Michelle Nisbet
Head of Human Resources	Mr Josh Smith
Senior Executive Assistant	Mrs Kay Grainger
Company name	Inspire Education Trust
Company Registration Number	09728614
Principal and Registered Office	Hearsall Community Academy Kingston Road Coventry CV5 6LR
Independent Auditor	UHY Hacker Young (Birmingham) LLP 9-11 Vittoria Street Birmingham B1 3ND
Bankers	Lloyds Bank plc Coventry CV1 5RA
Solicitors	Browne Jacobson LLP Victoria Square House Victoria Square Birmingham B2 4BU

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023

The Directors present their annual report together with the financial statements and auditor's report of the charitable company for the year from 1 September 2022 to 31 August 2023. The Annual report serves the purposes of both a Trustees' report, and a Directors' report under company law.

The Trust operates 5 Primary Academies and 1 Secondary Academy within Coventry and Nuneaton for a combined pupil capacity of 3,581 (2022: 3,420) (Reception to Year 11 inclusive) and 3,429 (2022: 3,402) (Reception to Year 11 inclusive) enrolled, based on the May 2023 Census. Stockingford Primary school holds the most surplus pupil numbers at 124.

In addition, the Blue Coat Sixth Form has 376 (2022: 378) pupils currently enrolled, and 300 (2022: 300) pupil capacity based on the May 2023 census. As in previous years the surplus is managed through a blended learning model.

The Trust also provides Primary Nursery places at 4 Academies, they have 148 (2022: 149) pupils currently enrolled with a broad pupil capacity of 140 (2022: 140), this does vary in this age group due to the options that children can attend, i.e, 15hr places/30hr places. Since opening our 2 year old provision at Hearsall in January 2022 we also have 6 (2022: 6) children enrolled which gives us a total of 154 (2022: 155) pupils classed as Nursery pupils.

Therefore, based on the May 2023 census, the Trust has a total of 3,959 pupils enrolled within its academies from Nursery to Year 14 inclusive. This is 24 pupils higher than the prior year mainly driven by the temporary PAN increase of 30 at Blue Coat.

Structure, governance and management

Constitution

The Academy Trust is a company limited by guarantee and an exempt charity. The charitable company's Memorandum and Articles of Association are the primary governing documents of the Trust.

The Trustees are also the Directors of the charitable company for the purposes of company law. The registered name of the Charitable Company is Inspire Education Trust. Here in, it may be referred to as "Inspire Education Trust", "the MAT", or "the Trust".

Details of the Trustees who served throughout the year and to the date of the approval of this report and the financial statements are included in the Reference and Administrative Details on page 3.

Members' Liability

Each member of the charitable company undertakes to contribute to the assets of the charitable company in the event of it being wound up while they are a member, or within one year after they cease to be a member, such amount as may be required, not exceeding £10, for the debts and liabilities contracted before they ceased to be a member.

Directors' Indemnities

The Academy Trust has opted into the Department of Education's Risk Protection Arrangement ('RPA'), an alternative to insurance where UK government funds cover losses that arise. The scheme protects Members, Directors and the Local Governing Body members from claims arising from negligent acts, errors or omissions occurring whilst on Academy Trust business. The scheme provides cover up to £10,000,000.

Method of recruitment and appointment or election of Directors

Pending formal approval of new Articles by the Secretary of State, the trust having now adopted the DfE standard model Articles in a move away from the previous bespoke ones, shall have the following Directors:

- 7 Directors appointed by Members
- 2 co-opted Directors appointed by Directors

Directors are appointed for a 4-year period. Subject to remaining eligible to be a particular type of Director, any Director can be re-appointed or re-elected for 1 further term, meaning no Director can serve more than 8 years in total.

When appointing new Directors, the Board of Directors will give consideration to the skills and experience and mix of existing Directors in order to ensure the Board of Directors has the necessary skills to contribute fully to the Academy Trust's ongoing development. This is reviewed on an annual basis via a relevant skills audit and discussion at a Board meeting.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**Method of recruitment and appointment or election of Directors (cont'd)**

When a Director vacancy arises, the Trust has previously utilised the expert services of Governors for Schools who use the information we provide – role outlines, person specifications and skills gap analysis in order to advertise for a suitable candidate. However, this year our 2 new Directors have been sourced via internal contact networks, who were then interviewed by the Chair and another Director to finalise suitability. A formal application process is also overseen by Members, including reference taking for member appointed directors.

Policies and Procedures Adopted for the Induction and Training of Directors

Inspire Education understand that our Directors and governors require continuous professional development just as much as our staff and as such, current Directors and governors are offered a suite of training that takes place within a blended model with some programmes delivered 'in house' and others by external expert third parties.

Each year a skills audit is undertaken for Directors and governors and the outcomes of this are used to inform the training that is offered.

In 2022/23 several face to face training events were held phase wide for governors and Directors that covered topics such as:

- 17 November – competency framework for governance/ stakeholder engagement planning
- 26 January – governor Induction training
- 30 March – permanent exclusions and suspensions

Rachel Mason undertook the Essential Trustee Programme through CST.

Board Directors and Members also benefit from a joint Annual Strategy Day with Senior Leaders from across the Trust where specific Trust strategies are discussed, that in turn enables the Executive Team the opportunity to review the overall Trust Vision and Development Plan in order to present any required updates and changes for the start of the new academic year.

**Organisational Structure**

The Directors are responsible for setting general policy, adopting an annual Trust development plan and budget, approving the annual statutory accounts, monitoring the Academy Trust by the use of budgets and other data, and making the major decisions about the direction of the Academy Trust, capital expenditure and senior staff appointments.

The Board of Directors normally meet at least 6 times each year. The Board of Directors establishes an overall framework for the governance of the Academy Trust and determines membership, terms of reference and procedures of Committees of the Board of Directors and other groups. It receives reports including policies from its Committees for ratification. It monitors the activities of the Committees through the minutes of their meetings and through direct reporting from the elected Chair of each Committee. The Board of Directors may from time to time establish working groups to perform specific tasks over a limited timescale.

There are Committees of the Board of Directors as follows:

- Finance, Audit and Risk committee (FARC)
- Curriculum, Standards and Outcomes committee (CSOC)
- Pay, People and Performance committee (PAPP)

Each Committee has its own terms of reference detailing the responsibilities discharged to it. Each school has a Local Governing Committee which has delegated authorities from the Trust Board. The Local Governing Committee of each of the schools is responsible for implementing the policies laid down by the Directors and reporting back to them. They scrutinise the performance of the individual schools. The committees are made up of parents, staff, and co-opted governors.

They have responsibility for the Performance Management of the Headteacher. In addition, there is a Chairs' Development Committee which the Chairs and Vice Chairs of the LGCs can attend. The purpose of this committee is to enhance communication between the Trust Board and the LGCs and act as a mechanism for information sharing and the sharing of best practice.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**Organisational Structure (cont'd)**

The following decisions are reserved to the Full Board of Directors:

- to consider any proposals for changes to the status or constitution of the Academy Trust and its committee structure,
- to appoint or remove the Chair and / or Vice Chair; and
- to appoint and / or consider the performance management of the Chief Executive.

The Directors have devolved the day-to-day management of the Academy Trust to the Executive Leadership Team ('ELT'), which is led by the Chief Executive. The ELT comprises the Chief Executive Officer, Chief Financial Officer, Head of Education Primary, Headteacher of Blue Coat Academy and Head of HR and the Senior Executive Assistant.

The Chief Executive is the Academy Trust's Accounting Officer and has overall responsibility for the day to day financial management of the Academy Trust. The ELT implements the policies laid down by the Directors and reports back to them on these and the Academy Trust's overall performance.

All of the above roles, responsibilities and delegations are included within the Trust's scheme of delegation which is reviewed and approved by the Board annually.

Arrangements for Setting Pay and Remuneration of Key Management Personnel

The Board of Directors consider the Executive Leadership Team to comprise the key management personnel of the Academy Trust in charge of directing and controlling, running and operating the Academy Trust on a day-to-day basis. All Directors give of their time freely and no Director received any remuneration in the current or prior year. Details of Directors' remuneration and expenses are disclosed in note 11 of the financial statements. The pay of the Executive Leadership Team is reviewed annually by the FARC and PAPP committees in line with the Trust Pay Policy and by reference to published pay scales.

Trade Union facility time

Relevant union officials

Number of employees who were relevant union officials during the relevant period	Full-time equivalent employee number
6	6

Percentage of time spent on facility time

Percentage of time	Number of employees
0%	-
1%-50%	6
51%-99%	-
100%	-

Percentage of pay bill spent on facility time

Total cost of facility time	£11,484
Total pay bill	£19,392,112
Percentage of the total pay bill spent on facility time, calculated as: (total cost of facility time / total pay bill) x 100	0.06%

Paid trade union activities

Time spent on paid trade union activities as a percentage of total paid facility time hours calculated as: (total hours spent on paid trade union activities by relevant union officials during the relevant period / total paid facility time hours) x 100	Nil hours
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Related Parties and Other Connected Charities and Organisations

Inspire Education Trust was established as a standalone company and does not have any external sponsors. The long-established relationship between Inspire Education Trust and the Coventry Diocesan Board of Education has continued with Walsgrave C of E Academy and Blue Coat School entering into a Service Level Agreement to support the schools in continuing to be Excellent Church of England Schools within a flourishing school's system.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**Engagement with Employees (including Disabled Persons)**

The Trust's principal mechanism for employee consultation is through the Staff Consultation Committee (SCC). The group meets regularly to ensure that all information about matters of concern to employees is given an opportunity for discussion. This group provides a wide cross-section of our staffing population in terms of gender, role, seniority, and union membership. Information bulletins, reports and meetings which seek to achieve a common awareness on the part of all employees of the financial and economic factors affecting the Academy Trust's performance is shared.

During employment, the Trust seeks to work with employees, considering their personal circumstances, to ensure appropriate training, development and advanced employment opportunities are available to them to reach their full potential. This is demonstrated through our detailed performance management processes which also include the opportunity to articulate development requirements for everyone, talent identification and health and wellbeing information. A wide range of CPD opportunities and programmes are shared with all staff who have expressed an interest in the further development of their careers and is available for review on our website.

A key success of our staff engagement programme is our Wellbeing Champions network, with each academy having 1 or 2 staff members who all have a particular interest and passion for supporting staff and raising their awareness of everything the Trust offers to support our colleague's wellbeing.

The Trust also hold an annual staff engagement/wellbeing survey where all staff anonymously have the opportunity to express their views on a wide range of issues that affect them.

Applications for employment by disabled persons are always fully considered, bearing in mind the aptitudes of the applicant concerned. In the event of members of staff becoming disabled, every effort is made to ensure that their employment within the Academy Trust continues and that the appropriate training is arranged. It is the Academy Trust's policy that the training, career development and promotion of disabled persons should, as far as possible, be identical to that of other employees.

One of the key people strategies that the Trust has deployed during the year is detailed work in relation to Equalities. This has resulted in a Trust Equality policy, aims and objectives. Inspire Education Trust is committed to embracing diversity and improving the quality of life across our communities by making educational, and other facilities and opportunities, openly accessible and welcoming for everyone.

Engagement with Suppliers, Customers and Others in a Business Relationship with the Trust

Inspire Education Trust engages with suppliers of goods and services to the Trust on a regular basis, with the aim of building mutually beneficial open, honest, and transparent business relationships to support commercial decision making and procurement activity, that adhere to the Nolan Principles of public life.

The main customers and key stakeholders of the Trust are our pupils and parents. Every effort is made to ensure all pupils receive a consistently high-quality educational experience, above and beyond core classroom learning e.g. including exceptional pastoral support. The Trust supports and engages with parents at every opportunity e.g., via regular parent evenings, school performances and events, newsletters, electronic communications, as well as the provision of specialist support where needed.

OBJECTIVES, STRATEGIES AND ACTIVITIES**Objects and Aims**

The principal objects of the Academy Trust, as set out in its Articles of Association, are:

- a) to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing, and developing Academies which shall offer a broad and balanced curriculum and which:
 - (i) shall include Church of England Academies designated as such which shall be conducted in accordance with the principles, practices, and tenets of the Church of England both generally and in particular in relation to arranging for religious education and daily acts of worship, and

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**OBJECTIVES, STRATEGIES AND ACTIVITIES (cont'd)****Objects and Aims (cont'd)**

- (ii) shall include Academies whether with or without a designated religious character; but in relation to each of the Academies to recognise and support their individual ethos, whether or not designated Church of England.

Where an Academy is designated as or recognised as a Church Academy, in relation to the ethos and religious education provided at the academy the Directors shall have regard to any advice and follow any directives (as specified in the DBE Measure) issued by the Diocesan Corporate Member.

- b) to promote for the benefit of the inhabitants of the areas where the Academies are established and its surrounding area the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason on their youth, age, infirmity or disablement, financial hardship, or social and economic circumstances, or for the public at large in the interests of social welfare and objects of improving the condition of life of the said inhabitants.

Our New Vision

Our vision is ambitious and is underpinned by our core Trust values and key priorities.

To be the educator and employer of choice, with a first-class education that empowers pupils to flourish, grow and achieve. Where pupils matter to us as much as their academic success and with staff who are valued, supported and developed. Together, we will live life in all its fullness.

We put the quality of education at the core of our vision. Our Vision is inspirational and aspirational, it makes clear why we exist as an organisation and what we want our pupils and staff to achieve, it also makes clear that we have a distinctively Christian ethos, where all of our schools across the Trust show respect towards those of other faiths and beliefs.

We want to be recognised as a Trust with outstanding learning opportunities, that raises aspirations to secure high levels of academic progress for all learners, whilst ensuring equality of opportunity within a safe and nurturing environment.

We are a progressive Trust with an excellent track record of school improvement across our portfolio of 6 schools. We have strong models of school improvement alongside high-quality implementation and delivery. We have proven able to deliver high standards of education, systematically, through excellent improvement practice that incorporates knowledge building, evidence-informed professional development, and the creation of communities of improvement. As a successful Trust we deploy the expertise of specialist teachers and leaders across our schools to ensure maximum impact.

We also hold supporting the wellbeing of staff and children alike, inclusive of all needs and backgrounds, building a sense of achievement, resilience and mutual trust.

Our core values drive the way we want to achieve this vision:

Integrity	We are open, honest and have strong moral principles which we use to guide us.
Nurture	We promote positive wellbeing, so all feel safe, cared for and enabled to thrive.
Servanthood	We considerately put the needs of others before our own, recognising that in serving each other we serve all.
Partnership	We work collaboratively, recognising we achieve more together than on our own.
Inclusive	We are open, honest and have strong moral principles which we use to guide us.
Respect	We show care, consideration, and courtesy for ourselves and all around us.
Excellence	We always strive to be better in order to become first class in all we do.

These values are integral to our success, and we ensure that these form the foundation of everything we do. Our values drive the behaviours of our leaders and people, and key to achieving this is our culture of high expectations for our colleagues, underpinned by our shared values, where every member of staff is making their best contribution to their school or function.

The vision and values within each of our individual schools also vary, and this very much depends on the communities they serve and the collective voice of staff, pupils, parents and governors of those schools.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**OBJECTIVES, STRATEGIES AND ACTIVITIES (cont'd)**

We recognise and respect the individuality of our schools and their communities. In these communities, we aim to create an atmosphere of trust and understanding in which the sanctity of the individual is cherished and where the children and adults show consideration, courtesy, and respect for each other at all times.

In our school communities, we aim to create an atmosphere of trust and understanding in which the sanctity of the individual is cherished and where the children and adults show consideration, courtesy, and respect for each other at all times.

Trust Strategic Development plan

The Inspire Strategic development plan is a collection of key strategies that we will deliver in order for us, as an organisation, to meet our Vision.

It is also built upon the key constituents of the working definition of a strong MAT which are defined as expert governance, quality of education, effective and efficient operational structures, workforce resilience and wellbeing and public benefit and civic duty.

The Inspire development plan consists of the following key strategies:

1 High Quality Inclusive school improvement

We put the quality of education at the core of our vision. Our school improvement strategies provide an excellent framework to deliver a truly broad, balanced and inclusive curriculum with an emphasis on co-curricular activities such as Arts, Music and Sports from age 2 to 18. We believe that every child is a powerful learner. At Inspire Education Trust, our view of school improvement is focused on deliberate and intentional knowledge building. For schools moving from Inadequate/ Requires Improvement to Good this is more heavily scaffolded and reliant on the Trust team. For those that are securely Good this is far less so.

The goal is for every member of staff, in every classroom to be as **good as they can be in what they teach** (the curriculum) and how they teach (pedagogy), coaching conversations with teachers/ leaders so that developments come directly from them to motivate and signpost independent improvements through self-study documents such as WALKTHRUS and external courses. This allows capacity to be enhanced so that teachers can then improve each other and hone/ innovate practice facilitating Good → Outstanding.

A great, high quality bespoke curriculum, e.g. using Impactful Trust curricula templates to support rapid improvement. These are introduced in a planned way, so as to not cognitively overload staff.

The needs of all learners are catered for, e.g. using tried, tested and impactful practice/ programmes for pupils with SEND, who have English as an Additional Language or are newly arrived, who are Pupil Premium, and/or have social emotional barriers to learning through our Thrive Approach. We draw on our lead practitioners in these areas from across our schools to work alongside and develop existing practice – setting the standard and model. Once practice is embedded and impactful, we develop leaders of these areas externally to innovate and lead future practice in their school and more widely across the Trust.

We think hard about how we create schools where all children flourish, ensuring both the optimal continuing development of their intellectual potential and their ability to live well as rounded human beings. This is particularly crucial for children with special educational needs and disabilities and those from the most disadvantaged communities. Children are supported and enabled to be powerful learners in all types of school structures.

We are constantly refining the way we support, challenge, and improve our schools. At the heart of our approach is first-class teaching. We are proud of our curriculum design and content, with exciting learning opportunities framed within a wider social purpose. These school-based development/ improvement priorities will:

- Improve academic outcomes for all, diminishing differences in the performance of different learner groups
- Improve educational provision and opportunity
- Develop outstanding practitioners and sharing good practice

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**OBJECTIVES, STRATEGIES AND ACTIVITIES (cont'd)****Trust Strategic Development plan (cont'd)****2 People**

The best trusts are excellent employers, with a focus on workforce skills, resilience, and wellbeing. We endeavour to ensure that through a robust People Strategy all our staff are cared for, supported, and developed via a comprehensive programme of CPD. This is underpinned by our vision to be the employer of choice, with a relentless pursuit towards thriving schools, through thriving individuals, being imperative to our success. In Inspire we recognise that if as an organisation, we are to build sustainable infrastructures to lead change, improve schools and respond to the legacies of the pandemic, then we must value our people.

The strongest trusts understand their responsibilities and duties as employers – they are good employers. They recruit, develop, deploy, and retain great teachers, support staff and leaders throughout their careers, supporting their development by using evidence-informed professional development and ensuring a manageable work-life balance, paying close attention to wellbeing. We believe this at Inspire and this forms the bedrock of our People Strategy to become the employer of choice.

We value committed, reflective staff who challenge themselves to be creative, and take appropriate risks, enabling outstanding performance. Our leaders know how to create the conditions and the culture which empower staff to thrive, recognising that thriving working environments lead to the best learning environments.

For our staff we aim for the following:

Professional growth and development

Creating a culture and community of improvement for all professionals across our schools, designed using the 'active ingredients' of professional development. Professional connections are not left to chance, or undermined by competing priorities, but rather hard wired into our schools for the benefit of all staff. Support and admin staff also work in this way.

Deep and purposeful collaboration

Our schools support one another to maintain high educational standards.

A continuous focus on health and wellbeing

Line management led conversations around health and wellbeing are encouraged. Regular staff wellbeing surveys inform our practice and a network of wellbeing champions in our schools ensure that best practice is shared and developed.

A comprehensive programme of benefits and rewards

An employee assistance programme is available for all staff along with an employee benefits offer provided through Vivup. This is our online benefits platform where employees can take advantage of discounted retail vouchers, cycle to work scheme etc.

A culture which is diverse respectful and inclusive

We monitor our staff equality and diversity data, which is reported to the Executive Leadership Team and our Board, and we report on our gender pay gaps and action plan accordingly. We have a large and successful staff consultation committee which feeds back from staff to leadership.

3 Robust finance management,

To deliver insightful transparent financial reporting, driving value for money through rigorous procurement and monitoring of our goods and services. We know that the best trusts are efficient and effective at reinvesting funding to improve the quality of education and we ensure that 'today's money is spent on today's children'. To provide short and long-term financial planning, benchmarking, and robust financial systems within an up-to-date integrated control framework. In this financial year the Trust benefitted from a School Resource Management review (SRM) offered from the DfE which proved useful in identifying future initiatives to enable us to become more cost efficient.

4 Expert Governance

Strategic governance is one of the defining characteristics of academy trusts. By operating under a single governance structure, a strong board of academy Directors can effectively oversee the strategic direction of the academy trust and hold executive leaders to account for the outcomes of all pupils within the academy trust.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**OBJECTIVES, STRATEGIES AND ACTIVITIES (cont'd)****Trust Strategic Development plan (cont'd)****4 Expert Governance (cont'd)**

At Inspire we know the vital elements for successful governance include strategic leadership; accountability; recruiting people with the right skills; good structures; compliance, and evaluation. These elements form the key areas of our governance development plan. It strongly emphasises the need for a Trust Board to be robust and capable of holding the executive leaders to account for delivering the Trust's strategic plan, with the right level of delegation which is clearly documented and communicated.

Strong governance of the legal entity of the Trust hardwires collaboration and shared accountability. At Inspire we offer a comprehensive programme of training for our governors and Directors e.g. offering intense training and buddying with experienced leaders/ governors. Facilitating developing training and practice wider than own school.

During the year the Board of Directors commissioned an external review of governance. CST were recruited to undertake a detailed review of governance systems and processes. A report highlighting strengths and development areas was produced and shared with the Board. An action plan has been developed to implement some of those recommendations.

5 Stakeholder Engagement

At Inspire we recognise that the primary focus on education quality is necessary but not sufficient by itself. Education has wider purpose in intellectual, social, and cultural development; the formation of character; and helping pupils to understand and play a role in society and contribute to the wider common good. As we are, we need to be explicit in our commitment to creating the right conditions for human flourishing.

As a legal entity, which is independent from local government, we have a wider civic responsibility to advance education for the public good in the communities we serve. At Inspire Education Trust, we work in partnership, within our local communities and with our wider stakeholders such as LAs and other Trusts to serve the best interests of all of our children.

Through increasing our status via exciting and engaging networks and partnerships, moving us to be welcomed by our presence at and within key networks with improved stakeholder engagement connected to our IT Strategy will enable us to ensure that we are meeting our civic responsibilities.

Across Inspire's existing 5 primaries and 1 large secondary, we are experienced in serving a range of diverse communities, which span multiple faiths and ethnicities, in addition to communities where socioeconomic deprivation is particularly high. Through our robust curriculum design, central Trust staff work closely with individual school leaders to ensure the curriculum diet, including extra-curricular enrichment, is personalised to suit the different communities we serve.

We have extensive experience in establishing pop-up foodbanks, 'swap shop' uniform stalls and mechanisms of financial support that families can apply for. Crucially, this help and support is underpinned by compassion, dignity and fostering positive and honest relationships with all our families.

Our school leaders ensure this aspect of serving our communities is prioritised, and work very closely with Pastoral Teams to keep innovating our practice in line with the ever-changing financial landscape for the children and families we serve.

The existing schools in our Trust serve different communities, so the ways in which we engage our communities and forge strong relationships with our parent communities varies. For example, at Stockingford Academy, research has shown that our families have high engagement with various Social Media platforms. As a result of this, we have used this as a vehicle for sharing not only our important information but also our daily celebrations of school life. This has been really powerful in breaking down barriers with hard-to-reach families, and has allowed them to participate in their child's school life with a simple "like" or comment. Over time, this has led to improved attendance at Parents Evenings, school productions and other school celebrations such as fetes or fayres.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**OBJECTIVES, STRATEGIES AND ACTIVITIES (cont'd)****Trust Strategic Development plan (cont'd)****5 Stakeholder Engagement (cont'd)**

Another example of how we personalise community engagement is by maximising the opportunity for parental engagement by hosting events later in the evening, and adding an additional layer of community participation such as 'camp outs' on the field, 'Music Extravaganzas' and 'Come and Share' events. Our Trust is cognisant of the different communities our schools serve and we build in layers of personalisation in all aspects of community engagement.

6 Trust Growth

Our widening partnerships/ growth strategy is built upon our founding aim of putting the best possible quality of education at the core of what we do.

As a successful MAT we believe that we have the expertise and experience to improve the life chances of children through the provision that our schools offer. We also recognise that alongside our civic responsibilities our systems and structures are built to create the capacity to enable our Trust to

We recognise that achieving growth whilst balancing financial sustainability without sacrificing educational quality requires careful thought and leadership. Our growth strategy considers what, why, when and how, but more importantly details how we can demonstrate we have the capacity for growth.

This strategy is proving successful. During 22/23 two schools were granted academy conversion orders to join Inspire – Arley Primary School a 1 form entry school in Nuneaton and Frederick Bird Primary School a large 4 form entry school in Coventry. We are currently working through due diligence with these schools and they are scheduled to join us on 1 January 2024.

Public Benefit

In setting the Strategic Framework for the Trust objectives and planning activities, the Directors have given careful consideration to ensuring compliance with the Charity Commissions general guidance on public benefit. The activities undertaken to further the academy trust's public benefit are:

- (i) The Trust aims to advance, for the public benefit, education in Coventry, Warwickshire, and the surrounding area. In particular, but without prejudice to the generality of the foregoing by maintaining, managing, and developing schools and offering a broad curriculum to all its pupils and in the case of Walsgrave C of E and Blue Coat Schools within a distinctively Christian context.
- (ii) The Trust also provides opportunities for children, their parents, and the local communities that it serves through a range of extra-curricular activities and opportunities.
- (iii) Inspire Education Trust is working to support all of the academies within the Trust and to sustain a culture of mutual support and development across these academies. The commitment to developing a high-quality curriculum, delivered by well trained and effective teaching and support staff, and the sharing of expertise is at the heart of the Trust's vision and its development.

The details of the particular activities of the Academy Trust during the year and how these have provided public benefit are detailed in the Achievements and Performance section below.

ACHIEVEMENTS AND PERFORMANCE**School Improvement****Collaboration - Primary**

Headteachers, Senior Leaders and class teachers continued to work together in partnership during 2022-23 academic year. Subject leadership was a key offer from the central team last academic year with high levels of attendance across the Trust. As a result of this work, the leadership of foundation subjects has developed well over the course of 2022-23. This wasn't the only area of collaboration as Heads, Deputies, Pastoral Managers, SEND/ Early Years Leads regularly got together to share best practice amongst themselves. The impact of this was most sharply seen within our school-to-school support offer at Frederick Bird Primary School who accessed all of these development strands to aid their rapid school improvement journey.

Our training base at Hearsall Community Academy continued to provide a dedicated space to develop staff pedagogy, curriculum knowledge and practice in a comfortable and devoted area. This venue hosted national NPQLT training sessions on behalf of the Church of England which were very well attended.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**Collaboration - Primary (cont'd)**

The Trust Teaching & Learning Team was enhanced during 2022-23 academic year with the appointment of a full-time Multi-Schools SEND Lead. This has allowed a tighter consistency of practice across all our primary schools and supported new SEND Leads into role.

Collaboration Secondary

As the sole secondary school in the Trust, Blue Coat School works in collaborative partnerships across the city with other schools as part of the Secondary Networks and also with the Castle Phoenix, Sidney Stringer, and Futures Trusts as the legacy Teaching School Alliances. They are strategic partners in the Lawrence Sheriff/Griffin Alliance Teaching School Hub and work alongside them and University College London on the ECT programme. Blue Coat provide the subject support for numerous programmes at Warwick University and are also a partner of the Coventry SCITT. The Headteacher is the Chair of the Secondary Headteachers' forum, a member of the Cathedral College of Canons and the school has been part of the DfE Behaviour Hub programme for the academic year 2022-23.

Cross Trust Collaboration

We were delighted to run the National Professional Qualification Leading Teaching programme (NPQLT) on behalf of the Church of England for the West Midlands region. Representatives from both Inspire Primary & Secondary worked closely to successfully run the course with strong feedback from participants and Ofsted as part of the CEFEL inspection in May 2022. As an organisation, we also reflected and have used course materials to support developing our thinking and teams. We are proud to have been chosen to lead some national NPQLT training during 2023-24 academic year. Leaders continue to collaborate across key areas of curriculum, leadership, behaviour and attitudes and personal development and wellbeing.

Leadership & Management: Primary

Our educational leaders/ headteachers operate as one team, providing expertise in a range of different areas to utilise the very best talent to drive improvements across our academies. There are regular opportunities for all our education leaders to come together and learn from experts in their field through half termly Heads Curriculum & Pedagogy Briefings. External specialists are commissioned as and when needed to compliment the Internal Teaching & Learning and Headteacher team. As a result, all our academies have a clear sense of purpose and positive learning environments for all; our internal assessments show improvements even with the challenge in all academies from the baseline of September 2022.

Leadership & Management including Governors: Secondary

The leadership team at Blue Coat School continues to be effective, supported by a full complement of Governors and an experienced Chair. The school was inspected by Ofsted in May 2023 and 'Leadership and Management' was judged to be Outstanding. Two members of the senior leadership team completed their National Professional Qualifications during the academic year with a further two due for completion in Autumn 2023, and these range from senior, headteacher and executive leaderships levels.

Leadership & Management including Governors: Trust wide

Local governors across the Trust are clear about their responsibilities for monitoring and scrutinising all aspects of the academy's work and academy leaders feel supported by governors. A range of cross-phase governor training was offered during 2022-23 academic year allowing newer governors to learn from more experienced ones, so they are fully inducted into the education context and expectations that fall on all our academies.

The Quality of Education including Curriculum & Pedagogy & The Early Years - Primary

Many primary Trust curriculum aspects have been updated in line with the 2022-23 Trust Primary Development Strategy. This has included: Maths (review of use of Maths No Problem and approach to Inspire Maths); PE (skills strand trackers being written); Digital Technology (updated to incorporate all KSCE and scheme rewritten – Year 2 of 2); the Languages Long term plan updated to be more sequential, using a spiral model approach; and the Inspire Teaching & Learning Toolkit to ensure staff are clear and using the most impactful pedagogy in their teaching.

The Early Years curriculum is now fully aligned with KS1 and KS2 skills and knowledge to ensure a fully sequential curriculum offer.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**ACHIEVEMENTS AND PERFORMANCE (cont'd)****The Quality of Education Including Curriculum & Pedagogy & The Early Years - Primary (cont'd)**

We have continued to develop our curriculum subject networks to support the Trust's curriculum principles and aim to support high quality curriculum planning and, most importantly, delivery in each academy and classroom. Network groups share resources, planning and pedagogy, with many subjects now also having regular professional development meetings. Our mantra is that no subject leader is left isolated or without support.

The Quality of Education Including Curriculum & Pedagogy Secondary

Blue Coat has a broad, balanced, and ambitious curriculum in place for all students which enables them to live out our vision of 'Life in all its fullness'. The curriculum at Key Stage 3 is carefully sequenced to support students to develop their knowledge, skills and understanding over a three-year period. This then serves as the foundation for a successful Key Stage 4 curriculum and in turn a seamless transition into Key Stage 5 where desired and appropriate.

Inclusion including Special Education Needs – cross phase

Inspire Education Trust values the abilities and achievements of all its pupils and is committed to providing for each pupil the best possible environment for learning. We actively seek to remove the barriers to learning and/or participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity is a reality for our pupils. Our Inclusion Leads have worked together regularly during 2022-23 academic year sharing best practice and developing provision in their academy. The new role of the Multi-School SEND Lead has enabled best practice to be shared and a new batch of emerging SEND Leads develop their skills in a supportive and collaborative way. This has been particularly successful at Hearsall and Whittle.

External reviews have endorsed the inclusion work across the Trust as evidenced in the report from Adam Boddison, previously of NASEN, carried out at Blue Coat. Ofsted also commended the School in its visit during May 2023.

We have again been successfully designated to open an additional 10 place specialist primary resource unit on the back of the successful opening at Stockingford in September 2022. Coventry LA have asked Whittle Academy to develop an Enhanced Resource Provision from September 2023 to meet the needs of pupils with moderate learning difficulties. We have utilised staff from across Whittle and the Trust to run this provision. As part of this work, two classrooms at Whittle have been completely remodelled and refurbished with an additional outdoor play area so pupils can learn both in and outdoors.

Behaviour & Attitudes and Personal Development cross-phase

Most of our pupils have a strong attitude to learning and work collaboratively with their peers and staff daily across all of our Trust schools. In 2022-23, all primary year-groups met to take part in a series of Intra-sports competitions hosted at different venues across Coventry and Warwickshire. After excellent feedback and high levels of participation, this will be extended in 2023-24 academic year including drama, music and art events.

From September 2022, the Trust joined the DfE Behaviour Hubs programme which provides a network of experts and support to help guide our schools and senior leaders in strategies to further improve behaviour in our schools over a two-year period. Blue Coat graduated from the programme as an extended school in the summer of 2023 and Ofsted endorsed the progress made in this area in their inspection findings grading 'Behaviour and Attitudes' as Good.

Safeguarding

Governors and Directors were invited to generic Safeguarding training at the start of the year. All staff attend Safeguarding training on the first Teacher Day of the year. This is also part of the induction process for mid-year starters. Whole staff training for specific Safeguarding elements takes place across our schools throughout the year, supported by regular communications for staff and pupils where appropriate for areas such as FGM, E-Safety, Cyber security, etc.

CPOMS is used consistently across the MAT and has greatly improved our systems. Staff report increased confidence in this area. Safeguarding leads and Trust senior leaders attend Local Authority termly updates.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**ACHIEVEMENTS AND PERFORMANCE (cont'd)****SIAMS**

Walsgrave C of E Academy secured Good in their SIAMS inspection of December 2022. The report commented on how pupils and adults thrive together at the school because leaders have ensured that a theologically rooted Christian vision enables all to flourish. Also, that the pastoral support, for every member of the community, is exceptional. All next steps have been identified and a plan of action has been put into place.

Blue Coat was awarded Excellent in their SIAMS inspection of May 2022. As a beacon of excellence, Blue Coat leads at a local and national level and is also working in close partnership with other schools in the Diocese as they prepare for inspection. A member of the Leadership Team at Blue Coat has been accepted for SIAMS inspection training.

Trust Central Team

Throughout the year the Trust has continued to develop its central operating model (Finance, HR, IT and Estates) these teams are now being developed to offer and build a cohesive support services function for our schools that is enabling Headteachers to concentrate on pupil learning and outcomes. These cross-Trust roles have had a positive impact not only on teaching and learning, but for every aspect of our schools, ensuring Trust effectiveness and efficiency with consistency of expectations, clear procedures and systems supporting school improvement at every level.

The Executive Leadership Team meet on a weekly basis to discuss priorities, operations and agree relevant actions that can then be delivered with clear communications.

Ongoing challenges of post- COVID

During the 2022/23 academic year all of our academies continued to be affected by the legacy of the COVID 19 pandemic and the detrimental impact it had on student attendance, mental health and progress. Despite these challenges the Trust schools have continued to perform well and risen to the challenges with improved attendance across all schools and positive outcomes in the summer of 2023.

National Tutoring/ School Led Tutoring was also in place to support the most disadvantaged children and those who needed to make accelerated progress. We used a blend of external and school-based tutors to run these sessions.

All of our academies continued to contribute to their communities during 2022/23 from pastoral support to families, to signposting food banks and providing pre-loved uniform and counselling. Staff have benefited from our established Wellbeing Champions who operate within a coherent 'People Plan' to maximise wellbeing across our staff. This was supplemented by our Employee Assistance Programme, that enabled all staff to access quality personal support as required.

Clifford Bridge Academy

There has been a keen focus on developing teaching and learning at Clifford Bridge this academic year and there has been a really positive impact within the classroom as a result. Continued Professional Development has focussed on building upon the school's pedagogical toolkit and delving deeper into identified strategies such as retrieval practice, questioning, metacognition and modelling.

Staff have used WALKTHRU as a tool to support trialling new strategies within their classrooms and pooling resources together to create a bank of good practice. Alongside this, Oracy has also been a key focus, which was kickstarted with introducing an Oracy Champion. As well as promoting Oracy within the classroom via guidelines and planned opportunities, there are several whole school initiatives that focus on promoting talk, for example weekly 'sticky questions' and Junior DRAs who encourage talk in the lunch hall. Another real success this year was the implementation of school-led tutoring where teachers led booster sessions for children within their class. The impact of this was positive, meaning that sessions were purposeful, linked closely to classroom learning and understand could be reinforced within subsequent lessons. Boomerang, Clifford Bridge's before and after school club, was launched this year. Boomerang has a dedicated area within school which has been designed as a 'home from home' for children who attend. There are many different activities for the children to engage in and the staff have built fantastic relationships with the children.

Hearsall Community Academy

Hearsall has undergone some fantastic improvements over summer term 2023! A new library has been installed after four years of fundraising, this will coincide with a re-launch of Reading for Pleasure as a whole school focus to maximise outcomes for children and establish reading routines.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**ACHIEVEMENTS AND PERFORMANCE (cont'd)****Hearsall Community Academy (cont'd)**

Other additional spaces that have been completely renovated are Rainbow Room (intervention space), Year 5/6 toilets are now bespoke, sleek and modern. Also improved is the main staircase with fresh paint and a brand-new carpet which has modernised and updated the feel of the school.

Children performed particularly well in the Year 6 Reading and Maths statutory testing at the end of 22-23 academic year. Our focus continues to be around raising attainment in writing as this is our lower area across the school resulting from the interruptions to learning during the pandemic. The team has a clear action plan around this to enact in 2023-24.

Stockingford Academy

Stockingford Academy continued to develop strongly during the academic year 2022-23. A focus on teacher pedagogy with focused self-evaluation and support provided for leaders at all levels resulted in further improvements in the quality of teaching across the school. Whilst the quality of inclusive practice is a key strength of the school (in classrooms and in the two enhanced resource provisions) there remained a small minority of children with significant behavioural needs whose conduct impacted on the wellbeing of children and staff at times during the year. In addition, the impact of poverty of the school community impacted significantly on pupils and their families. School continues to work robustly with the Local Authority to ensure all children are correctly supported.

We continue to await and anticipate a full Ofsted inspection.

Walsgrave C of E Academy

Walsgrave underwent its long overdue Ofsted inspection in January 2023 achieving Good in all areas. Key areas of identified strength included:

- Pupils enjoying the strong sense of community in the school, and its inclusive culture.
- Leaders' vision, 'Together we thrive', being evident in their high expectations and in the positive relationships that exist between staff and pupils.
- The school's values being seen on the vibrant walls in corridors and mirrored in the way pupils conduct themselves.
- High levels of pastoral care ensuring that pupils feel safe.
- Pupils studying a broad range of subjects as part of their curriculum because of leaders spending time thinking carefully about how pupils build their knowledge and understanding over time.
- Parents and carers were overwhelmingly positive about the school. One parent commented in response to Ofsted's survey: 'I love the community engagement of the school and how staff love seeing my son grow and learn. He is flourishing.'

The few areas identified as next steps have been built into Walsgrave 2023-24 Academy Development Plan.

Whittle Academy

During autumn 2022, Whittle Academy developed an innovative 'Hub' provision to support children who were in receipt of additional funding for SEND. Instead of having 1:1 staff working alongside these children, making them less independent, the team set up a space for children's individual needs to be met in a more independent and challenging way. Children would still be fully immersed in their substantive classroom provision too.

As a result of this, Coventry LA approached Whittle Academy and Inspire Education Trust to open an Enhanced Resource Provision (ERP). Whittle site underwent a period of significant change in preparation for the new ERP which is set to open in September 2023. Utilising existing staff from Whittle and appointing a new ERP unit lead, this provision will be hugely beneficial for both the school and the wider Coventry community. Specialist places for children with additional needs in Coventry are increasingly scarce.

Frederick Bird & Arley Primary Schools

During 2022-23 academic year, Inspire Education Trust entered a school-to-school support agreement with Frederick Bird (Nov 2022) and Arley (March 2023) primary schools. This was brokered by school governors who recognised the need for rapid school improvement as both schools had been judged as inadequate by external consultants.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**ACHIEVEMENTS AND PERFORMANCE (cont'd)****Frederick Bird & Arley Primary Schools (cont'd)**

These schools are hugely different in size and location. Frederick Bird is a four-form entry (820 children) in inner city Coventry whilst Arley is a one-form entry primary in rural Warwickshire. Through using Inspire Interim Headteachers, as well as the wider Inspire Teaching & Learning team and the Inspire curriculum, both schools have been making rapid progress against their areas of development. This culminated in Frederick Bird being judged by Ofsted as Requires Improvement in May 2023 with one area of Good. A huge journey of improvement was noted by the inspection team in 20 weeks.

Both schools are now in the process of joining Inspire Education Trust.

Blue Coat School

Blue Coat was judged to be 'Good' with Outstanding features in its Section 5 Ofsted Inspection of May 2023. The judgments were as follows: Quality of Education: Good; Behaviour and Attitudes: Good; Personal Development: Outstanding; Sixth Form: Outstanding; Leadership and Management: Outstanding.

The report reflected the many and various strengths of the school with the curriculum described as ambitious and behaviour as 'calm and orderly'. Attendance was recognised as 'high' with students that wanted to learn in an environment that is 'highly inclusive'. Sixth Form destinations were judged as 'ambitious', continuing professional development 'a strength', governance 'knowledgeable and caring' with a staff group that were 'proud' to work at the school with 'high morale'. The report also noted the high academic outcomes and positive progress both of which are significantly above national average.

Blue Coat was also judged to be Excellent in its SIAMS inspection of May 2022. Most notably the school was commended for 'its deeply embedded Christian vision, Blue Coat School and Music College is exceptional in enabling pupils and adults to flourish. Dedicated and determined leaders and enthusiastic staff ensure that the vision infuses the school community. This creates excellent, positive, inclusive relationships and sustains a thriving, vibrant community through which lives are significantly enriched.' The inspector also stated that the school is, '...an excellent environment for learning and development, valuing and generously supporting every person as an individual child of God. Through this, pupils and adults flourish and succeed together as a highly supportive family.' (SIAMS May 2022).

Blue Coat students excelled in their GCSE examinations in 2023 despite a return to the pre-pandemic grading system with no allowance made for the challenges of COVID. With over two thousand GCSEs taken, over 27% of these grades were achieved at Grade 7 or above which is significantly higher than the national average. Whilst the most able students performed exceptionally well, over 75% of students passed both their English and Maths GCSEs which is again significantly above national average and maintains the strong GCSE results profile of previous years. The progress score is positive 'at 0.42' which demonstrates that Blue Coat students have performed 'significantly' better than the national average.

At Key Stage 5 the results were similarly impressive; for all Year 13 students, it was their first time taking public examinations following the COVID pandemic and over 84% of students achieved their first-choice destination which is significantly above national average. As one of the largest and most inclusive sixth forms in the city with over 440 entries, results remained strong overall with an increase in A*-A grades at 21% and A* grades at 7.5%.

Most importantly, Blue Coat students embody our vision and values in 'living life in all its fullness'.

Key Performance Indicators

The Academy Trust uses a number of benchmarks or performance indicators to evaluate its financial performance and drive budgetary control and monitoring.

A key financial performance indicator for the Trust is the level of reserves held at the balance sheet date and, in particular, the amount of unrestricted reserves plus restricted income reserves at year-end. At 31 August 2023, the balance of the unrestricted and restricted income reserves was £1,622k (2022: £1,628K), which is after transfers of £95k to the restricted fixed asset fund to fund capital expenditure during the year. Further details on the level of reserves held by the Academy Trust are set out in the Reserves Policy section below.

As the majority of the Academy Trust's funding is based on pupil numbers, pupil numbers are also a key performance indicator. The pupil numbers at the May 2023 census are included on page 4.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**ACHIEVEMENTS AND PERFORMANCE (cont'd)****Key Performance Indicators (cont'd)**

Staffing costs are another key performance indicator for the Academy Trust and the percentage of total staff costs to total educational grant funding (being GAG funding plus other operating educational grants from the ESFA and / or Local Authority) for the year was 84% (2022: 82%), while the percentage of staff costs to total costs (excluding depreciation and LGPS FRS102 pension cost charges) was 82% (2022: 80%).

Going Concern

Cash flow forecasts up to twelve months ahead form part of the monthly management accounts which are monitored by Directors and discussed in half-termly Finance and Audit Committee meetings. This ensures that the academy has sufficient funds available to pay for day-to-day operations. Through the submittal of this forecast together with the rigor on the three-year budget plans the Directors have a reasonable expectation that the Trust has adequate resources to continue in operational existence for the foreseeable future.

Directors are fully aware of the financial pressures being faced by the education sector and how, together with other economic factors the country is facing such as inflation and rising energy costs, this impacts Trust. For example, the Trust adopts the recommendations of the School Teachers' Pay and Conditions Document (STPCD) and also the nationally agreed pay awards for support staff. Consequently, any unfunded pay awards, potentially has a significant impact of the Trust's budgetary position e.g. if awards are greater than budgeted.

Although Directors are aware that in the short to medium term there are sufficient reserves held by the Trust, these could very quickly be diminished without detailed robust action plans and financial control procedures to manage and monitor operating costs when operating in such a dynamic sector. For this reason, Directors continue to adopt the going concern basis in preparing financial statements. Further details regarding the adoption of the going concern basis can be found in the Statement of Accounting Policies within the financial statements.

Promoting the Success of the Academy Trust

The Directors have acted in the way which they consider, in good faith, promotes the success of the Academy Trust for the benefit of its pupils and their parents, the Department for Education and the Education and Skills Funding Agency as principal funders and regulators, its suppliers and local wider school community as a whole, and in doing so have given regard to (amongst other matters):

Our educational business relationships and community

With a highly committed and dedicated workforce, the Academy Trust takes great pride in listening to what our pupils, parents and local community want and continues to provide the level of education outcomes and results that they have come to expect. We do this through our regular school communications and stakeholder surveys. All governor bodies with senior schools' leaders throughout 2022/23 are also undertaking stakeholder engagement analysis so they fully understand all of their stakeholders, what they want from our schools and how best we can communicate with them.

The Academy Trust continues to evolve and to adapt to the ever-changing educational environment, leading to the continued increase in the awareness of the Academy Trust's overall activities and educational performance.

As an educational focused charitable organisation, public benefit is also at the heart of all we do. The details in the "Objectives and Activities" and "Achievements and Performance" section of the Directors' report above provide full details of the Impact of our activities and our achievements for the year.

With respect to suppliers, the Academy Trust's policy for the payment of suppliers is to agree to terms of payment in advance in line with normal commercial practices and, provided a supplier performs in accordance with the agreement, to abide by such terms.

The Academy Trust is also committed to contributing towards combating the threat of global warming by using energy efficient measures to reduce CO2 emissions throughout its buildings, facilities, and operations.

Our stakeholders

In addition to our pupils, parents, suppliers and wider local communities, the Directors also recognise the importance of their relationship with the Department for Education (DfE) and the Education and Skills Funding Agency (ESFA), as principal funders and regulators. We hold regular keeping in touch meetings with these stakeholders.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**ACHIEVEMENTS AND PERFORMANCE (cont'd)****Our stakeholders (cont'd)**

The Directors are committed to the effective engagement with the DfE and the ESFA (and their representatives) and recognise that its success depends on the Directors and Executive leaders' ability to engage with them effectively and to work with them constructively, taking into account their guidance and best practice initiatives, whilst also working in line with the specific requirements of the Academy Trust's funding agreement and the Academy Trust Handbook.

Our people

The Academy Trust's key asset is its people. It employs over 550 staff, including agency workers, and it is only through the combined effort of this workforce, together with our supporters and volunteers, that we can change the lives of the children under our care. The Academy Trust encourages the involvement of all employees in decision making processes that impact on them directly and further details on our engagement with our people is detailed in the "Engagement with Employees (Including Disabled Persons)" section of the Directors' report above.

Our Members

The Directors are committed and openly engaged with our Members through regular and effective dialogue with them, including an Annual General Meeting and annual strategy and vision day that is scheduled to take place in January 2024, and through regular meetings held with the Chair and CEO with the Diocese corporate member. The Members and their representatives are actively engaged in understanding our strategy, values and vision for the future, our culture and ethos, our people and our educational performance and standards.

The Chair of the DBE attended and spoke at the Inspire Trust Conference which was held on the 4 September 2023.

Maintaining a reputation for high standards

The Trust is in its seventh year of operation, and we continue to build on the ethos that was originally established within our group of academies as new schools join us.

During 2022-23, there were two Ofsted Inspections at Inspire Education Trust schools, Walsgrave CE Primary and Blue Coat CE Secondary, both of which were graded Good overall.

The table below shows the impact our Trust has made to the schools which have joined us:-

	Date School Joined	OFSTED when joining Inspire	Latest OFSTED date	Overall Grade
Primary Schools				
Walsgrave Church of England Academy	Sep-15	Outstanding	Jan-23	Good
Clifford Bridge Academy	Sep-15	Special Measures	Oct-15	Good
Whittle Academy	Sep-15	Special Measures	Jun-20	Good
Horsall Community Academy	Apr-17	Good	Jan-20	Good
Stockingford Academy	Sep-19	Special Measures		Good
Secondary Schools				
Blue Coat Church of England Academy	Apr-20	Good	May-23	Good

We have evolved and systemised our approach to school improvement by adopting a staged approach reflecting the needs of our schools. Firstly, it is essential to establish school improvement capacity which in itself requires us to undertake a forensic analysis of school improvement needs. Integral to this process of school improvement is the effective deployment and support of leaders across our schools; we believe effective leadership creates the capacity and capability to ensure long-lasting improvement. At the heart of the school improvement journey is access to elective practice and expertise at both classroom and department level to enable those in the classroom to be the best they can be. As leadership and learning progress in tandem, monitoring improvements in outcomes enables us to review the positive changes in the quality of provision which leads to continual school improvement.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**ACHIEVEMENTS AND PERFORMANCE (cont'd)****Maintaining a reputation for high standards (cont'd)**

At Inspire Education Trust, we are constantly refining the way we support, challenge, and improve our schools. At the heart of our approach is first-class teaching. "Teaching quality ... is arguably the greatest lever at our disposal for improving the life chances of the young people in our care (John Hattie, 2015), particularly for those from disadvantaged backgrounds (Dylan William, 2016)."

At Inspire Education Trust, our view of school improvement is focused on deliberate and intentional knowledge building. We make four propositions:

- 1 The goal is for every member of staff, in every classroom to be as good as they can be in what they teach (the curriculum) and how they teach (pedagogy).
- 2 For this to happen, we need to mobilise for every teacher the best evidence from research.
- 3 There is no improvement for pupils without improvement in teaching, and no improvement in teaching without the best professional development for teachers.
- 4 Strong structures (in groups of schools) can facilitate better professional development and thus better teaching and improvement for pupils.

We are proud of our curriculum design and content at Inspire Education Trust. At the heart of a fantastic curriculum there should be exciting learning opportunities framed within a wider social purpose. A strong curriculum inducts young people into knowledge, which is shared by our wider society and is thus a driver both of equity and of societal cohesion. It is essential to school improvement, yet it is also greater than school improvement. It is a social imperative, which is at the heart of the wider purposes of education.

Our curriculum is based upon seven core principles:-

- 1 Clarity regarding the knowledge and content selected - what it is and why it is there (reflecting local, national, and international importance).
- 2 Organised by subject domain - because this is the best for learning and progress.
- 3 Understanding that skill is the practised and fluent application of knowledge - skills are not acquired 'naturally' in the absence of knowledge.
- 4 The importance of sequencing - foundational knowledge is given special attention so that there is succinct knowledge for the next stage of learning.
- 5 What we teach is inherently interesting so that learning is the primary motivator.
- 6 Clarity about purpose of tasks and activities: to practise and embed new knowledge in long term memory, enabling knowledge to be integrated and applied with increasing fluency and independence.
- 7 The curriculum is the progression model - progress in learning does not happen outside of a carefully sequenced curriculum.

FINANCIAL REVIEW

For the year ended 31 August 2023, the Academy Trust's total income (excluding capital grants) was £23,087k (2022: £21,655K) while the total expenditure (excluding depreciation and LGPS FRS102 pension cost charges) was £22,998k (2022: £21,723K).

After transfers from reserves to fund capital expenditure in the year, the balance of reserves at 31 August 2023, excluding the restricted fixed asset funds and LGPS liability fund was £1,622k.

The net book value of fixed assets at 31 August 2023 were £35,030k. The fixed assets held by the Academy Trust are used exclusively for providing education and associated support services to the pupils of the Academy Trust.

Included within the Academy's balance sheet at year end is a defined benefit pension scheme liability of £752k (2022: £3,504K), which arises from the deficit in the Local Government Pension Scheme ("LGPS") that is attributable to the Academies. Further details regarding the deficit in the LGPS at 31 August 2023 are set out in note 26 to the financial statements.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**FINANCIAL REVIEW**

The key financial policies reviewed and adopted during the period included the Finance Policy, which lays out the framework for the Academy Trust's financial management, including financial responsibilities of the Board of Trustees, Executive leaders, Headteachers, managers, budget holders and other staff, as well as the delegated authorities for spending.

On an annual basis finance policies are reviewed and updated by the Finance, Audit and Risk Committee.

Reserves Policy

The Directors review the reserve levels of the Academy Trust annually along with the Reserves policy. This review encompasses the nature of the income and expenditure streams, the need to match income with commitments and the nature of reserves. Directors also take into consideration the future plans of the Academy Trust, the uncertainty over future income streams and other key risks identified during the risk review.

The Directors have determined that the appropriate level of operating reserves should be approximately 6% of the General Annual Grant. The reason for this is to provide sufficient working capital to cover delays between spending and receipts of grants and to provide a cushion to deal with unexpected emergencies such as urgent maintenance, long term staff absences etc.

The Academy Trust's current level of operating reserves at 31 August 2023 is £1,622k (2022: £1,628K), which is made up of restricted income reserves of £90k (2022: £112K) and unrestricted funds of £1,516k (2022: £1,532K).

Although the current level of operating reserves is above the target level identified above, Director's expectation is that these reserves will be utilised over the next few years to fund the ongoing development of the Academy Trust, including the need to fund ongoing pay increases and energy cost increases across the sector and the need to fund ongoing capital projects and developments. See going concern note above.

The value of the restricted fixed asset fund at 31 August 2023 is £35,419k (2022: £35,196k), which is represented by the fixed assets that are used exclusively for providing education and associated support services to the pupils of the Trust, and the balance of unspent capital grants to be used on future capital expenditure. These funds can only be realised by disposing of the associated tangible fixed assets or by utilising the amounts of unspent capital grants in line with the terms and conditions of those grants.

Directors have agreed to designate reserves in the 2023-24 budget plans as below:-

The pension reserve fund has a deficit balance at 31 August 2023 of £752k (2022: £3,504k), which represents the deficit in the LGPS at the balance sheet date. The effect of the LGPS deficit is that Academy Trust is required to make additional pension contributions over a number of years in order to fund the deficit. These additional pension contributions will be funded from the Trust's annual recurring income, which may significantly impact its ability to continue to deliver its educational outcomes with the available public funding it receives. The Directors have noted however that the Government has provided a guarantee that in the event of an Academy closure, any outstanding LGPS liabilities would be met by the Department for Education.

Investment Policy

Due to the nature and timing of receipt of funding, the Trust may at times hold cash balances surplus to its short-term requirements.

Directors recognise that principally, it is responsible for ensuring that Trust's funds are used only in accordance with the law, its Articles of Association, its Funding Agreement, the Academy Trust Handbook,

Directors are responsible for the proper stewardship of those funds, including regularity and propriety, and for ensuring economy, efficiency, and effectiveness in their use - the three key elements of value for money.

Directors recognise that should the Trust invest surplus funds it must adhere to the Value for Money principles achieving the best possible educational and wider societal outcomes through the economic, efficient, and effective use of all the resources in the Trust's charge, the avoidance of waste and extravagance, and prudent and economical administration.

Inspire Education Trust does not consider the investment / deposit of surplus funds as a primary activity, rather it is the result of good practice as and when circumstances allow.

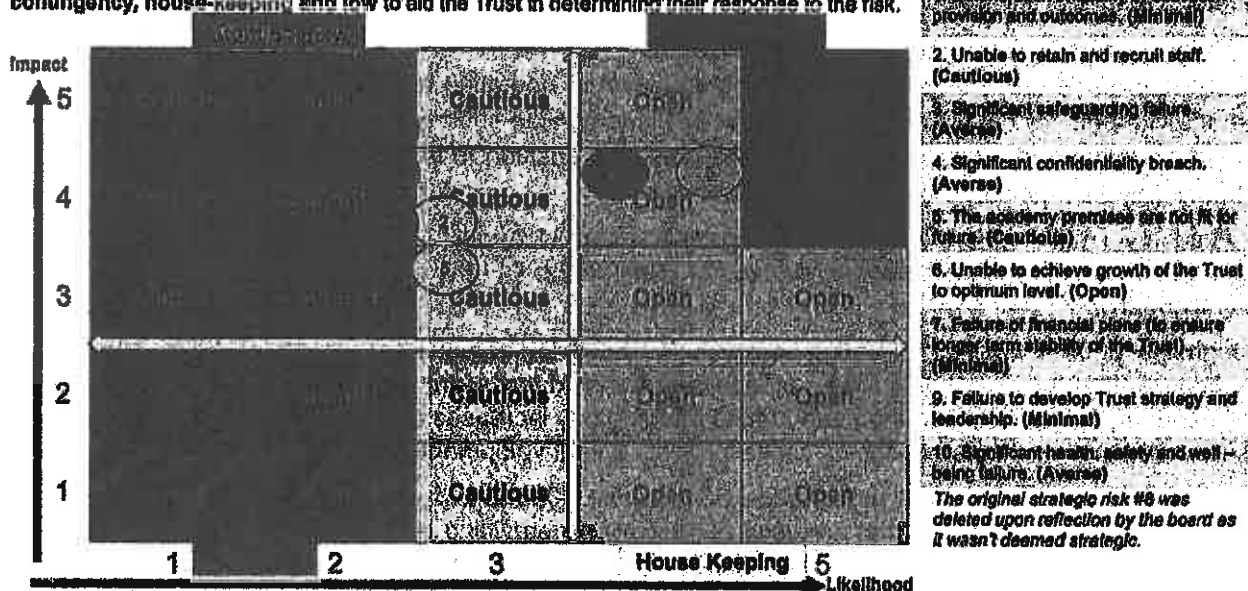
DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**Principal Risks and Uncertainties**

The Directors have assessed the major risks to which the Academy Trust is exposed, especially in the operational areas, such as teaching & learning, health & safety, safeguarding, as well as strategic priorities such as Trust growth and Trust financial sustainability.

The Trust has introduced systems, including operational procedures and internal financial controls in order to minimise risk and have agreed a Risk Management Strategy and Risk Management Plan, which incorporates a strategic Risk Register, see below. The Risk Management Plan is constantly reviewed in light of any new information and formally reviewed annually.

Strategic risks plotted using alternative matrix – primary, contingency, house-keeping and low

There are 9 strategic risks. They are plotted by their current risk score. The risk matrix has been updated to accommodate the "alternative risk matrix" creating 4 segments – primary, contingency, house-keeping and low to aid the Trust in determining their response to the risk.

**Appetite levels:-**

Averse	Avoidance of any risk exposure if possible: a very low likelihood of occurrence.	Going	Required
Minimal	Ultra safe leading to only minimum risk exposure: a very low / low likelihood of occurrence.		These risks require immediate attention. The risk should be regularly monitored for change and also to ensure prescribed actions are being completed.
Contingency	Preference for safe, though accept there will be some risk exposure: a low / medium likelihood of occurrence.		Assurance should be sought over existing controls and actions.
House Keeping	Willing to consider all potential options, subject to continued establishment of controls: recognising that there will be risk exposure.	House Keeping	Action should be considered to reduce the risk.
	Eager to be innovative and take risks in the right circumstances.		Review the basis of the risk, ensure controls are still appropriate.

As at the balance sheet date 31 August 2023, current risks identified and being managed:-

1 Deterioration in quality of education provision and outcomes

Risk theme - Quality and outcomes

Risk appetite - Minimal

Response quartile – Low likelihood very high impact

Contingency quartile – Assurance sought

Board scrutiny - Standards Committee

This is the core purpose of the Trust and that on which the Trust's reputation is based. The continuing success of the Academy Trust is dependent on continuing to attract pupil applicants in sufficient numbers, by maintaining the highest educational standards across all key stages. There is a detailed framework of control to mitigate this risk led by school and Trust leadership scrutinised by LGC and Standards committees and calibrated by government agencies OFSTED, RSC etc.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**Principal Risks and Uncertainties (cont'd)****2 Unable to retain and recruit staff***Risk theme – Our people**Risk appetite - Cautious**Response quartile – Medium Likelihood, high impact**Contingency quartile – Assurance sought**Board scrutiny – PAPP committee*

The success of the Academy Trust is reliant on the quality of its staff at all levels of the organisation. Directors monitor and review all policies and procedures relating to 'our people', to ensure continued development and training of staff as well as ensuring there is clear succession planning. The Trust has a detailed people strategy for the period 2023-25 that articulates how Inspire will be the 'employer of choice'.

3 Significant safeguarding failure*Risk theme – Safeguarding**Risk appetite - Averse**Response quartile – Low likelihood very high impact**Contingency quartile – Assurance sought**Board Scrutiny – Safeguarding Committee, Standards Committee*

This is a key element of what the Trust does each day. The Trust has robust systems in all academies to minimise risks of harm to all its pupils and students. These are scrutinised and monitored by each academy LGC, plus the Trust Standards Committee and Safeguarding Committee.

4 Significant confidentiality breach*Risk theme - Confidentiality**Risk appetite - Averse**Response quartile – Low likelihood, very high impact**Contingency quartile – Assurance sought**Board Scrutiny – FARC*

This risk details how Directors ensure Trust data is robustly held and managed in a compliant manner, to ensure it doesn't fall into the wrong hands either by negligence or through malicious intent. The main mitigations around this risk include regular training for all staff particularly re GDPR, constant review and updating of malware and firewalls for Trust IT systems and gaining independent external assurance of data security management within the Trust.

5 The academy premises are not fit for future*Risk theme – Premises**Risk appetite - Cautious**Response quartile – Medium likelihood, medium impact**Contingency quartile – Assurance sought**Board Scrutiny – FARC*

This risk reviews the Trust Estates strategy from a conditions perspective. Constraints are mainly around funding to complete all of the works required. Led by the Trust Head of Estates, the Trust Executive Leadership Team regularly review the priorities, identified from reviews and surveys of academy premises and estate, to ensure buildings are fit for purpose and supportive of our learning requirements.

6 Unable to achieve growth of the Trust to optimum level*Risk theme – Growth of the Trust**Risk appetite - Open**Response quartile – High likelihood, high impact**Contingency quartile – Regular monitoring**Board Scrutiny – Trust Board*

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**Principal Risks and Uncertainties (cont'd)****6 Unable to achieve growth of the Trust to optimum level (cont'd)**

A key area for the Trust's future strategy is around its ability to grow and add schools. There is a clear and detailed growth strategy that is regularly scrutinised by the Trust Board. It should be recognised that a factor of the Trust's ability to grow is the reliance on local, governmental and Diocesan policy. Senior trust leaders recognise that strong relationships need to be built with prospective schools considering academisation, to support understanding the benefits of being part of a MAT which ultimately is based on shared accountability offsetting the perceived loss of any autonomy. To date this approach has been successful, with the Trust currently supporting two schools, both considering academisation and joining the Trust early in 2023-24.

7 Failure of financial plans (to ensure longer term stability of the Trust)

Risk theme – Financial stability

Risk appetite - Minimal

Response quartile – High likelihood, high impact

Contingency quartile – Regular monitoring

Board Scrutiny – FARC

Risk appetite is minimal for this risk and is currently classed as a Primary risk. Trust budgets are well managed with recent improvements in finance systems and reporting processes. The Trust operates within a robust financial planning cycle and the financial position is subject to regular detailed review by the Trust FARC. The Trust balance sheet is strong, as is the Trust's cash position.

8 Failure to develop Trust strategy and leadership

Risk theme – Leadership

Risk appetite - Minimal

Response quartile – Low likelihood, high impact

Contingency quartile – Assurance sought

Board scrutiny – Trust Board

This risk area considers Board effectiveness as a key driver of a strong and effective Trust, along with culture values and ethos and stakeholder engagement. This is a minimal level risk with Board requiring assurity. Directors via various sub committees scrutinise Trust strategies and development plans each half term to ensure a clear strategic vision.

9 Significant health, safety and well-being failure

Risk theme – Well Being

Risk appetite - Averse

Response quartile – Low likelihood, high impact

Contingency quartile – Assurance sought

Board scrutiny – PAPP committee and FARC

A key element of both the Trust's People and Estates strategies. The Board have deemed this to be an area of low risk with assurances required. There is a detailed Estate Strategy document which identifies key elements of what will make our estates compliant, safe and robust. The Trust Head of Estates meets regularly with academy colleagues responsible for Health and Safety, including LGC members, reports half-termly to the Trust ELT and presents to the Trust FARC termly. The Trust Head of HR reports via the PAPP committee on staff wellbeing, referencing the Trust's People Strategy document.

Fundraising

The Academy Trust raises funds for specific projects that will enhance the learning experience and environment for existing and future pupils, where funds cannot be accessed via existing channels such as government education funding. Fundraising is primarily undertaken by staff or parents and no professional fundraisers or commercial participators work with the Trust currently.

Fundraising is undertaken in line with the Fundraising Regulator's Code of Fundraising Practice and is monitored by the central finance function of the Trust.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**Fundraising (cont'd)**

The Academy Trust is mindful of the requirement to protect the public, particularly vulnerable people, from unreasonably intrusive or persistent fundraising approaches or undue pressure to donate. No complaints have been received in respect of fundraising activities and the general complaints policy of the Trust would be applicable if so.

Streamlined Energy and Carbon Reporting

UK Greenhouse gas emissions and energy use data	2023	2022
Energy consumption used to calculate emissions (kwh)	3,585,315	4,630,514
Scope 1 Direct emissions TCO ₂ e	479	655.85
Scope 2 Indirect emissions TCO ₂ e	236	256.68
Scope 3 Other indirect emissions TCO ₂ e	178	44.22
Total gross emissions TCO ₂ e	894	956.75
Intensity ratio		
TCO ₂ e per pupil	0.235	0.26

As part of the Streamlined Energy and Carbon Reporting (SECR) regulations, the Trust are reporting their annual greenhouse gas emissions from 01/09/2022 to 31/08/2023. This includes all emissions sources for scopes 1 and 2 plus scope 3 emissions.

Quantification and reporting methodology:

The methodology used to calculate the emissions is based on financial control in accordance with the principles of ISO 14064 and the WRI/WBCSD GHG Reporting Protocols (revised edition). The software tool CEn-Calc has been utilised in the calculation of the emissions, utilising conversion factors for the specific period reported as issued by the UK government with the inclusion of well to wheel upstream factors. Out of scope/biogenic conversions have also been excluded from the boundary.

Materiality:

+/- 3.4% returns a 'High' level of confidence with the financial control basis used for the data collection, scope and boundary.

Justifications for Undisclosed Information, Estimation & Comparability of Information:

- A number of scope 3 categories such as employee and student commuting have been excluded due to complexity.
- Consumption from waste and oil was calculated based upon £/spent data provided.
- Refrigerants have been excluded due to inaccessibility of data.

It should be noted, for the Trust's 22/23 SECR WTT emission factors have been included which had not been calculated previously. Deducting this the scope 3 emissions would equate to 37.9 tCO₂e which is a 14% decrease in scope 3 emissions from last year.

Intensity Measurement

The following Intensity ratios have been selected as these most effectively reflect the emissions performance, enable development of the emissions management strategy and strategic decisions to be made.

Intensity Ratios

Gross tCO₂e/relative unit	YE 31/08/22 (tCO₂e)	YE 31/08/23 (tCO₂e)	Annual Change +/- %
Intensity Ratio 1			
tCO ₂ e / Million £ Turnover	0.043	0.035	-19%
Intensity Ratio 2			
tCO ₂ e / FTE	2.411	2.392	-5%
Intensity Ratio 3			
tCO ₂ e / Pupil	0.258	0.235	-9%

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**Measures taken to improve energy efficiency**

The Trust has taken the following principle energy efficiency actions:

- Installed double glazed PVC windows across Whittle and Stockingford Schools.
- Converted the entirety of Blue Coat School to LED lighting.
- Installed 300mm insulation into Blue Coats roofing.

The Trust has set the following targets:

- Inspire Education Trust is committed to achieving net-zero emissions by 2050.
- Implement heat decarbonisation plans for Clifford Bridge, Hearsall, Walsgrave and Whittle schools.
- Implement sustainable and environmental learning opportunities.
- Implement an ISO 50001 Management System by summer term 2025.
- Replace fluorescent lights with LEDs across all schools by 2025.
- Increase scope 3 analysis to include employee commuting and pupil travel to school.

PLANS FOR FUTURE PERIODS

The Academy Trust's plans for future periods are focused around:

1 School Improvement

At Inspire we want to ensure that all schools achieve the highest educational outcomes for every learner so they can have as many life fulfilling opportunities as possible. All children and young people deserve the best possible educational provision. Fundamental to this is our collaborative approach to school improvement at every level within all of the schools in our Trust.

School improvement priorities include:

- Improved academic outcomes for all, diminishing differences in the performance of different learner groups
- Innovative teaching and curriculums
- Growing and developing our leaders
- Supporting vulnerable learners with improved educational provision and opportunity
- Going beyond the academic with rounded curriculums that provide opportunities for pupils to experience the full richness of arts, sports, and technologies.

Developing outstanding practitioners and sharing good practice. As a Trust, we aim to build school self-sufficiency, not dependency in external school improvement support and advice.

We do this by:

- Promoting and supporting successful professional learning
- Building collaborative relationships across our Trust; building positive professional peer-to-peer partnerships with schools within the Trust and with external partnerships
- Ensuring all schools are clear about the accountability process and the focus on achieving improving outcomes for all children
- Promote the understanding of best practice and understand evidenced based research
- Utilising all opportunities to promote CPD opportunities for our staff.
- Going beyond the academic with rounded curriculums that provide opportunities for pupils to experience the full richness of arts, sports, and technologies.
- Developing outstanding practitioners and sharing good practice. As a Trust, we aim to build school self-sufficiency, not dependency in external school improvement support and advice.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**2 Growth**

We have strong foundations for growth in place and additional schools have been included within our 3-year strategic finance plans. To ensure growth that does not negatively impact the standards of our current schools our growth strategy has articulated the following areas that are key to effective and sustainable growth:

- Robust and effective governance - a Board that is building capability and challenging executive to account for the achievement of the strategic plan.
- Strong school improvement strategies and capacity frameworks - Successful school improvement finds success when it is based on a foundation of collaboration and partnership between Trusts; drawing on expertise wherever it might be found and sharing services.
- People and Leadership - It is essential to have the right leaders and the right team. Being in a Trust helps to build a strong and sustainable workforce. It is important to develop a culture of mutual support, with the opportunity for everyone to be involved in the Trust's strategic plan, and continuous professional development at every level - up to and including the CEO.
- Financial Sustainability - As a Trust, the benefits of scale are clear and significant savings can be made. Careful consideration is given to short and long-term financial planning, benchmarking, robust financial systems and the level of local spending. A 3-year Financial business plan that aligns to Trust strategies is in place, with action plans developed to ensure financial sustainability.

3 Future years Strategic Plan

During the year the Trust prepared a comprehensive strategic plan covering future year that detailed financial plans, recognising development plan requirements. This includes delivering efficiencies through leveraging economies of scale, centralisation of services, improving operational performance, staff training and development, raising pupil numbers and further development and strengthening of the Board of Directors. All of these areas support the requirements to deliver capacity for future growth.

Alongside these 3 key areas sits our detailed Academy Developments Plans which have been written in addition to this Recovery and Pupil Premium, catch-up grant monies have been fully planned and costed against Education Endowment Fund (EEF) and DfE effective use principles of whole school teaching strategies, targeted academic support, and wider school strategies.

Inspire Education Trust has a well-established track record of delivering great outcomes for our pupils through robust school improvement strategies and excellent pastoral care. All of our schools have received improved OFSTED outcomes whilst they have been part of our organisation. This is contributing to our increasing reputation as a strong Trust which we are actively promoting the benefits of to our key stakeholders.

FUNDS HELD AS CUSTODIAN TRUSTEE ON BEHALF OF OTHERS

The Academy Trust and its Trustees do not act as Custodian Trustees of any other charity.

The Academy does however hold Post 16 Bursary Funds on behalf of the ESFA, which are distributed to students as required and in line with the terms and conditions of the funds.

DISCLOSURE OF INFORMATION TO AUDITORS

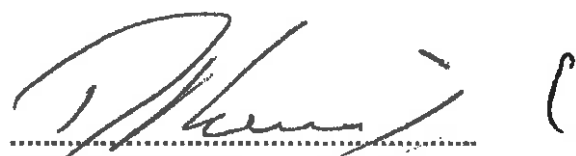
In so far as the trustees are aware:

- there is no relevant audit information of which the charitable company's auditor is unaware;
- the trustees have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

AUDITORS

The auditors, UHY Hacker Young (Birmingham) LLP, have indicated their willingness to continue in office and will be proposed for reappointment in accordance with section 485 of the Companies Act 2006.

The Directors Report, incorporating a strategic report, was approved by order of the Board of Directors, as the company Directors, on 20 December 2023 and signed on its behalf by:



David Bermingham
Chair of Directors

GOVERNANCE STATEMENT FOR THE YEAR ENDED 31 AUGUST 2023**Scope of Responsibility**

As Trustees, we acknowledge we have overall responsibility for ensuring that Inspire Education Trust has an effective and appropriate system of control, financial and otherwise. However, such a system is designed to manage rather than eliminate the risk of failure to achieve business objectives and can provide only reasonable and not absolute assurance against material misstatement or loss.

The Board of Trustees has delegated the day-to-day responsibility to the Chief Executive Officer, as Accounting Officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between Inspire Education Trust and the Secretary of State for Education. They are also responsible for reporting to the Board of Trustees any material weaknesses or breakdowns in internal control.

Governance

The information on governance included here supplements that information that is described in the Directors Report and in the Statement of Directors' Responsibilities. The Board of Directors has formally met 7 times during the year ended 31 August 2023. Attendance during the year at meetings of the Board of Directors was as follows:

Governor	Governor Type	Meetings attended	Out of a possible
Mrs Lois Whitehouse	CEO	7	7
Mrs Mary Aluko	Co-opted	7	7
Mr David Birmingham	Member Appointed	7	7
Mr Mark Gore	Member Appointed	6	7
Mrs Sybil Hanson	Member Appointed	7	7
Mr David Kershaw	Member Appointed	7	7
Mrs Rachel Mason	Co-opted	6	7
Mr Christopher Spencer	Member Appointed	7	7
Mrs Lisa Hayes	Co-opted	4	7

During the year ended 31 August 2023, the Board of Directors commissioned the Confederation of School Trusts to undertake an external review of governance of the Academy Trust's governance structure in order to evaluate its impact and effectiveness. The Board of Directors were pleased with the final report which was shared with the Trust's Executive Leadership Team and will be conveyed to local governance committees during the next academic year.

The local governing bodies undertake annual skills audit and chairs meet peer to peer to develop and improve their knowledge and skills via termly Chairs Development committee.

The Directors consider that they are kept well informed with good quality data, and this, together with the breadth of skills and experience of individual Directors, enables the Board of Directors to provide a high degree of challenge and support to the Academy Trust. The Board of Directors meet 7 times a year with responsibility delegated to sub - committees who act on behalf of the Board as detailed below. These committees report back to the main Academy Trust board after each sub-committee has taken place.

Conflicts of Interest

The Academy Trust has a Conflicts of Interest policy in place, which is regularly reviewed and updated by the Trust Executive and the Directors. This policy is communicated to all Members, Directors, local governors and employees of the Academy Trust, and all Members, Directors and senior leadership team employees are required to confirm they have read the Conflicts of Interest policy on annual basis.

In line with the policy, all Members, Directors, local governors, and senior employees of the Academy Trust are required to complete a declaration of any business or pecuniary interests on an annual basis or, in the case of individuals taking up these roles during the year, at the point of taking up their role. A register of interests is then maintained by the Academy Trust's Governance Clerk, which is reviewed at the start of each Board of Directors meeting and also provided to Academy Trust's finance team for monitoring in relation to any transactions with any organisations in which interests have been declared.

GOVERNANCE STATEMENT FOR THE YEAR ENDED 31 AUGUST 2023**Conflicts of Interest (cont'd)**

Any transactions with organisations in which any interests have been declared are reported to the Board of Directors in advance of the transactions, so that formal approval can be provided by the Board where the transaction is considered appropriate and formal notification to the ESFA can then be made, including where relevant, seeking preapproval.

Finance Committee

The Finance, Audit and Risk Committee (FARC) is a sub-Committee of the Board of Directors. Its purpose is to provide oversight, guidance, and assistance to the Board of Directors on all matters related to finance, resources, premises, and Health & Safety of the Academy Trust. This committee also acts as the Academy Trust's Audit Committee, where its purpose is to maintain an oversight of the Trust's governance, risk management, internal control, and value for money framework.

Attendance at meetings of the Finance Committee during the year was as follows:

Director	Role	Meetings attended	Out of a possible
Mrs Sybil Hanson	Director and Chair of the Committee	7	7
Mrs Mary Aluko	Director	4	7
Mr Chris Spencer	Director	4	7
Mrs Rachel Mason	Director	7	7

In Attendance Only:

Mrs Lols Whitehouse	CEO	7	7
Miss Michelle Nisbet	CFO	7	7
Mrs Kay Grainger	Senior Executive Assistant	7	7
Mrs Vicki Shelley	Head of Blue Coat School	1	1
Mr Rob Darling	Head of Primary Education	1	1

The key issue dealt with by the Finance Committee during the year was the review of the Academy Trust's 3 year financial forecasts and the actions required to address the impact of increased cost pressures expected over this forecast period.

Review of Value for Money

As accounting officer, the Chief Executive Officer has responsibility for ensuring that the academy trust delivers good value in the use of public resources. The accounting officer understands that value for money refers to the educational and wider societal outcomes, as well as estates safety and management, achieved in return for the taxpayer resources received.

The accounting officer considers how the academy trust's use of its resources has provided good value for money during each academic year, and reports to the board of Directors where value for money can be improved.

The accounting officer for the academy trust has delivered improved value for money during the year, examples have included:

- Reviewing outsourced service providers to leverage economies of scale and maximise Trust buying power to increase and standardise operational efficiencies and secure cost efficiencies.
- The Trust conducted a series of tender/retender processes targeting key cost areas including catering, cleaning, payroll/HR support services.
- Similarly, all major capital projects were subject to a rigorous tender process to cost effectiveness and high standards were achieved.

The Purpose of the System of Internal Control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives; it can therefore only provide reasonable and not absolute assurance of effectiveness.

GOVERNANCE STATEMENT FOR THE YEAR ENDED 31 AUGUST 2023**The Purpose of the System of Internal Control**

The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in Inspire Education Trust for the year 1 September 2022 to 31 August 2023 and up to the date of approval of the annual report and financial statements.

Capacity to Handle Risk

The Board of Directors has reviewed the key risks to which the trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Board of Directors is of the view that there is a formal ongoing process for identifying, evaluating and managing the Trust's significant risks, which has been in place for the year 1 September 2022 to 31 August 2023 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Directors.

The Trust's system of internal financial control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular, it includes:

- comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the Directors;
- regular reviews by the Board of Trustees of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes;
- setting targets to measure financial and other performance;
- clearly defined purchasing (asset purchase or capital investment) guidelines;
- delegation of authority and segregation of duties;
- identification and management of risks;
- internal audit scrutiny.

The Board of Directors has considered the need for a specific internal audit function and has appointed a service provider from ASCL.

The internal auditor's role includes giving advice on financial matters and performing a range of checks on the academy trust's financial systems. In particular, the checks carried out in the current period included testing of:

- Budget planning, monitoring, and reporting
- Internal controls
- Governance and policy management
- Risk management
- Procurement
- Assets
- Leases
- Lettings
- Pupil Premium
- Payroll and HR
- Cash control
- Fraud prevention

Review of Effectiveness

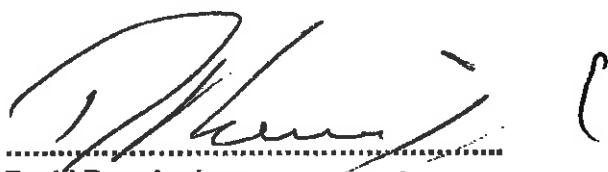
As Accounting Officer, the Chief Executive Officer has responsibility for reviewing the effectiveness of the system of internal control. During the year in question, the review has been informed by:

- the work of the Internal Auditor
- the work of the External Auditor
- the work of the Executive Managers within the Trust who have responsibility for the development and maintenance of the internal control framework.

GOVERNANCE STATEMENT FOR THE YEAR ENDED 31 AUGUST 2023**Review of Effectiveness (cont'd)**

The Accounting Officer has been advised of the implications of the result of their review of the system of internal control by the Finance Committee and a plan to address weaknesses and ensure continuous improvement of the system is in place.

Approved by order of the members of the Board of Directors on 20 December 2023 and signed on its behalf by:



David Bermingham
Chair of Directors
20 December 2023



Mrs Lois Whitehouse
Accounting Officer
20 December 2023

STATEMENT ON REGULARITY, PROPRIETY AND COMPLIANCE FOR THE YEAR ENDED 31 AUGUST 2023

As accounting officer of Inspire Education Trust I have considered my responsibility to notify the Academy Trust board of directors and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with ESFA terms and conditions of funding, under the funding, including for estates safety and management, under the funding agreement between the Academy Trust and the Secretary of State. As part of my consideration I have had due regard to the requirements of the Academy Trust Handbook 2022, including responsibilities for estates safety and management.

I confirm that I and the Academy Trust board of directors are able to identify any material irregular or improper use of funds by the Academy Trust, or material non-compliance with the terms and conditions of funding under the Academy Trust's funding agreement and the Academy Trust Handbook 2022.

I confirm that no instances of material irregularity, impropriety or funding non compliance have been discovered to date. If any instances are identified after the date of this statement, these will be notified to the board of directors and the ESFA.



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Mrs Lois Whitehouse
Accounting Officer
20 December 2023

STATEMENT OF DIRECTORS' RESPONSIBILITIES FOR THE YEAR ENDED 31 AUGUST 2023

The directors (who act as directors of Inspire Education Trust and are also the directors of the charitable company for the purposes of company law) are responsible for preparing the Directors' Report and the financial statements in accordance with the Annual Accounts Direction issued by the Education and Skills Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the directors to prepare financial statements for each financial year. Under company law the directors must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the charitable company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the directors are required to:

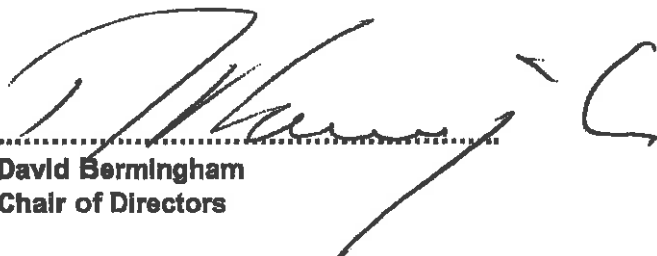
- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP 2019 and the Academies Accounts Direction 2022 to 2023;
- make judgments and estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards FRS102 have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the academy will continue in business.

The directors are responsible for keeping adequate accounting records that are sufficient to show and explain the charitable company's transactions and disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The directors are responsible for ensuring that in its conduct and operation the charitable company applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from the ESFA/DfE have been applied for the purposes intended.

The directors are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Approved by order of the members of the board of directors on 20 December 2023 and signed on its behalf by:



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David Bermingham
Chair of Directors

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF INSPIRE EDUCATION TRUST FOR THE YEAR ENDED 31 AUGUST 2023**Opinion**

We have audited the financial statements of Inspire Education Trust Limited (the academy trust) for the year ended 31 August 2023 which comprise Statement of Financial Activities, the Balance Sheet and the Statement of Cash Flows and notes to the financial statement, including significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice), the Charities SORP 2019 and the Academies Accounts Direction 2022 to 2023 issued by the Education and Skills Funding Agency.

In our opinion the financial statements:

- give a true and fair view of the state of the Inspire Education Trust's affairs as at 31 August 2023 and of its incoming resources and application of resources, including income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006, the Charities SORP 2019 and the Academies Accounts Direction 2022 to 2023

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditor's responsibilities for the audit of the financial statements section of our report. We are independent of the charitable company in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the Directors' use of the going concern basis of accounting in the preparation of the financial statement is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the Inspire Education Trust's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the Directors with respect to going concern are described in the relevant sections of this report.

Other information

The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. The Directors are responsible for the other information contained within the financial statements. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF INSPIRE EDUCATION TRUST FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**Opinions on other matters prescribed by the Companies Act 2006**

In our opinion, based on the work undertaken in the course of our audit:

- the information given in the Directors' report (incorporating the Strategic Report, and the Directors' Report) for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the Directors' report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Directors' report. We have nothing to report in respect of the following matters where the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of Directors' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of directors

As explained more fully in the Directors' responsibilities statement set out on page 33, the Directors are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Directors determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the directors are responsible for assessing the Inspire Education Trust's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Directors either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

Based on our understanding of the Inspire Education Trust and the industry in which it operates, we identified that the principal risks of non-compliance with laws and regulations related to the acts by the Inspire Education Trust, which were contrary to applicable laws and regulations including fraud, and we considered the extent to which non-compliance might have a material effect on the financial statements. We also considered those laws and regulations that have a direct impact on the preparation of the financial statements such as the Companies Act 2006, Charities SORP 2019 and Academies Accounts Direction 2022 and 2023. We evaluated management's incentives and opportunities for fraudulent manipulation of the financial statements (including the risk of override of controls), and determined that the principal risks were related to inflated revenue and the Inspire Education Trust's net income for the year.

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF INSPIRE EDUCATION TRUST FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)

Audit procedures performed included: review of the financial statement disclosures to underlying supporting documentation, review of correspondence with and reports to the regulators, including correspondence with the Education and Skills Funding Agency review of correspondence with legal advisors, enquiries of management and review of internal audit reports in so far as they related to the financial statements, and testing of journals and evaluating whether there was evidence of bias by the Directors that represented a risk of material misstatement due to fraud.

There are inherent limitations in the audit procedures described above and the further removed non-compliance with laws and regulations is from the events and transactions reflected in the financial statements, the less likely we would become aware of it. Also, the risk of not detecting a material misstatement due to fraud is higher than the risk of not detecting one resulting from error, as fraud may involve deliberate concealment by, for example, forgery or intentional misrepresentations, or through collusion.

As part of an audit in accordance with ISAs (UK), we exercise professional judgment and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the academy trust's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Directors.
- Conclude on the appropriateness of the Directors' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the academy trust's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the academy trust to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF INSPIRE EDUCATION TRUST FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**Use of our report**

This report is made solely to the Inspire Education Trust's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the Inspire Education Trust's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the Inspire Education Trust's and the Inspire Education Trust's members as a body, for our audit work, for this report, or for the opinions we have formed.

**Malcolm Winston****Senior Statutory Auditor****UHY Hacker Young (Birmingham) LLP, Statutory Auditor****9-11 Vittoria Street****Birmingham****B1 3ND****20 December 2023**

INDEPENDENT REPORTING ACCOUNTANT'S AUDITOR'S ASSURANCE REPORT ON REGULARITY TO INSPIRE EDUCATION TRUST AND THE EDUCATION AND SKILLS FUNDING AGENCY FOR THE YEAR ENDED 31 AUGUST 2023

In accordance with the terms of our engagement letter dated 5 July 2023 and further to the requirements of the Education and Skills Funding Agency (ESFA), as included in the Academies Accounts Direction 2022 to 2023 we have carried out an engagement to obtain limited assurance about whether, the expenditure disbursed and income received by the Academy Trust during the period 1 September 2022 to 31 August 2023 have been applied to the purposes identified by Parliament and the financial transactions conform to the authorities which govern them.

This report is made solely to the Inspire Education Trust and the ESFA in accordance with our engagement letter. Our review has been undertaken so that we might state to the governing body and the ESFA those matters we are required to state to it in a report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than Inspire Education Trust and the ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of Inspire Education Trust's accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of Inspire Education Trust funding agreement with the Secretary of State for Education dated 27 July 2012, and the Academy Trust Handbook extant from 1 September 2022 for ensuring that expenditure disbursed and income received is applied for the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

Our responsibilities for this engagement are established in the United Kingdom by our profession's ethical guidance and are to obtain limited assurance and report in accordance with our engagement letter and the requirements of the Academies: Accounts Direction 2022 to 2023. We report to you whether, anything has come to our attention in carrying out our work which suggests that in all material respects, expenditure disbursed and income received during the period 1 September 2022 to 31 August 2023 have not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Approach

We conducted our engagement in accordance with the Framework and Guide for External Auditors and Reporting Accountants issued by the ESFA. We performed a limited assurance engagement as defined in our engagement letter.

The objective of a limited assurance engagement is to perform such procedures as to obtain information and explanations in order to provide us with sufficient appropriate evidence to express a negative conclusion on regularity.

A limited assurance engagement is more limited in scope than a reasonable assurance engagement and consequently does not enable us to obtain assurance that we would become aware of all significant matters that might be identified in a reasonable assurance engagement. Accordingly, we do not express a positive opinion.

Our engagement includes examination, on a test basis, of evidence relevant to the regularity and propriety of the Academy Trust's income and expenditure.

**INDEPENDENT REPORTING ACCOUNTANT'S AUDITOR'S ASSURANCE REPORT ON
REGULARITY TO INSPIRE EDUCATION TRUST AND THE EDUCATION AND SKILLS
FUNDING AGENCY FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)****Approach (cont'd)**

Summary of the work undertaken was as follows:

- Analytical review of the Academy Trust's general activities are within the Academy Trusts framework of authorities;
- Consideration of the evidence supporting the accounting officers statement on regularity,
- Review of the general control environment for the Academy Trust on financial statements and
- Confirmation that a sample of expenditure has been appropriately authorised in accordance
- Formal representations obtained from the board of trustees and the accounting officer
- Confirmation that any extra contractual payments such as severance and compensation
- Review of credit card expenditure for any indication of personal use by staff, principal or
- Review of specific terms of grant funding within the funding agreement;
- Review of related party transactions for connections with the principal/finance manager or
- Review of income received in accordance with the activities permitted within the Academy

Conclusion

In the course of our work, nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the period 1 September 2022 to 31 August 2023 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.


.....
Reporting Accountant

UHY Hacker Young (Birmingham) LLP
9-11 Vittoria Street
Birmingham
B1 3ND

20 December 2023

STATEMENT OF FINANCIAL ACTIVITIES FOR THE YEAR ENDED 31 AUGUST 2023
(Including Income and Expenditure Account)

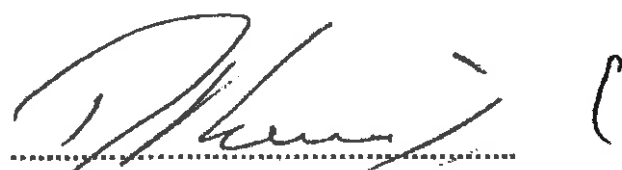
		Unrestricted	Restricted	Fixed	Total	Total
	Note	Funds	General	Asset	2023	2022
		£'000	Funds	Funds	£'000	£'000
Income from:						
Donations and capital grants	3	110	-	1,017	1,127	834
Transfer from local authority on conversion		-	-	-	-	-
Charitable activities:						
- Funding for the Academy Trust's educational operations	4	6	22,469	-	22,475	21,356
Other trading activities	5	470	-	-	470	279
Investment income	6	32	-	-	32	2
Total		618	22,469	1,017	24,104	22,471
Expenditure on:						
Raising funds	7	602	-	-	602	164
Charitable activities:						
- Academy Trust's educational operations	7	-	22,854	885	23,739	24,317
Total	7	602	22,854	885	24,341	24,481
Net income/(expenditure)		16	(385)	132	(237)	(2,010)
Transfers between funds	17	-	(95)	95	-	-
Other recognised gains and losses						
Loss on disposal of fixed asset		-	-	(4)	(4)	-
Actuarial gain on defined benefit pension schemes	26	-	3,210	-	3,210	11,850
Net movement in funds		16	2,730	223	2,969	9,840
Reconciliation of funds						
Total funds brought forward	26	1,516	(3,392)	35,196	33,320	23,480
Total funds carried forward	26	1,532	(662)	35,419	36,289	33,320

All of the Academy Trust's activities derive from acquisitions and continuing operations during the above two financial periods.

BALANCE SHEET AS AT 31 AUGUST 2023

	Note	2023 £'000	2022 £'000
Fixed assets			
Tangible assets	13	<u>35,030</u>	<u>34,814</u>
		<u>35,030</u>	<u>34,814</u>
Current assets			
Debtors	14	695	866
Cash at bank and in hand		<u>3,832</u>	<u>3,468</u>
		<u>4,527</u>	<u>4,334</u>
Current liabilities			
Creditors: Amounts falling due within one year	15	<u>(1,809)</u>	<u>(1,676)</u>
		<u>(1,809)</u>	<u>(1,676)</u>
Net current assets		2,718	2,658
Total assets less current liabilities		<u>37,748</u>	<u>37,472</u>
Creditors: Amounts falling due after more than one year	16	<u>(707)</u>	<u>(648)</u>
		<u>(707)</u>	<u>36,824</u>
Defined benefit pension scheme liability		(752)	(3,504)
Total Net Assets		<u>36,289</u>	<u>33,320</u>
Funds of the Academy:			
Restricted funds			
- Fixed asset fund	17	35,419	35,196
- Restricted income fund	17	90	112
- Pension reserve	17	<u>(752)</u>	<u>(3,504)</u>
Total restricted funds		<u>34,757</u>	<u>31,804</u>
Unrestricted income fund	17	<u>1,532</u>	<u>1,516</u>
Total unrestricted funds		<u>1,532</u>	<u>1,516</u>
Total Funds	17	<u>36,289</u>	<u>33,320</u>

The financial statements on pages 40 to 63 were approved by the trustees and authorised for issue on 20 December 2023 and signed on their behalf by:



David Bermingham
Chair of Directors

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 AUGUST 2023

	Notes	2023 £'000	2022 £'000
Cash flows from operating activities			
Net cash provided by operating activities	21	361	75
Cash flows from Investing activities	22	(56)	(272)
Cash flows from financing activities	23	-	-
Change in cash and cash equivalents in the reporting period		<u>305</u>	<u>(197)</u>
 Cash and cash equivalents at 1 September	24	3,468	3,665
Cash and cash equivalents at 31 August	24	<u>3,773</u>	<u>3,468</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023**1 Statement of Accounting Policies**

A summary of principal accounting policies adopted (which have been applied consistently, except where noted), judgements and key sources of estimation uncertainty, is set out below.

Basis of Preparation

The financial statements of the academy trust, which is a public benefit entity under FRS 102, have been prepared under the historical cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities : Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2022 to 2023 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

Inspire Education Trust meets the definition of a public benefit entity under FRS 102.

Going Concern

The trustees assess whether the use of going concern is appropriate i.e. whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the company to continue as a going concern. The trustees make this assessment in respect of a period of at least one year from the date of authorisation for issue of the financial statements and have concluded that the Academy Trust has adequate resources to continue in operational existence for the foreseeable future and there are no material uncertainties about the Academy Trust's ability to continue as a going concern, thus they continue to adopt the going concern basis of accounting in preparing the financial statements.

Income

All incoming resources are recognised when the Academy Trust has entitlement to the funds, the receipt is probable and the amount can be measured reliably.

• Grants

Grants are included in the Statement of Financial Activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the balance sheet. Where income is received in advance of meeting any performance-related conditions there is not unconditional entitlement to the income and its recognition is deferred and included in creditors as deferred income until the performance-related conditions are met. Where entitlement occurs before income is received, the income is accrued.

General Annual Grant is recognised in full in the Statement of Financial Activities in the year for which it is receivable and any abatement in respect of the period is deducted from income and recognised as a liability.

Capital grants are recognised in full when there is an entitlement and are not deferred over the life of the asset on which they are expended. Unspent amounts of capital grant are reflected in the balance sheet in the restricted fixed asset fund.

• Donations

Donations are recognised on a receivable basis where there is certainty of receipt and the amount can be reliably measured.

• Other Income

Other income, including the hire of facilities, is recognised in the period it is receivable and to the extent the Academy Trust has provided the goods or services.

• Transfer on conversion

Where assets are received by the trust on conversion to an academy, the transferred assets are measured at fair value and recognised in the balance sheet at the point when the risks and rewards of ownership pass to the trust. An equal amount of income is recognised as Transfer on conversion within Donations and capital grant income.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023

- **Transfers of existing academies into the trust**

Where assets are received on the transfer of an existing academy into the trust, the transferred assets are measured at fair value and recognised in the balance sheet at the point when the risks and rewards of ownership pass to the trust, which is on signing of the transfer agreement with the transferring trust. An equal amount of income is recognised for the Transfer of an existing academy into the trust within Donations and capital grant income.

Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use.

- **Charitable Activities**

These are costs incurred on the Academy Trust's educational operations, including support costs and costs relating to the governance of the Academy Trust apportioned to charitable activities.

All resources expended are inclusive of irrecoverable VAT.

Tangible Fixed Assets

Assets costing £3,000 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

Where tangible fixed assets have been acquired with the aid of specific grants, either from the government or from the private sector, they are included in the Balance Sheet at cost and depreciated over their expected useful economic life. Where there are specific conditions attached to the funding requiring the continued use of the asset, the related grants are credited to a restricted fixed asset fund in the Statement of Financial Activities and carried forward in the Balance Sheet. Depreciation on the relevant assets is charged directly to the restricted fixed asset fund in the Statement of Financial Activities. Where tangible fixed assets have been acquired with unrestricted funds, depreciation on such assets is charged to the unrestricted fund.

Depreciation Policy

Depreciation is provided on a straight line basis on the cost of tangible fixed assets, to write them down to their estimated residual values over their expected useful lives. The principal annual rates used for assets are:

Leasehold property	2% (50 years)
Leasehold improvements	2% - 20% (5 - 50 years)
Furniture and equipment	10% - 20% (5 - 10 years)
Computer equipment and software	33% (3 years)
Motor vehicles	33% (3 years)

A review for impairment of a fixed asset is carried out if events or changes in circumstances indicate that the carrying value of any fixed asset may not be recoverable. Shortfalls between the carrying value of fixed assets and their recoverable amounts are recognised as Impairments. Impairment losses are recognised in the Statement of Financial Activities.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**Liabilities**

Liabilities are recognised when there is an obligation at the balance sheet date as a result of a past event, it is probable that a transfer of economic benefit will be required in settlement, and the amount of the settlement can be estimated reliably. Liabilities are recognised at the amount that the academy trust anticipates it will pay to settle the debt or the amount it has received as advanced payments for the goods or services it must provide.

Leased Assets

Rentals under operating leases are charged on a straight-line basis over the lease term.

Financial Instruments

The academy trust only holds basic financial instruments as defined in FRS 102. The financial assets and financial liabilities of the academy trust and their measurement basis are as follows:

Financial assets - trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 14. Prepayments are not financial instruments.

Cash at bank - is classified as a basic financial instrument and is measured at face value.

Financial liabilities - trade creditors, accruals and other creditors are financial instrument, and are measured at amortised cost as detailed in notes 15 and 16. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

Taxation

The Academy Trust is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes. Accordingly, the Academy Trust is potentially exempt from taxation in respect of income or capital gains received within categories covered by Chapter 3 Part 11 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

Agency Arrangements

The academy trust distributes 16-19 Bursary funds to students as an agent for the ESFA. Payments received from the ESFA and subsequent disbursements to students are excluded from the Statement of financial Activities as the academy trust does not have control over the charitable application of the funds. The academy trust can use up to 5% of the allocation towards its own administration costs and this is recognised in the Statement of financial Activities. The funds received, paid and any balances held at the period end are disclosed in note 29.

Pensions Benefits

Retirement benefits to employees of the Academy Trust are provided by the Teachers' Pension Scheme ('TPS') and the Local Government Pension Scheme ('LGPS'). These are defined benefit schemes.

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the Academy Trust in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary on the basis of quadrennial valuations using a prospective unit credit method. TPS is a multi employer scheme with no underlying assets to assign between employers.

Consequently the TPS is therefore treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

The LGPS is a multi funded employer scheme and the assets are held separately from those of the academy trust in separate trustee administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit credit method and discounted at a rate equivalent to the current rate of return on a high quality corporate bond of equivalent term and currency to the liabilities. The actuarial valuations are obtained at least triennially and are updated at each balance sheet date. The amounts charged to net income / (expenditure) operating surplus are the current service costs and the costs of the scheme introductions, benefit changes, settlements and curtailments.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**Pensions Benefits (cont'd)**

They are included as part of staff costs as incurred. Net interest on the net defined benefit liability/asset is also recognised in the Statement of Financial Activities and comprises the interest cost on the defined benefit obligation and interest income on the scheme assets, calculated by multiplying the fair value of the scheme assets at the beginning of the period by the rate used to discount the benefit obligations. The difference between the interest income on the scheme assets and the actual return on the scheme assets is recognised in other recognised gains and losses.

Actuarial gains and losses are recognised immediately in other recognised gains and losses.

Fund Accounting

Unrestricted income funds represent those resources which may be used towards meeting any of the charitable objects of the Academy Trust at the discretion of the trustees. Restricted fixed asset funds are resources which are to be applied to specific capital purposes imposed by funders where the asset acquired or created is held for a specific purpose.

Restricted general funds comprise all other restricted funds received with restrictions imposed by the funder/donor and include grants from the Education and Skills Funding Agency/Department for Education.

Critical accounting estimates and areas of judgement

Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

Critical accounting estimates and assumptions

The Academy Trust makes estimates and assumptions concerning the future. The resulting accounting estimates and assumptions will, by definition, seldom equal the related actual results. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are discussed below.

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost (income) for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 27, will impact the carrying amount of the pension liability. Furthermore a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2019 has been used by the actuary in valuing the pensions liability at 31 August 2023. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

Critical areas of judgement

The critical judgements that the Trustees have made in the process of applying the Academy Trust's accounting policies that have the most significant effect on the amounts recognised in the statutory financial statements are discussed below:

The critical areas of judgement are accounting for government grants, accounting for the write down of assets through depreciation and accounting for the pension liability. Government grants are accounted for as restricted funds. The pension liability is assessed by an independent actuarial valuation. Depreciation rates are based on the expected life of the asset.

In assessing whether there have been any indicators of impairment assets, the Trustees have considered both external and internal sources of information such as market conditions, counterparty credit ratings and experience of recoverability. There have been no indicators of impairments identified during the current financial year.

2 GENERAL ANNUAL GRANT (GAG)

Under the funding agreement with the Secretary of State the Academy Trust was not subject to a limit on the amount of GAG that it could carry forward at 31 August 2023 (See note 17).

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)

3 DONATIONS AND CAPITAL GRANTS

	Unrestricted Funds £'000	Restricted Funds £'000	Total 2023 £'000	Total 2022 £'000
Devolved formula capital grant	-	77	77	77
Additional Capital Allocation	-	165	155	-
Salix Grant	-	167	167	-
Other ESFA capital grant	-	587	587	739
Donations	110	31	141	18
	<u>110</u>	<u>1,017</u>	<u>1,127</u>	<u>834</u>

The income from donations and capital grants was £1,127,000 (2022 : £834,000) of which £110,000 (2022 : £Nil) was unrestricted, £Nil (2022 : £18,000) restricted and £1,017,000 (2022 : £816,000) restricted fixed assets.

4 FUNDING FOR THE ACADEMY TRUST'S EDUCATIONAL OPERATIONS

	Unrestricted Funds £'000	Restricted Funds £'000	Total 2023 £'000	Total 2022 £'000
DfE/ESFA grants				
General annual grant (GAG) (note 2)	-	16,403	16,403	16,055
Post 16-19 core funding	-	1,749	1,749	1,659
Other DfE/ESFA grants				
Rates relief grant	-	33	33	-
Pupil Premium	-	1,054	1,054	995
UFSM grant	-	234	234	247
PE and Sports grant	-	97	97	97
Supplementary grant	-	496	496	206
Mainstream schools additional grant	-	248	248	-
School led tutoring	-	114	114	69
Teachers pay grant	-	4	4	32
Teachers pension grant	-	80	80	65
Early years framework	-	57	57	223
Pre 16 high needs	-	52	52	-
Other DfE/ESFA	-	16	16	-
	<u>-</u>	<u>20,637</u>	<u>20,637</u>	<u>19,648</u>
Other Government grants				
Special educational needs grant	-	513	513	410
Early years framework	-	598	598	488
LA Pupil premium	-	21	21	-
Free School Meal Vouchers	-	57	57	64
Other LA grants	-	356	356	245
	<u>-</u>	<u>1,545</u>	<u>1,545</u>	<u>1,207</u>
COVID-19 DfE/ESFA additional funding				
Covid recovery premium	-	187	187	195
	<u>-</u>	<u>187</u>	<u>187</u>	<u>195</u>
Other income from the academy trust's educational operations				
Pupil catering	-	100	100	306
Other income	6	-	6	-
	<u>6</u>	<u>100</u>	<u>106</u>	<u>306</u>
	<u>6</u>	<u>22,469</u>	<u>22,475</u>	<u>21,356</u>

The income from Funding for the Academy Trust's Educational Operations was £22,475,000 (2022 : £21,356,000) of which £6,000 (2022 : £92,000) was unrestricted and £22,469,000 (2022 : £21,264,000) restricted.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)

5 OTHER TRADING ACTIVITIES	Unrestricted Funds £'000	Restricted Funds £'000	Total 2023 £'000	Total 2022 £'000
Hire of facilities	62	-	62	67
Trips, music and club income	305	-	305	129
Other Income	103	-	103	83
	<u>470</u>	<u>-</u>	<u>470</u>	<u>279</u>

The income from other trading activities was £470,000 (2022 : £279,000) of which £470,000 (2022 : £279,000) was unrestricted, £Nil (2022 : £Nil) restricted.

6 INVESTMENT INCOME	Unrestricted Funds £'000	Restricted Funds £'000	Total 2023 £'000	Total 2022 £'000
Bank interest received	32	-	32	2
	<u>32</u>	<u>-</u>	<u>32</u>	<u>2</u>

The income from the Academy Trusts' investment income was unrestricted for both 2023 and 2022.

7 EXPENDITURE	Non Pay Expenditure			Total 2023 £'000	Total 2022 £'000
	Staff Costs £'000	Premises £'000	Other Costs £'000		
Expenditure on raising funds					
- Direct costs	-	-	-	-	-
- Allocated support costs	553	-	49	602	164
Academy's educational operations					
- Direct costs	16,091	-	1,079	17,170	15,955
- Allocated support costs	2,748	2,111	1,710	6,569	8,362
	<u>18,839</u>	<u>2,111</u>	<u>2,789</u>	<u>23,739</u>	<u>24,317</u>
	<u>19,392</u>	<u>2,111</u>	<u>2,838</u>	<u>24,341</u>	<u>24,481</u>

The expenditure was £24,341,000 (2022 : £24,481,000) of which £602,000 (2022 : £324,000) was unrestricted, £22,854,000 (2022 : £22,947,000) restricted and £885,000 (2022 : £1,210,000) restricted fixed assets.

	Total 2023 £'000	Total 2022 £'000
Net (income)/expenditure for the year includes:		
Operating lease rentals	62	77
Depreciation	885	1,204
Loss on disposal of fixed assets	-	6
Fees payable to auditor for:		
- audit	15	14
- other services	<u>4</u>	<u>3</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)

8 CHARITABLE ACTIVITIES

	Total 2023 £'000	Total 2022 £'000
Direct costs - educational operations	17,170	15,955
Support costs - educational operations	6,569	8,362
	<u>23,739</u>	<u>24,317</u>

Analysis of Support Costs

Support staff costs	2,748	3,930
Depreciation	885	1,204
Loss on disposal of fixed assets	-	6
Premises	1,226	741
Technology	306	406
Catering	704	573
Legal costs - other	45	-
Governance	314	133
Other support costs	341	1,369
	<u>6,569</u>	<u>8,362</u>

9 STAFF COSTS**a Staff costs during the year were:**

	Total 2023 £'000	Total 2022 £'000
Wages and salaries	13,901	12,693
Social security costs	1,296	1,221
Pension costs	3,580	4,645
	<u>18,777</u>	<u>18,559</u>
Agency staff costs	615	469
Staff restructuring costs	-	5
	<u>19,392</u>	<u>19,033</u>

Staff restructuring costs comprise:

Redundancy payments	-	-
Severance payments	-	5
Other restructuring costs	-	-
	<u>-</u>	<u>5</u>

b Staff severance contractual and non contractual payments

The academy trust paid £Nil (2022: £5,163) severance payments in the year, disclosed in the following bands:

	2023	2022
0 - £25,000	-	2
£25,001 - £50,000	-	-
£50,001 - £100,000	-	-
£100,001 - £150,000	-	-
£150,000+	-	-
	<u>-</u>	<u>-</u>

c Special staff severance non contractual payments

Included in staff restructuring costs are special severance payments totalling £Nil (2022 : £5,163).

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)

9 STAFF COSTS (cont'd)

d Staff numbers

The average number of persons (including senior management team) employed by the academy during the period ended 31 August 2023 expressed as whole persons was as follows:

	Total 2023 £'000	Total 2022 £'000
Charitable Activities	No	No
Teachers	189	193
Administration and support - including Teaching Assistants	336	340
Management	30	37
	<u>555</u>	<u>570</u>

e Higher paid staff

The number of employees whose employee benefits (excluding employer pension costs and employer national insurance contributions) exceeded £60,000 was:

	2023 No	2022 No
£60,001 - £70,000	7	7
£70,001 - £80,000	3	-
£80,001 - £90,000	1	2
£90,001 - £100,000	2	1
£100,001 - £110,000	1	1
£110,001 - £120,000	1	1
	<u>1</u>	<u>1</u>

f Key management personnel

The key management of the Academy Trust comprise the trustees and the senior management team as listed on page 3. The total amount of employee benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the Academy Trust was £729,842 (2022 : £488,528).

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**10 CENTRAL SERVICES**

Inspire Education Trust has provided the following central services to Blue Coat Church of England School and Music College, Whittle Academy, Walsgrave Church of England Academy, Clifford Bridge Academy, Hearsall Community Academy and Stockingford Academy during the year:

- human resources
- financial services
- legal services
- educational support services
- estates management and premises support services
- IT and network management services

The academy trust charges for these services 5% (2022: 5%) top slice of general annual grant income, transfer of GAG reserves and recharges of costs incurred centrally.

The actual amounts charged during the year were as follows:

	2023 £'000	2022 £'000
Clifford Bridge Academy	82	115
Whittle Academy	50	77
Walsgrave Church of England Academy	91	118
Hearsall Community Academy	82	113
Stockingford Academy	125	181
Blue Coat Church of England School and Music College	473	603
	<u>903</u>	<u>1,207</u>

11 RELATED PARTY TRANSACTIONS - DIRECTORS' REMUNERATION AND EXPENSES

No trustees have been paid remuneration or expenses or have received other benefits from an employment with the academy trust.

12 DIRECTORS' AND OFFICERS' INSURANCE

In accordance with normal commercial practice the academy has purchased insurance to protect directors' and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business. The insurance provides cover up to £10,000,000 on any one claim. The cost of this insurance is included in the total insurance cost of the ESFA's RPA scheme.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)

13 TANGIBLE FIXED ASSETS	Leasehold				Assets	
	Land & Buildings	Furniture & Fixtures	Computer Equipment	Motor Vehicles	Under Construction	Total
	£'000	£'000	£'000	£'000	£'000	£'000
Cost						
At 1 September 2022	37,613	393	646	3	-	38,655
Additions	604	245	81	-	178	1,108
Disposals	-	(6)	(4)	-	-	(10)
At 31 August 2023	<u>38,217</u>	<u>632</u>	<u>723</u>	<u>3</u>	<u>178</u>	<u>39,753</u>
Depreciation						
At 1 September 2022	3,073	278	489	1	-	3,841
Charged in year	762	20	102	1	-	885
Disposals	-	(1)	(2)	-	-	(3)
At 31 August 2023	<u>3,835</u>	<u>297</u>	<u>589</u>	<u>2</u>	<u>-</u>	<u>4,723</u>
Net book value						
At 31 August 2023	<u>34,382</u>	<u>335</u>	<u>134</u>	<u>1</u>	<u>178</u>	<u>35,030</u>
At 31 August 2022	<u>34,540</u>	<u>115</u>	<u>157</u>	<u>2</u>	<u>-</u>	<u>34,814</u>
					2023	2022
					£'000	£'000
14 DEBTORS						
Trade debtors					71	30
VAT recoverable					108	315
Other debtors					7	-
Prepayments and accrued					509	521
					<u>695</u>	<u>866</u>
15 CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR					2023	2022
					£'000	£'000
Trade creditors					538	147
Taxation and social security					311	294
ESFA loan					-	59
Other creditors					262	225
Accruals					496	675
Deferred income					202	276
					<u>1,809</u>	<u>1,676</u>
Deferred Income					2023	2022
					£'000	£'000
Deferred Income at 1 September 2022					276	172
Resources deferred in the year					202	276
Amounts released from previous years					(276)	(172)
Deferred income at 31 August 2023					<u>202</u>	<u>276</u>

At the balance sheet date the academy was holding funds received in advance for 2023/24 for universal infant free school meals £143,712 (2022: £146,246), educational trips and visits £15,385 (2022: £21,669) income from music £5,788 (2022: £11,504) and other £36,909 (2022: £10,570).

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)

16 CREDITORS: AMOUNTS FALLING DUE AFTER ONE YEAR

	2023	2022
	£'000	£'000
ESFA loan	707	648
	<u>707</u>	<u>648</u>

The trust inherited a loan when Blue Coat School joined the trust on 1 April 2020. The loan of £706,500 from the ESFA is provided at an interest rate of 1.97% per annum. For the last twelve months the school has had a repayment holiday and because of this the interest rate has been increased to 2.1%. The loan repayment period is not fixed and is currently being negotiated with the ESFA.

17 FUNDS

The income funds of the academy comprise the following balances of grants to be applied for specific purposes:

	Balance at 1 September 2022 £'000	Incoming Resources Resources £'000	Expended £'000	Gains, Losses & Transfers £'000	Balance at 31 August 2023 £'000
General annual grant (GAG) (note i)	64	16,403	(16,286)	(95)	86
Post 16-19 core funding	-	1,749	(1,749)	-	-
Rates relief grant (note ii)	-	33	(33)	-	-
Pupil premium grant (note iii)	-	1,054	(1,054)	-	-
PE and Sports grant (note iv)	-	97	(93)	-	4
UIFSM grant (note v)	-	234	(234)	-	-
Supplementary grant (note vi)	-	496	(496)	-	-
Teachers pay grant (note vii)	-	4	(4)	-	-
Teachers pension grant (note vii)	-	80	(80)	-	-
Early Years Framework (note viii)	-	655	(655)	-	-
COVID recovery premium (note ix)	-	187	(187)	-	-
LA pupil premium (note x)	-	21	(21)	-	-
LA SEN	-	513	(513)	-	-
School Led Tutoring	-	114	(114)	-	-
Mainstream Schools Additional Grant	-	248	(248)	-	-
LA Grants Other	-	356	(356)	-	-
LA Free School Meals	-	57	(57)	-	-
Pre 16 high needs	-	52	(52)	-	-
Other DfE/ESFA	-	16	(16)	-	-
Catering (note xi)	-	100	(100)	-	-
Donations	48	-	(48)	-	-
	<u>112</u>	<u>22,469</u>	<u>(22,396)</u>	<u>(95)</u>	<u>90</u>
Restricted fixed asset funds					
Fixed assets donation (LA) (note xii)	32,428	-	(811)	(4)	31,613
DfE/ESFA capital grants (note xiii)	2,678	819	(61)	(31)	3,405
Capital expenditure from GAG (note xiv)	90	-	(8)	126	208
Donations	-	31	(3)	-	28
Salix grant	-	167	(2)	-	165
	<u>35,196</u>	<u>1,017</u>	<u>(885)</u>	<u>91</u>	<u>35,419</u>
Restricted pension scheme liability					
Pension reserve (note xv)	(3,504)	-	(458)	3,210	(752)
	<u>(3,504)</u>	<u>-</u>	<u>(458)</u>	<u>3,210</u>	<u>(752)</u>
Total restricted funds	<u>31,804</u>	<u>23,486</u>	<u>(23,739)</u>	<u>3,206</u>	<u>34,757</u>
Unrestricted funds					
Unrestricted funds	1,516	618	(602)	-	1,532
Total unrestricted funds	<u>1,516</u>	<u>618</u>	<u>(602)</u>	<u>-</u>	<u>1,532</u>
Total funds	<u>33,320</u>	<u>24,104</u>	<u>(24,341)</u>	<u>3,206</u>	<u>36,289</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)

17 FUNDS (cont'd)

Notes

- i) General Annual Grant must be used for the normal running costs of the School. Under the funding agreement with the Secretary of State, the Academy Trust was not subject to a limit on the amount of GAG that it would carry forward at 31 August 2023. (see note 2)
- ii) Income from the Rates Relief grant, directly offsets the rates charges by the local borough council.
- iii) Pupil Premium grant has been used to support children from low income families placed at the school.
- iv) Income offsets spend on various educational activities and resources relating directly to PE and sports.
- v) UIFSM grant is utilised directly to offset school catering costs
- vi) Income offsets teacher salary costs.
- vii) Land and buildings were gifted to the Academy Trust upon conversion from Northamptonshire
- viii) The gross transfer from the restricted general fund to the restricted fixed asset fund of £95,000 (2022 : £90,000) represents the total capital expenditure from GAG during the year.
- ix) Restricted fixed assets were funded by government grants, a transfer from General Annual Grant (GAG) and by WCC donating Academy land and buildings on a 125 year lease at a pepper corn rent.
- x) The pension reserve represents the deficit on the Local Government Pension Scheme (see note 27).
- xi) Pre-opening Grant is utilised on the various cost associated with opening a new academy trust school i.e. legal fees, ICT Licences, uniform, websites and promotional activities etc.
- xii) EIG grant predominantly offsets capital and programmed R&M project works.
- xiii) Funds the project works and management involved in opening a new school, this is varied spend and can span several areas but is predominantly offset against leadership and finance staffing resources.
- xiv) Catch up premium is spent predominantly on Teaching resources and ICT equipment/Licences to support those children for who the grant was intended.
- xv) Other covid grants are mainly utilised against equipment and cleaning/hygiene costs associated with Covid-19, as well as teaching resources to assist with pupil catch up.
- xvi) Post-opening grant is utilised to reflect the additional costs in establishing a new publicly-funded school which cannot be met through the general annual grant (GAG)
- xvii) Supplementary grant is utilised to provide support for the costs of the Health and Social Care Levy and wider costs.
- xviii) The National Tutoring Programme grant provides funding to spend on targeted academic support, delivered by trained and experienced tutors and mentors.
- xix) The Early Careers Framework funding is designed to help early career teachers (ECTs) succeed at the start of their teaching careers.
- xx) Other grants are grants received from the local authority for special educational needs.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)

17 FUNDS (cont'd)

Comparative information in respect of the preceding period is as follows:

	Balance at 1 September 2021 £'000	Incoming Resources £'000	Resources Expended £'000	Gains, Losses & Transfers £'000	Balance at 31 August 2022 £'000
General annual grant (GAG) (note I)	64	17,863	(17,573)	(90)	64
Post 16-19 core funding	-	51	(51)	-	-
Rates relief grant (note II)	-	-	-	-	-
Pupil premium grant (note III)	-	995	(995)	-	-
PE and Sports grant (note IV)	-	-	-	-	-
UIFSM grant (note V)	-	247	(247)	-	-
Supplementary grant (note VI)	-	206	(206)	-	-
Teachers pay grant (note VII)	-	125	(125)	-	-
Teachers pension grant (note VII)	-	-	-	-	-
Early Years Framework (note VIII)	-	849	(849)	-	-
COVID catch up premium (note IX)	127	-	(127)	-	-
COVID recovery premium (note IX)	-	195	(195)	-	-
LA SEN	-	410	(410)	-	-
LA Free School Meals	-	64	(64)	-	-
Other LA Grants	-	245	(245)	-	-
Catering (note XI)	-	215	(215)	-	-
Donations	38	18	(8)	-	48
	229	21,283	(21,310)	(90)	112
Restricted fixed asset funds					
Fixed assets donation (LA) (note XII)	33,551	-	(1,123)	-	32,428
DFE/ESFA capital grants (note XIII)	1,949	816	(87)	-	2,678
Capital expenditure from GAG (note XIV)	-	-	-	90	90
	35,500	816	(1,210)	90	35,196
Restricted pension scheme liability					
Pension reserve (note XV)	(13,716)	-	(1,638)	11,850	(3,504)
	(13,716)	-	(1,638)	11,850	(3,504)
Total restricted funds	22,013	22,099	(24,158)	11,850	31,804
Unrestricted funds					
Unrestricted funds	1,467	372	(323)	-	1,516
LA prior year surplus	-	-	-	-	-
Total unrestricted funds	1,467	372	(323)	-	1,516
Total funds	23,480	22,471	(24,481)	11,850	33,320

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)

17 FUNDS (cont'd)

TOTAL FUNDS ANALYSIS BY ACADEMY

Fund balances at 31 August 2023 were allocated as follows:

	Total 2023 £'000	Total 2022 £'000
Central Services	1,622	1,628
Clifford Bridge Academy	-	-
Whittle Academy	-	-
Walsgrave Church of England Academy	-	-
Hearsall Academy	-	-
Stockingford Academy	-	-
Blue Coat School	-	-
	<u>1,622</u>	<u>1,628</u>
Restricted fixed assets fund	35,419	35,196
Pension reserve	(752)	(3,504)
	<u>34,667</u>	<u>31,692</u>
Total	<u>36,289</u>	<u>33,320</u>

TOTAL COST ANALYSIS BY ACADEMY

Expenditure incurred by each academy during the year was as follows:

Academies	Teaching & Educational Support Staff Costs £'000	Support Staff Costs £'000	Educational Supplies £'000	Other Costs (exc Depn) £'000	Total 2023 £'000	Total 2022 £'000
Central Services	737	900	94	136	1,867	2,978
Clifford Bridge Academy	1,485	381	93	302	2,261	2,027
Whittle Academy	916	269	63	201	1,449	1,392
Walsgrave Church of England Academy	1,379	299	110	309	2,097	1,990
Hearsall Academy	1,534	379	101	362	2,376	2,176
Stockingford Academy	2,329	328	126	433	3,216	2,990
Blue Coat School	7,711	745	492	1,242	10,190	9,724
Academy Trust	<u>16,091</u>	<u>3,301</u>	<u>1,079</u>	<u>2,985</u>	<u>23,456</u>	<u>23,277</u>

18 ANALYSIS OF NET ASSETS BETWEEN FUNDS

Fund balances at 31 August 2023 are represented by:

	Unrestricted Funds £'000	Pension Restricted Funds £'000	General Restricted Funds £'000	Fixed Assets Restricted Funds £'000	Total £'000
Tangible fixed assets	-	-	-	35,030	35,030
Current assets	1,532	-	2,606	389	4,527
Current liabilities	-	-	(1,809)	-	(1,809)
Non current liabilities	-	-	(707)	-	(707)
Pension scheme liability	-	(752)	-	-	(752)
	<u>1,532</u>	<u>(752)</u>	<u>90</u>	<u>35,419</u>	<u>36,289</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)

18 ANALYSIS OF NET ASSETS BETWEEN FUNDS (cont'd)

Fund balances at 31 August 2022 are represented by:

	Unrestricted	Pension	General	Fixed	
	Funds	Restricted	Restricted	Assets	
	Funds	Funds	Funds	Restricted	Total
	£'000	£'000	£'000	Funds	£'000
Tangible fixed assets	-	-	-	34,814	34,814
Current assets	1,516	-	2,436	382	4,334
Current liabilities	-	-	(1,676)	-	(1,676)
Non current liabilities	-	-	(648)	-	(648)
Pension scheme liability	-	(3,504)	-	-	(3,504)
	<u>1,516</u>	<u>(3,504)</u>	<u>112</u>	<u>35,196</u>	<u>33,320</u>

19 CAPITAL COMMITMENTS

	2023	2022
	£'000	£'000
Contracted for, but not provided in the financial statements	-	-
Authorised by trustees, but not yet contracted	<u>518</u>	<u>-</u>

20 LONG TERM COMMITMENTS INCLUDING OPERATING LEASES

Operating leases

At 31 August 2023 the total of the Academy Trust's future minimum lease payments under non-cancellable operating leases which expire:

	2023	2022
	£'000	£'000
• Within one year	52	59
• Between two to five years	43	82
• After five years	2	-
	<u>97</u>	<u>141</u>

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)

21 RECONCILIATION OF NET DEFICIT TO NET CASH FLOW FROM OPERATING ACTIVITIES

	2023	2022
	£'000	£'000
Net deficit for the reporting period (as per the statement of financial activities)	(237)	(2,010)
Adjusted for:		
Depreciation (note 13)	885	1,204
Loss on disposal of fixed assets (note 13)	-	6
Capital grants from DfE and other capital income	(1,017)	(816)
Interest receivable	(32)	(2)
Defined benefit pension scheme cost less contributions payable (note 26)	304	1,401
Defined benefit pension scheme finance cost (note 26)	154	237
Decrease/(increase) in debtors	171	(169)
Increase in creditors	133	224
Net cash provided by operating activities	361	75

22 CASH FLOWS FROM INVESTING ACTIVITIES

	2023	2022
	£'000	£'000
Interest received	32	2
Purchase of tangible fixed assets	(1,108)	(1,090)
Capital grants from DfE/ESFA	1,017	816
Receipts from sale of tangible fixed assets	3	-
Net cash used in investing activities	(56)	(272)

23 CASH FLOWS FROM FINANCING ACTIVITIES

	2023	2022
	£'000	£'000
Repayments of borrowing	-	-
Cash inflows from new borrowing	-	-
Net cash provided by financing activities	-	-

24 ANALYSIS OF CASH AND CASH EQUIVALENTS

	At 31 Aug	At 31 Aug
	2023	2022
	£'000	£'000
Cash in hand and at bank	3,832	3,468
Total cash and cash equivalents	3,832	3,468

25 ANALYSIS OF CHANGES IN NET DEBT

	At 31 Aug	Cash	At 31 Aug
	2022	Flows	2023
	£'000	£'000	£'000
Cash at bank	3,468	364	3,832
Loans falling due within one year	(59)	59	-
Loans falling due after more than one year	(648)	(59)	(707)
	2,761	364	3,125

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)

26 PENSION AND SIMILAR OBLIGATIONS

The academy trust's employees belong to two principal pension schemes: the Teachers' Pension Scheme England and Wales (TPS) for academic and related staff and the Local Government Pension Scheme (LGPS) for non-teaching staff which is managed by West Midlands Pension Fund and Warwickshire Pension Fund. Both are defined multi employer benefit schemes.

The total pension cost to the Academy during the year ended 31 August 2023 was £3,580,000 (2022 : £4,645,000) of which £2,044,000 (2022 : £3,406,000) relates to the TPS and £1,536,000 (2022 : £1,239,000) relates to LGPS.

The pension costs are assessed in accordance with the advice of independent qualified actuaries. The latest actuarial valuation of the TPS related to the period ended 31 March 2016 and of the LGPS to the period ended 31 March 2019.

Contributions amounting to £234,539 were payable to the schemes at 31 August 2023 (2022: £222,454) and are included within other creditors.

Teachers' Pension Scheme**Introduction**

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pensions Scheme Regulations 2014. Membership is automatic for teachers in academies. All teachers have the option to opt-out of the TPS following enrolment.

The TPS is an unfunded scheme to which both the member and employer makes contributions, as a percentage of salary - these contributions are credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

Valuation of the Teachers' Pension Scheme

The Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the TPS in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury every 4 years. The aim of the review is to specify the level of future contributions. Actuarial scheme valuations are dependent on assumptions about the value of future costs, design of benefits and many other factors. The latest actuarial valuation of the TPS was carried out as at 31 March 2020. The valuation report was published by the Department for Education on 30 October 2023. The key elements of the valuation and subsequent consultation are:

- employer contribution rates set at 28.68% of pensionable pay (including a 0.08% administration levy)
- total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £262,000 million and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £222,200 million, giving a notional past service deficit of £39,800 million
- the SCAPE discount rate, set by HMT, is used to determine the notional investment return. The current SCAPE rate is 1.7% above the rate of CPI, and is based on the Office for Budget Responsibility's forecast for long-term GDP growth

The next valuation result is due to be implemented from 1 April 2024.

The employers pension costs paid to TPS in the period amounted to £2,044,000 (2022 : £3,406,000).

A copy of the valuation report and supporting documentation is on the [Teachers' Pensions website](#).

Under the definitions set out in FRS 102, the TPS is a multi-employer pension scheme. The trust has accounted for its contributions to the scheme as if it were a defined contribution scheme. The trust has set out above the information available on the scheme.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)

26 PENSION AND SIMILAR OBLIGATIONS (cont'd)

Local Government Pension Scheme

The LGPS is a funded defined benefit scheme, with the assets held in a separate trustee administered funds. The total contributions made for the year ended 31 August 2023 was £1,377,000 (2022: £1,518,000) of which employers contributions totalled £1,078,000 (2022: £1,239,000) and employees contributions totalled £299,000 (2022: £279,000). The agreed contributions for employees are between 5.5% and 12.5% and for employers 20.6% and 23.2%.

Parliament has agreed, at the request of the Secretary of State for Education, to a guarantee that, in the event of academy closure, outstanding local government pension liabilities would be met by the Department for Education. The guarantee came into force on 18 July 2013 and on 21 July 2022, the Department for Education reaffirmed its commitment to the guarantee, with a parliamentary minute published on GOV.UK.

Principal Actuarial Assumptions

The major assumptions used by the actuary were:

	At 31 August 2023 % per annum	At 31 August 2022 % per annum
Discount rate	5.2%	4.25%
Salary increases	4.0%	3.85%
Pension increase	3.0%	3.05%

Sensitivity analysis for the principal assumptions used to measure the scheme liabilities were as follows:

	At 31 August 2023 Approx £'000	At 31 August 2022 Approx £'000
Discount rate reduced by 0.1% per annum	349	376
Assumed pension increased by 0.1% per annum	322	331
Assumed salary growth increased by 0.1% per annum	33	48

The current mortality assumptions include sufficient allowance for future improvements in mortality rates. The assumed life expectations on retirement age 65 are:

	2023 years	2022 years
Longevity at age 65 retiring today		
- Men	20.6	21.4
- Women	23.9	22.8
Longevity at age 65 retiring in 20 years		
- Men	20.3	23.9
- Women	24.9	25.7

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)

26 PENSION AND SIMILAR OBLIGATIONS (cont'd)

Local Government Pension Scheme (cont'd)

	Fair value at 31 Aug 2023 £'000	Fair value at 31 Aug 2022 £'000
The Academy's share of the assets in the scheme were:		
Equity instruments	9,234	8,739
Debt instruments	3,043	2,955
Property	1,221	1,145
Cash	478	480
Total market value of assets	13,976	13,319

Present value of scheme liabilities

- Funded	(13,976)	(13,319)
- Unfunded	(752)	(3,504)
Total liabilities	(14,728)	(16,823)
Deficit in the scheme	(752)	(3,504)

The actual return on the scheme assets in the year was a deficit of £155,000 (2022 : £368,000).

Amounts recognised in the Statement of Financial Activities

	2023 £'000	2022 £'000
Current service cost	1,382	2,640
Interest cost	745	452
Interest income	(591)	(215)
Total amount recognised in the SOFA	1,536	2,877

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)

26 PENSION AND SIMILAR OBLIGATIONS (cont'd)

	2023 £'000	2022 £'000
Movement in deficit during the period		
Deficit in the scheme at 1 September 2022	3,504	13,716
Movement in year:		
- Employer service cost (net of employee contributions)	1,382	2,640
- Employer contributions	(1,078)	(1,239)
- Expected return on scheme assets	(591)	(215)
- Interest cost	745	452
- Actuarial gains	(3,210)	(11,850)
Deficit in the scheme at 31 August 2023	752	3,504

Changes in the present value of defined benefit obligations were as follows:

	2023 £'000	2022 £'000
Scheme liabilities at 1 September 2022	16,823	26,010
Current service cost	1,382	2,640
Interest cost	745	452
Contributions by scheme participants	299	279
Benefits paid	(185)	(125)
Actuarial gains	(4,336)	(12,433)
Scheme liabilities at 31 August 2023	14,728	16,823

Changes in the fair value of academy's share of scheme assets:

	2023 £'000	2022 £'000
Fair value of scheme assets at 1 September 2022	13,319	12,294
Expected return on scheme assets	591	215
Actuarial losses	(1,126)	(583)
Contributions by employer	1,078	1,239
Benefits paid	(185)	(125)
Contributions by scheme participants	299	279
Fair value of scheme assets at 31 August 2023	13,976	13,319

The estimated value of employers contributions for the year ended 31 August 2024 is £1,178,000 (2023 : £1,013,000).

27 CONTINGENT LIABILITIES

During the period of the Funding Agreement, in the event of the sale or disposal by other means of any asset for which a Government capital grant was received, the academy is required either to re-invest the proceeds or to repay to the Secretary of State for Education the same proportion of the proceeds of the sale or disposal as equates with the proportion of the original cost met by the Secretary of State.

Upon termination of the Funding Agreement, whether as a result of the Secretary of State or the academy serving notice, the academy shall repay to the Secretary of State sums determined by reference to :

- the value at that time of the academy's site and premises and other assets held for the purpose of the academy; and
- the extent to which expenditure incurred in providing those assets was met by payments by the Secretary of State under the Funding Agreement.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023 (cont'd)**27 CONTINGENT LIABILITIES (cont'd)**

As a result of the *Harpur Trust v Brazel* (2011) case, the Supreme Court has ruled that employees who only work for part of the year are entitled to 5.6 weeks of holiday pay like employees that work all year round. This will potentially impact any employer with term time employees, zero hours employees or other working arrangements which involve employees being employed for a full year, but working only for part of that year.

The government hopes to amend legislation to allow holiday entitlement to be pro-rated for part-year and irregular hours workers, so that annual leave is directly proportionate to the time they spend working. Pending any law change being approved by parliament, there remains a potential obligation for the Trust of uncertain timing, value and likelihood.

28 RELATED PARTY TRANSACTIONS

Owing to the nature of the academy trust's operations and the composition of the board of trustees being drawn from local public and private sector organisations, it is inevitable that transactions will take place with organisations in which a member of the board of trustees may have an interest. All transactions involving such organisations are conducted at arm's length and in accordance with the requirements of the Academy Trust Handbook 2022, including notifying the ESFA of all transactions made on or after 1 April 2019 and obtaining their approval where required, and with the academy trust's financial regulations and normal procurement procedures relating to connected and related party transactions.

During the year the academy trust purchased services from the Coventry Diocesan Board of Education, an organisation in which Members and Trustees of the academy trust hold management positions. Purchases totalled £16,972 (2022: £9,722) in the period and amounts were outstanding at the year end were £Nil (2022: £Nil).

29 AGENCY ARRANGEMENTS

The academy trust distributes 16-19 Bursary funds to students as an agent for the ESFA. In the accounting period ending 31 August 2023, the trust received £34,605 (2022: £23,992) and disbursed £38,477 (2022: £23,992) from the fund. An amount of £Nil (2022: £3,872) is included in Other Creditors relating to the undistributed funds that are repayable to the ESFA.

30 MEMBERS LIABILITY

Each member of the charitable company undertakes to contribute to the assets of the company in the event of it being wound up while he/she is a member or within one year after he/she ceases to be a member, such amount as may be required, not exceeding £10 for the debts and liabilities contracted before he/she ceases to be a member.

