



Inspire Education Trust

Together we achieve, individually we grow

INSPIRE EDUCATION TRUST

(A company limited by guarantee)

ANNUAL REPORT AND FINANCIAL

STATEMENTS FOR THE YEAR

ENDED 31 AUGUST 2025

*Company Registration Number 09728614
(England & Wales)*

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REFERENCE AND ADMINISTRATIVE DETAILS FOR THE YEAR ENDED 31 AUGUST 2025

Members	Diocesan Bishop (Acting) - The Right Reverend Ruth Worsley (ceased 31 December 2024) Diocesan Bishop – The Right Reverend Sophie Jolley (appointed 7 June 2025) Reverend Tulo Raistrick (resigned 31 December 2024) Mr David Bermingham Mr Paul Smith Diocesan Board of Education Chair – Mr Mike Draper
Directors	Mr David Bermingham, Chair (resigned 31 August 2024) Mrs Sybil Hanson, Vice Chair Mr Mark Gore, Chair Mrs Lisa Hayes (resigned 3 February 2025) Mrs Nichola Aston Mrs Jane Durkin, Vice Chair (appointed 11 September 2024) Ms Charlotte Marten Mrs Louise Lakin (appointed 26 March 2025) Rev'd Claire McArthur (appointed 28 January 2025)
Company Secretary	Mrs Kay Grainger
Executive Leadership Team	Mrs Lois Whitehouse, Chief Executive Officer Mr Robert Darling, Deputy Chief Executive Officer Mrs Victoria Shelley, Head of Education, Secondary (resigned 31 August 2024) Mr Josh Smith, Director of People and Culture Mrs Kay Grainger, Head of Governance & Senior Executive Assistant
Company name	Inspire Education Trust
Principal and Registered Office	Hearsall Community Academy Kingston Road COVENTRY CV5 6LR
Company Registered Number	09728614
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 2025

The Directors present their annual report together with the financial statements and auditor's report of the charitable company for the period from 1 September 2024 to 31 August 2025. The annual report serves the purposes of both a Trustees' report and a Directors' report, including a strategic report, under company law.

The Trust operates 7 Primary Academies and 1 Secondary Academy within Coventry and Nuneaton for a combined pupil capacity of 4615 (Reception to Year 11 inclusive) and 4,337 (Reception to Year 11 inclusive) enrolled, based on the May 2025 Census.

In addition, the Blue Coat Sixth Form has 330 pupils currently enrolled, and 360 pupil capacity based on the May 2025 census. As in previous years the surplus is managed through a blended learning model.

The Trust also provides Primary Nursery places at 6 Academies; they have 285 pupils currently enrolled. This does vary in this age group due to the options that children can attend – i.e. 15 hr. places/30 hr. places.

Therefore, based on the May 2025 census, the Trust has a total of 4,952 pupils enrolled within its academies from Nursery to Year 13 inclusive.

Measure	My Group	Arley Primary	Frederick Bird	Stockingford	Clifford Bridge	Hearsall	Walsgrave	Whittle	Blue Coat
Total Number of Pupils on Roll	4952	206	876	496	448	457	460	248	1761
Male Pupils	48.9%	48.1%	47.9%	49.2%	51.1%	50.3%	49.1%	49.6%	48.4%
Female Pupils	51.1%	51.9%	52.1%	50.8%	48.9%	49.7%	50.9%	50.4%	51.6%
Special Educational Needs (SEN) 18%	21.0%	30.1%	17.8%	35.7%	13.8%	24.7%	17.0%	29.8%	18.1%
English as an Additional Language (EAL) 19.5%	39.5%	5.3%	71.3%	19.4%	27.9%	37.4%	35.9%	27.0%	39.6%
Pupil Premium (PP) 25.9%	29.4%	40.3%	47.0%	51.0%	9.6%	28.0%	12.8%	25.0%	23.7%
Free School Meals (FSM)	29.6%	40.3%	8.7%	46.8%	27.4%	49.6%	12.0%	24.2%	25.3%
Ever 6 FSM	29.7%	40.3%	8.9%	46.8%	27.4%	49.8%	12.6%	24.2%	25.4%

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' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Trustees' 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 Committee 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

Following formal approval of new Articles by the Secretary of State, the trust has now adopted the DfE standard model Articles in a move away from the previous bespoke ones, and 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 will consider the skills, 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.

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. This year we recruited one new Director via internal contact networks, who was 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, in keeping with safer recruitment practice.

Policies and Procedures Adopted for the Induction and Training of Directors

In addition, induction training for newly appointed Governors was delivered each term to ensure they are well-prepared to fulfil their roles effectively.

At Inspire Education, we recognise that our Directors and Governors, like our staff, benefit from ongoing professional development. To support this, we offer a comprehensive training programme delivered through a blended approach, combining internal sessions with those facilitated by external subject matter experts. Annual compliance training, including safeguarding training is undertaken by all governors and directors.

An annual skills audit is conducted for all Directors and Governors. The findings from this audit inform the design and delivery of targeted training opportunities, ensuring relevance and alignment with individual and organisational needs.

During the 2024/25 academic year, a series of in-person training sessions were held across the organisation, covering key governance topics, including:

- SEND Provision
- Attendance
- Ofsted preparation for LGC's

In addition, induction training for newly appointed Governors was delivered each term to ensure they are well-prepared to fulfil their roles effectively.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Organisational Structure**

The Board of Directors holds overall responsibility for setting strategic policy, approving the annual Trust development plan and budget, endorsing statutory accounts, and overseeing the performance of the Academy Trust through financial and operational data. The Board also makes key decisions regarding the Trust's strategic direction, capital investments, and senior leadership appointments.

The Board convenes at least six times per academic year. It establishes the governance framework for the Academy Trust, including the composition, terms of reference, and operating procedures for its committees and other governance groups. Reports and policies from these Committees are submitted to the Board for ratification. The Board monitors Committee activity through meeting minutes and direct updates from each Committee Chair. Where necessary, the Board may establish temporary working groups to address specific tasks within defined timeframes.

The Board of Directors operates through the following Committees:

- Finance Committee
- Standards Committee
- People Committee

Each Committee functions under its own terms of reference, outlining its delegated responsibilities.

In addition to Board-level Committees, each school within the Trust is governed by a Local Governing Committee (LGC), which operates under delegated authority from the Trust Board. LGCs are responsible for implementing Trust policies and reporting back to the Board. They play a critical role in scrutinising school performance and are composed of parents, staff, and co-opted governors. LGCs also oversee the performance management of the Headteacher.

To further strengthen communication and collaboration, the Trust has established a Chairs' Development Committee, which is open to Chairs and Vice Chairs of the LGCs. This Committee serves as a forum for information exchange, alignment of governance practices, and the sharing of best practice across the Trust.

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. In 2024-25 the ELT comprised of the Chief Executive Officer, Deputy Chief Executive Officer, Director of People and Culture and the Head of Governance.

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.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)

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 Trust's People Committee in line with the Trust's Executive 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
10	10

Percentage of Time Spent on Facility Time

Percentage of time	Number of employees
0% - 0.99%	7
1% - 50%	3
51% - 99%	0
100%	0

Paid Trade Union Activities

Hours spent on paid trade union activities	101.75
Hours spent on paid trade facilities time	222
Percentage of total paid facility time hours spent on paid TU activities	31.43%

Total Pay bill and Facility Time Costs

Total pay bill	£27,462,240
Total Cost of Facility time	£10,682
Percentage of pay spent on facility time	0.04%

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. This includes but by no means exhaustive, termly Headteacher termly briefings, RE CPD particularly in light of Agreed Syllabus and SIAMS updates.

Engagement with Employees (including Disabled Persons)

The Trust values its relationships with staff representatives across all of its schools and central team recognising the importance of staff feedback to ensure good communications and staff engagement. Key mechanisms for staff engagement are the joint negotiation and consultation committee, staff people committee and wellbeing champion's network. These Trust-wide groups provide a wide cross-section of our staffing population in terms of gender, role, seniority and union membership. Trust leaders and representatives discuss collective challenges facing our workforce and reinforce our commitment to equality, diversity and inclusion.

School-based employee representative groups and wellbeing & workload forums operate locally to engage employees in the Trust's schools.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Engagement with Employees (including Disabled Persons) (cont'd)**

The Trust launches staff surveys which seek staff feedback and performance measures in relation to staff wellbeing, workload and perception of their employer. Trust leaders use this information to inform strategic employee engagement activities. In 2024-25, trust and school leaders have made good progress against the completion of actions set out in the Trust's wellbeing survey action plan which was rolled out in Spring 2024.

School leaders undertake briefings with all staff on a regular basis. At the beginning of each academic year, school and trust leaders will share key performance results with staff including pupils' academic outcomes.

A Trust lead for equality, diversity and inclusion was appointed on 1st January 2025 with responsibility to shape and deliver the Trust's equality aims and objectives and design and lead initiatives that promote an inclusive environment across all the Trust's schools.

The Trust's accessibility policies, recruitment and selection policy, professional development application procedure and equal opportunities and diversity policy sets out the trust's commitment for the treatment, training, career development and promotion of disabled persons. The Trust aims to create a working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit.

An occupational health provider is utilised to provide specialist occupational support for employees. The Trust refers staff for additional support and recommendations for reasonable adjustments in respect of disabilities and health conditions where required.

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

Inspire Education Trust maintains regular engagement with suppliers of goods and services, fostering open, honest, and transparent relationships that support effective commercial decision-making and procurement. These partnerships are built on mutual benefit and guided by the Nolan Principles of Public Life, ensuring integrity and accountability in all interactions.

The Trust's primary customers and key stakeholders are our pupils and their parents. We are committed to delivering a consistently high-quality educational experience that extends beyond the classroom. This includes exceptional pastoral care and a diverse range of extracurricular activities such as after-school clubs and enrichment opportunities.

We actively support and engage with parents through multiple channels, including regular parent evenings, school performances, newsletters, digital communications, and tailored specialist support where needed.

As part of our new three-year Trust Development Plan, *Strategic Aim 9: Connecting with Our Communities* outlines five key pillars designed to strengthen collaboration and build cohesive, impactful relationships with all these stakeholder groups.

OBJECTIVES 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 2025 (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 Vision and Values

We have recently launched our new updated trust vision, a succinct clear statement of intent that is ambitious whilst remaining underpinned by our core Trust values.

At Inspire Education Trust we provide an exceptional, inclusive education that empowers everyone in our communities to flourish, grow and achieve. Together, we will live life in all its fullness.

We are committed to providing an **exceptional, inclusive education** that empowers everyone in our communities to flourish, grow, and achieve. Our vision is not only aspirational—it is deeply rooted in our belief that every pupil and member of staff matters. Together, we strive to *live life in all its fullness*.

We place our pupils and their **quality of education** at the heart of everything we do. Our vision clearly articulates our purpose: to inspire achievement, nurture wellbeing, and foster personal growth. It reflects our **distinctively Christian ethos**, which promotes respect, compassion, and inclusivity across all our schools, embracing individuals of all faiths and beliefs.

We aim to be recognised as a Trust that delivers **inclusive outstanding learning experiences**, raising aspirations and securing excellent academic progress for all learners. We are equally committed to ensuring **equality of opportunity** within a safe, supportive, and nurturing environment.

As a **progressive and successful Trust**, we have a proven track record of school improvement across our portfolio of eight schools. Our approach combines high-quality implementation with evidence-informed professional development, collaborative knowledge-building, and the creation of **communities of improvement**. We deploy the expertise of specialist teachers and leaders across our schools to ensure consistent, high-impact outcomes.

We also prioritise the **wellbeing of both staff and pupils**, fostering a culture of achievement, resilience, and mutual trust. Our inclusive practices ensure that every individual—regardless of background or need—is valued, supported, and empowered to thrive.

Our core values are integral to the way we want to achieve this vision and as such they remain unchanged from previously: -



DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Our Vision and Values (cont'd)**

Integrity	We celebrate diversity and difference. All are valued as members of our community knowing they belong.
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.

Our values are central to our success, forming the foundation of everything we do. They shape the behaviours of our leaders and staff, and underpin our **culture of high expectations**, where every colleague is empowered to make their best contribution to their school or function. These shared values guide us in delivering an exceptional, inclusive education that enables everyone in our communities to flourish, grow, and achieve.

While our Trust-wide vision provides a unifying direction, we also celebrate the **individuality of each school**. The vision and values within our schools reflect the unique communities we serve and are shaped by the collective voice of staff, pupils, parents, and governors. We recognise and respect these differences, ensuring that each school maintains its own identity while remaining aligned with our overarching ethos.

Across all our school communities, we strive to foster an **atmosphere of trust, understanding, and mutual respect**. We cherish the sanctity of the individual and promote a culture where children and adults alike demonstrate courtesy, compassion, and consideration for one another at all times.

OBJECTIVES, STRATEGIES AND ACTIVITIES**Strategic Development Plan 2025–2028**

At the heart of our strategic vision is a commitment to delivering an exceptional, inclusive education that empowers every individual to flourish, grow, and achieve. Over the next three years, the Trust will pursue ten strategic aims, each designed to strengthen our schools, support our communities, and ensure every pupil and staff member thrives.

1. Impactful Attendance and Safeguarding Practices

To ensure every child is safe and attends school regularly, the Trust will embed a culture of vigilance and early intervention. This will be achieved through robust safeguarding systems, clear staff responsibilities, and proactive communication with families and external agencies. A strong governance framework will underpin this work, ensuring consistency and accountability across all schools.

2. Prioritising Foundational Knowledge and Skills

Recognising that literacy, numeracy, oracy, and reading are the building blocks of learning, the Trust will prioritise these foundational skills to unlock access to the full curriculum. Through targeted interventions, evidence-informed teaching, and cross-phase collaboration, pupils—especially the most vulnerable—will be supported to develop confidence and fluency in the basics.

3. Empowering All in Digital Literacy

In a rapidly evolving digital world, the Trust will ensure pupils and staff are equipped with the skills to use technology safely, effectively, and creatively. This includes one-to-one device access, purposeful integration of digital tools into teaching, and a forward-thinking curriculum that embraces AI, online safety, and digital inclusion.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Strategic Development Plan 2025–2028 (cont'd)****4. Growing Schools Where All Pupils Belong and Thrive**

Every child deserves to feel a sense of belonging. The Trust will deliver a consistent, inclusive approach to SEND provision, ensuring equitable access to high-quality teaching and support. Strong relationships with families, clear strategic direction, and collaborative team working will help foster environments where all pupils can succeed.

5. Providing a Personal Development Journey for All Pupils

Beyond academic achievement, the Trust is committed to nurturing pupils' character, wellbeing, and life skills. Each school will develop a personal development journey that integrates enrichment, PSHE, RSE, careers education, and spiritual growth. This will prepare pupils to become confident, compassionate citizens ready for life beyond the classroom.

6. Developing Leadership and Expertise

To drive improvement and sustain excellence, the Trust will invest in leadership development at all levels—from aspiring middle leaders to executive governance. Through structured pathways, coaching, and ethical leadership training, staff will be empowered to lead with integrity and impact.

7. High-Quality and Effective Pedagogy

Teaching excellence is central to pupil success. The Trust will embed evidence-informed pedagogical practices, promote professional collaboration, and implement instructional coaching. A focus on adaptive teaching, feedback, and curriculum design will ensure every learner experiences engaging, inclusive, and ambitious lessons.

8. Operating in an Environmentally Sustainable Way

Sustainability will be woven into every aspect of school life. From energy-efficient buildings and eco-conscious procurement to curriculum integration and community partnerships, the Trust will reduce its environmental impact and educate pupils to be responsible stewards of the planet.

9. Connecting With Our Communities

Strong relationships with stakeholders are vital. The Trust will deepen engagement with parents, local organisations, and wider communities through transparent communication, shared decision-making, and celebration of contributions. A place-based curriculum will reflect the unique identity of each school's locality.

10. Nurturing an Inclusive Culture of Staff Wellbeing and Growth

Staff are the foundation of our success. The Trust will foster a culture where wellbeing, inclusion, and professional growth are prioritised. Through strategic recruitment, fair pay, flexible working, and leadership development, every colleague will feel valued, supported, and empowered to thrive.

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**

We are proud to report continued success across our academies during the 2024–25 academic year. Both Clifford Bridge Academy and Hearsall Community Academy underwent Ofsted inspections and maintained their 'Good' status.

- **Clifford Bridge Academy** (January 2025) was praised for its exemplary pupil behaviour, strong curriculum implementation, and nurturing environment. The inspection confirmed the school's effective action in maintaining high standards.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Collaboration (cont'd)**

- **Hearsall Community Academy** (May 2025) was recognised for its inclusive ethos, ambitious curriculum, and strong pastoral care. Inspectors highlighted the school's commitment to helping pupils reach their full potential.

These outcomes reflect the dedication of school staff and the collaborative efforts between individual schools and the central school improvement team.

Strategic Leadership and Curriculum Development

Headteachers, senior leaders, and class teachers continued to work in partnership throughout the year. A major focus was the Start, Stop, Change, Continue initiative, which enabled leaders to reflect on current practices and shape future priorities. Key actions included:

- Reviewing CPD timing and delivery
- Trialing digital reading diaries at Clifford Bridge and Whittle
- Enhancing SEND provision through pooled staffing and specialist training
- Streamlining paperwork and reducing duplication across the Trust
- Curriculum development remained central, with History, Geography, Music, Art & Design, and Design Technology transitioning to a one-year operating model. Subject experts from both primary and secondary phases, supported by external consultants, contributed to this work. All curriculum changes are scheduled to take effect by September 2025.

Trust-Wide Safeguarding Leadership

In 2025, the Trust appointed a Safeguarding & Child Protection Lead, based at Hearsall Community Academy. This strategic role supports all primary academies and includes:

- Conducting annual safeguarding audits
- Advising on policy updates and compliance
- Supporting DSLs and vulnerable families
- Leading safeguarding CPD and supervision
- Ensuring consistency in safeguarding practices across the Trust

Cross-Phase Collaboration

Strategic leads from both primary and secondary phases continues to deepen partnerships in key areas: Safeguarding, Attendance, SEND, Pupil Premium, EAL, Assessment & Data, ITT, ECT, and Personal Development.

Leadership Development Collaboration

In partnership with the Diocese of Coventry, the Trust has collaborated to establish the Church of England Foundation for Educational Leadership Flourishing Emerging Leaders Programme, delivered by Inspire Education Trust. This initiative is designed to nurture aspiring leaders across our schools, equipping them with the skills and mindset to lead with purpose and impact. The programme is facilitated by four Inspire-trained facilitators and aligns with the CEFEL's vision for flourishing leadership. It represents a significant step in our commitment to developing leadership capacity across the Trust and wider educational community.

Collaboration Across the City and Beyond

All the Coventry primaries continue to belong to networks within the city - Aspire & Potential – with Warwickshire primaries being linked to individual consortia.

Blue Coat, as the sole secondary school in the Trust, continues to work in collaborative partnerships across the city with other schools as part of the Secondary Networks and 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 Ambition on the ECT programme. Blue Coat provide the subject support for numerous programmes at Warwick University and through the National Institute of Teaching.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Leadership & Management**

Our educational leaders/ headteachers (primary, secondary and central) 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 Briefings. External specialists are commissioned as and when needed to compliment the internal Teaching & Learning and Headteacher team. During 2024-25 we have continued to work with a serving Ofsted inspector to ensure our schools and leaders have been fully equipped for external scrutiny. One Trust senior leader has completed the National Professional Qualification for Executive Leadership (NPQEL) with a large proportion of school-based leaders currently completing National Professional Qualifications.

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 2024-25 academic including:

Governor Induction – October 2024 & February 2025

- The Trust's vision, structure, and governance model
- Roles and responsibilities of governors, including strategic vs operational distinctions
- The Nolan Principles and expectations for ethical governance
- Key priorities: standards, safeguarding, SEND, and stakeholder engagement
- Practical guidance on school visits, support and challenge, and accessing key information sources

Safeguarding Training – November 2024

This session focused on the role of the Link Safeguarding Governor:

- Understanding safeguarding responsibilities and how to monitor effectively
- Key safeguarding roles in schools, including the DSL
- How to read and interpret safeguarding policies and reports
- The Prevent Duty and Single Central Register (SCR) compliance
- Supporting and challenging the DSL with appropriate questions and actions
- Ensuring all governors complete safeguarding training and stay updated with KCSIE

SEND Governor Training – March 2025

Led by MAT SEND Lead, this session explored:

- The national SEND landscape and rising demand for EHCPs
- The role of the SEND Governor in monitoring provision and supporting the SENDCO
- Activities such as learning walks, book looks, staff and pupil voice, and reviewing adaptive provisions
- Understanding and evaluating school audits, EHCP tracking, and alternative provision
- The Inspire SEND structure and termly SENDCO meetings across the Trust

Individual School Updates**Arley Primary Academy**

This year at Arley has been defined by growth, resilience, and community spirit. Guided by our newly established values—Ambition, Bravery, Curiosity, and Partnership—devised collaboratively by pupils and staff, we've seen these principles come to life across the school. Children have shown bravery in tackling new challenges, curiosity in their learning, and a deepening sense of partnership with each other and the wider community.

Our school was delighted to launch its first Careers' Day, an exciting initiative designed to broaden pupils' horizons and strengthen their cultural capital. The event brought together a diverse range of professionals, including nurses, a clinical psychologist, hairdressers, business owners, Human Resources professionals, and specialists in drone technology, who all shared valuable insights into their fields. Pupils had the opportunity to ask questions, engage in practical demonstrations, and gain a deeper understanding of the knowledge, skills, and qualities required in different careers.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Arley Primary Academy (cont'd)**

The launch proved highly successful in inspiring pupils to think more ambitiously about their futures, while also highlighting the variety of pathways available to them beyond the classroom. This marks the beginning of what we hope will become an annual event, providing pupils with rich experiences that connect their learning to the wider world of work.

Our curriculum continues to evolve, with a strong focus on inclusive practice and high expectations. Staff have worked hard to close gaps and raise attainment, particularly in core subjects. We've faced challenges, including high pupil mobility and a significant proportion of learners with special educational needs and disabilities, but our team's commitment has ensured every child is supported to thrive.

We also continue to challenge our higher attainers through targeted questioning, differentiated tasks, and opportunities for independent enquiry. Provision for our higher attainers has been strengthened through mastery-level tasks that deepen conceptual understanding.

We're proud of our pupils' achievements, especially in Key Stage 2, where results have reached their highest in years. Our community engagement has deepened, with families, local organisations, and volunteers playing an active role in school life. Arley is not just a school—it's a place where values shape action, and every child is empowered to succeed.

This year, Arley's strategic goals focused on raising attainment, strengthening inclusion, and deepening community partnerships. We are excited to work with Warwickshire Local Authority next academic year, on the Partnership for Inclusion of Neurodiversity in Schools (PINS) project, a national initiative led by the Department for Education and NHS England. This will enhance our collaboration with parents and enable us to better support neurodivergent pupils.

Attainment has improved markedly, especially in Key Stage 2. Arley achieved its best Key Stage 2 SATs results in many years. In 2025, 68% of pupils met the expected standard in reading, 68% in writing, and 82% in maths. Combined attainment rose to 54%. Greater depth results also improved, particularly in reading (29%) and maths (29%). Grammar, punctuation and spelling scores rose to 75% expected and 36% greater depth. The improvements continued into Year 4, where multiplication tables check results saw 83% of children achieving 20 marks or more and 52% of children achieving a score of 25 out of 25.

The Year 1 phonics screening test saw 79% of children pass: an increase of 22% from the previous year. These outcomes reflect the school's strategic focus on core subjects and inclusive teaching.

Arley is proud to be a school at the heart of its community—where every child's voice matters, and every partnership makes a difference.

Blue Coat CE School

Blue Coat School launched the academic year with energy, excellence, and a strong sense of purpose. The integration of new staff and trainees has strengthened our team, with our new chaplain making a notable impact through assemblies and pastoral support. We are proud to continue to grow our Year 12 intake, with over 160 students choosing to continue their education with us—an endorsement of our post-16 provision in 2024/25 academic year. This will rise to well over 200 students for 2025/26 academic year. Our creative and cultural calendar has been rich and inclusive, featuring contributions to World Afro Day, UNESCO's Seeds of Hope Art Competition, and powerful Black History Month performances. Financial sustainability remains strong, with a positive outturn for AY24/25 and encouraging in-year progress. Key challenges include adapting to the evolving Ofsted and SIAMS frameworks and initiating our smartphone-free school strategy. Staff celebrations, including multiple births and a long-service recognition for Mick Hickey, have added warmth and reflection to the term. The school continues to thrive through innovation, resilience, and a deeply rooted community ethos.

During summer term 2025 we formalised our strategic priorities for 2025/26 which are centered on embedding school values, amplifying pupil voice, and preparing for long-term digital wellbeing.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Blue Coat CE School (cont'd)**

The CHRIST value badge initiative has successfully promoted character development, with direct pupil engagement during tutor time. Leadership visibility has increased, with regular pupil meetings to celebrate contributions and reinforce our ethos. Communications have begun around our transition to a smartphone-free environment, designed to enhance focus, wellbeing, and digital responsibility. Staff development has been supported through structured mentoring and integration of new starters, fostering a positive and collaborative professional climate. Pupil-led initiatives, including the Coventry Merit Award ceremony and The Great Debate, reflect our commitment to developing socially aware, confident learners.

At the end of 2024-25 academic year, in a significant strategic shift, we have restructured our School Evaluation Framework (SEF) and School Development Plan (SDP) from an annual cycle to a five-year development model. This is supported by a business-style Gantt chart, enabling clear implementation timelines, workload management, and progress tracking across all strategic priorities.

Blue Coat School achieved outstanding outcomes in Summer 2025. Despite suggested lower prior attainment, Attainment 8 remained well above both local and national averages. English and Maths recorded the highest-Grade 5+ scores since the introduction of numerical grading, supported by the success of OCR Foundation Maths. EBacc entry held firm at 51%, significantly above average, with Average Point Score (APS) also exceeding predictions. Disadvantaged pupils outperformed expectations, narrowing attainment gaps against forecasted outcomes, though work remains to close the gap with non-disadvantaged peers. At Key Stage 5, Applied General Value Added was the highest on record, accompanied by excellent attainment across subjects. These results reflect strong teaching, inclusive practices, and strategic curriculum decisions, positioning the school favourably ahead of future Ofsted reviews. While no inspection is scheduled this year, internal reviews and benchmarking confirm sustained high standards. Preparations for future inspections continue through robust self-evaluation and strategic planning.

Community engagement has been a central focus, with pupils actively leading and participating in a wide range of initiatives. The Year 7 service at Holy Trinity honoured our heritage, and we supported Lady Godiva Day, reinforcing our ties to Coventry's civic life. Educational visits to Parliament, Olympic Park, Milford-on-Sea, and the Yorkshire Sculpture Park broadened learning experiences. Last year's Diamond Anniversary celebrations marked a significant milestone in our school's history. The commemorations included a Cathedral Service, a Rededication Service, and the distribution of commemorative bookmarks to every member of our community. A new Blue Coat Prayer, now said daily, was introduced to deepen our collective spiritual life, alongside our chosen worship song, The Goodness of God, which continues to inspire our assemblies and reflections. Looking ahead, November 2025 will feature Remembrance events at London Road Cemetery, the Memorial Park, and a livestream from Blue Coat, alongside our representation at the 85th Blitz Anniversary at Coventry Cathedral.

Clifford Bridge Academy

This year has been a testament to the dedication and excellence across our school community. Our hardworking staff consistently go above and beyond, fostering a culture of kindness, confidence, and high expectations. The development of Personal Development (PD), including enrichment opportunities and strong links to Early Years Foundation Stage, British Values, and Protected Characteristics, has significantly enriched our curriculum. Children's behaviour and attitudes continue to be a strength, and staff morale remains high, supported by wellbeing initiatives and strong teamwork. Attendance stands above national, with a lower-than-average persistent absence rate. Subject leadership has flourished, with successful reviews and shared best practice. We've hosted a Careers Event, a School Council Conference, and welcomed visitors from other schools. Our PTFA has provided exciting opportunities, and we have hosted events such as the VE Day family picnic, performances, and Open Lessons. EYFS provision and Drawing Club have been highlight. We are proud to have been selected as a Lead School for Music for the Heart of England Hub.

Managing the school budget continues to be a significant challenge, requiring careful prioritisation to ensure we maintain high-quality provision while meeting the diverse and growing needs of our pupils.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Clifford Bridge Academy (cont'd)**

We have also been securing consistent SEND leadership.

We made strong progress against our strategic goals. Curriculum and teaching and learning development remained central, with subject leaders driving improvements in planning, pedagogy, and assessment. High-quality teaching continued to be a strength, supported by robust picture building and professional development. Inclusion practice and provision continued to evolve to meet the increasing diverse needs of our pupils, with targeted support and a commitment to equity at the heart of our approach. Leadership development was a key focus, with staff stepping into new roles and responsibilities, supported by tailored CPD and coaching. Beyond academic outcomes, we continued to nurture the whole child, embedding independence as a golden thread throughout our provision—from EYFS to Year 6. Enrichment opportunities, pupil voice, and values-led learning helped children grow in confidence, resilience, and self-awareness. These priorities will remain central as we build on last year's successes.

Our school continues to perform strongly across key stages. EYFS GLD (Greater Learning Depth) reached 73%, and Year 1 phonics screening was 86%, exceeding national averages. Year 4 multiplication results were also above national. KS2 reading, writing, and combined outcomes were above national, with maths slightly below. Greater depth remains an area to strengthen.

Following the Ofsted inspection in January 2025, the report stated, Clifford Bridge Academy continues to provide a high-quality education in a "caring and nurturing" environment. Pupils "feel safe and happy", and their behaviour is described as "exemplary". The curriculum is "ambitious and inclusive", with "outstanding" leadership and early years provision. Staff have high expectations and offer strong support for SEND and disadvantaged pupils. Inspectors noted that "reading is a big thing" for children, who spoke proudly about their learning. One pupil said, "We know we are all different but that's a good thing." The school's commitment to personal development and academic progress was evident throughout.

Community engagement has continued to thrive at Clifford Bridge Academy throughout 2024–2025, strengthening our connection with families and the wider local area. Our stakeholder development plan, created with the Local Governing Committee forms a discussion and all LGC meetings. Our social media and regular newsletter have been a vibrant platform for celebrating achievements, sharing updates, and promoting events. Highlights include Choir singing at events such as Black History Month and welcoming the new Bishop of Coventry as well as performances at The Tin. Our Junior PCSOs are active in the Community to promote respectful parking to keep our community safe. We've also welcomed volunteers from the community, including local church groups and businesses, whose contributions have enriched our provision. These partnerships have had a tangible impact on pupil experiences, fostering a sense of pride and belonging as well as the development of Outdoor Play and Learning (OPAL). As we look ahead, we remain committed to nurturing and broadening these relationships and ensuring our school remains at the heart of the community.

Frederick Bird Academy

Frederick Bird Academy has experienced a year of purposeful growth and innovation, with a strong emphasis on inclusion, enrichment, and professional development. The introduction of the HUB and Thrive provision has significantly enhanced support for pupils with social, emotional, and mental health needs, creating a more nurturing and responsive learning environment. Alongside this, the Magic Breakfast initiative has ensured that every child begins the day ready to learn, removing barriers linked to hunger and disadvantage.

Staff development has been a cornerstone of the school's strategy, with a comprehensive CPD offer tailored to all roles. Pupils have enjoyed a rich personal development programme, gaining access to a wide range of enrichment opportunities including educational visits, clubs, residencies, and leadership roles. The assembly and collective worship programme have continued to strengthen the school's ethos and sense of community. As a pilot school for Instructional Coaching, Frederick Bird has embraced innovative teaching practices that are already making a measurable impact on classroom delivery and pupil outcomes.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Frederick Bird Academy (cont'd)**

Despite these successes, the school has faced ongoing challenges. High levels of pupil transience and persistent attendance issues have disrupted continuity. Staff absence and turnover have added operational pressures, while historic under-identification of SEND has required a thorough review and the implementation of targeted support strategies.

Strategic priorities this year have focused on strengthening SEND provision and leadership capacity. A structured CPD programme has been delivered, combining centralised sessions, internal training, and external expertise from SEND specialists. Leadership has been restructured to reduce reliance on the Trust Central Team, with key recruitments including a Deputy Headteacher, Assistant Headteacher, two Lead Practitioners, and a strengthened Middle Leadership Team. The SENCO role has expanded, supported by a rebranded Pastoral team and a newly formed SEND support team, ensuring a more cohesive and responsive approach to pupil needs.

Curriculum development has continued at pace, with the full implementation of the Inspire Curriculum. The Inspire PE curriculum was launched in the Autumn Term, followed by the RE Worldview curriculum in Spring, and Digital Technology in Summer. These additions have enriched the school's offer and ensured a broad, balanced, and progressive learning experience for all pupils.

Performance data reflects strong progress. The Year 1 Phonics Screening Check showed a 6% improvement compared to 2024, highlighting the effectiveness of early reading provision. KS2 statutory outcomes demonstrated substantial gains in Reading, Maths, and GAPS (Grammar, Punctuation and Spelling), with notable increases in Greater Depth attainment. These improvements are particularly impressive given the challenges of transience, SEND complexity, and staffing instability. Quality first teaching, effective assessment, and staff commitment to professional development have been key drivers of this positive trajectory.

Community engagement has flourished, with inclusive events and outreach initiatives strengthening relationships across the school's diverse community. Celebrations such as Iftar, the Summer and Christmas Fayres, and Gurdwara hamper donations have promoted cultural appreciation and unity. Collaboration with Hits Radio and the Cash for Kids charity has amplified pupil voice and supported wider community causes. Parental involvement has grown significantly, with strong attendance at key events including the Year 6 SATs briefing, end-of-year production, and graduation. These efforts have reinforced Frederick Bird's role as a vibrant and inclusive hub at the heart of its community.

Hearsall Community Academy

The 2024-25 academic year at Hearsall Community Academy was marked by a series of memorable events and meaningful progress, reflecting our continued commitment to excellence, wellbeing, and community engagement. As part of our values-led approach, the whole school came together for 'Go Gold for Ben' Day, dressing in gold to raise awareness for childhood cancer - a powerful demonstration of compassion and unity. In addition, our Year 6 pupils showed outstanding initiative and leadership by organising, promoting and hosting a Macmillan Coffee Morning, raising an impressive £486 for charity.

We are also pleased to report the completion of our extensive external building works, with scaffolding now removed and both playgrounds fully reopened, significantly enhancing our outdoor provision. Staff have demonstrated incredible resilience to manage and overcome barriers with the building works and there is a very positive outlook for this year. Internally, staff were thrilled by the installation of a bespoke new staffroom kitchen, which includes a book swap area and has already had a positive impact on staff wellbeing and morale.

Our successes within community engagement include being part of an international UK and Ukraine Reading for Pleasure Partnership which saw Alison Wickham our reading for pleasure lead spend 3 days in Krakow, Poland for the launch of the event, funded by the British Council. A particularly poignant moment this term was our 'Soak the Teacher/Football Shirt Day', held in memory of Rayan. This event brought the school community together in a spirit of remembrance, celebration, and togetherness.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Hearsall Community Academy (cont'd)**

A regular event at Hearsall is the Science Discussion Club where visiting lecturers deliver an evening of learning for families organised by one of Hearsall's Governors. Lecturers from universities as far as Queens in Belfast have delivered fascinating themes to foster curiosity and community dialogue. Recent events included 'All things Brain' and one on paleoclimate which were both hugely popular.

We were also proud to celebrate Olesia's success in winning the University of Warwick's 'Mother Tongue' poetry competition, and to be represented in the Mastery in Maths competition by two of our talented pupils at Princethorpe College. In addition, we have appointed our new Junior Leadership Team, comprising aspiring leaders from Years 4-6, who are already contributing positively to school life & helping to shape the future of our academy.

We were particularly proud of the GLD achievements from a dedicated Reception team along with the impressive phonics data for Year 1 and cumulatively at Year 2. Staff are striving to better last year's end of KS2 results with a determination and focus on high quality learning. As part of our academy development objectives this year is the introduction of Walk Thrus and instructional coaching which will support the development of, not only our four new ECTs, but wider staff in embracing coaching to ensure the best practice for our children. As the most transient school within Inspire, we are dedicated to ensuring that children's reading journey starts from the moment they arrive building towards reading fluency by the end of Key Stage 1.

As we move into 2025-26, our strategic goals focus on building a strong and impactful leadership team following two new phase leaders: one new to school and one new to leadership. As a team, work has already begun on defining our goals and aspirations as a new team. Hearsall's Year 1 staff are focused on embedding a strong early curriculum, learning from successes in early years and ensuring that children get the best start in core foundation skills of reading, oracy, writing and understanding number.

In line with the work on Walk Thrus will also be work on whole school assessment which informs adaptive teaching and drives pupil progress and deeper understanding for children's long-term memory. Finally, Hearsall staff will collectively embed a consistent relational culture of behaviour which is rooted in positive and successful relationships where children understand and regulate their emotions underpinned by staff confidence and consistency.

We have very dedicated staff who are focused, determined and relentless in providing the best start for children on their learning journey.

Stockingford Academy

Post Stockingford Academy's Ofsted inspection in January 2024 where it was rated 'Good' in all areas, the focus for the school is maintaining and improving the standards set pre-inspection whilst welcoming new staff and building a new leadership structure to support the school on the next steps of its journey.

With a new Headteacher and two Deputy Headteachers in place, a bespoke CPD overview continues to be planned out to support staff in their development and to prioritise the emerging needs of the school. This has seen improving outcomes for pupils of Stockingford Academy (MTC and SATs) and the aim is for consistency in these improving outcomes across the school to give the pupils of our community the very best start in life.

Attainment on entry to school remains exceptionally low and the school faces ongoing challenges; including high levels of pupil with additional needs; the increasing overlap between SEND and levels of disadvantaged pupils; a high level of transience and a growing number of pupils with EAL.

At Stockingford Academy we have been committed to not only giving our pupils the best start in life, but also our ECT's (Early Career Teachers) the best start in their careers. Working alongside the appropriate bodies, the feedback for the provision given to our ECT's has been extremely strong.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Stockingford Academy (cont'd)**

Some of the feedback for our '*...appropriate and comprehensive*' supportive offer is highlighted below:

- The school and the Trust have thoughtful and supportive induction arrangements in place with clear plans for the year, regular reminders and plenty of opportunities to observe good practice in the school and across the Trust.
- Mentors were very highly spoken about by their mentees; thoughtful leadership decisions place them in the same year group as their mentees which means they are all available. The mentors are passionate about their role and want their mentees to succeed. One ECT said: 'we're all part of the same team – we support and share - we never feel like we're struggling or on our own'. This particular ECT has been supported extremely well to enable her to meet the Teachers' Standards; her support plan (no longer needed) is an exemplar of good practice.
- ECT wellbeing and work-life balance is looked after very well; all welcomed the opportunities provided by working in larger year groups with their mentors being in the same year group and recognised the good practice their mentors shared in terms of planning ahead and being organised. They also appreciated the Wellbeing Days offered to all. Many examples of kindness were shared – the language used in a support plan, an extended checking in period for someone who had been ill, the thought the school had put into temporary mentor cover.

Throughout the year we have held a variety of community events with an ever-growing engagement from the local community: Parents evenings; PTA discos, summer fairs, and Bingo events; Theme lessons and MTC parent events – something we will continue to grow for our very special community.

All pupils across the school have been learning what it means to be a Stockingford Academy pupil and aspirational citizen of the community through a programme of assemblies and lessons based on our school values. Learning about what it means to be a pupil who is *resilient* and *nurturing*, to being able to work in *partnership* with each other and how to show *excellence* and *fairness* in lessons which allow us all to thrive in our hive.

In September of 2025, with great excitement, Stockingford Academy opened its new Nursery setting. Supported by Government grants, the new space in school is vibrant, well-resourced and will be an inspirational setting for pupils of the community to start their journey at Stockingford Academy.

Walsgrave C of E Academy

There were a number of stand our successes last year, but one that flourished was the ongoing partnership with the church, exemplified by the vibrant concerts held at St Mary's in collaboration with iSingPOP. Over 400 children performed, with more than 200 parents attending, highlighting the growing spiritual and community connection. At Walsgrave, the evolving complexity of SEND needs has prompted a significant shift in our approach. We've developed two adapted provisions, carefully designed to create environments where children can thrive. This transformation was underpinned by our involvement in the PINS project, which provided vital strategic direction.

Financial pressures across the sector remain a persistent challenge, requiring us to rethink how we deliver and present our curriculum. Despite these constraints, our commitment to high-quality education remains unwavering. We continue to innovate and adapt, ensuring that every child receives the support and opportunities they deserve.

Throughout the 2024–25 academic year, we've implemented a wide range of strategic changes that are now yielding positive results. A new Thematic curriculum has been introduced, alongside modifications to several subject areas, ensuring purposeful and impactful learning experiences. Our commitment to continuous professional development has led to the introduction of new coaching strategies and structures, fostering consistent growth across our staff team. The SEND provision has truly come to life in 2025–26, a direct result of the strategic planning and hard work undertaken last year, there is still work to be done, but we now feel like this offer is right. The environments we've created are enabling children to grow academically, socially, and emotionally. These developments are not only benefiting those with additional needs but are enhancing the experience for all learners.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Walsgrave C of E Academy (cont'd)**

Our strategic goals remain focused on inclusion, excellence, and sustainability, and we are proud of the progress made so far.

We continue to be proud of our statutory data, which reflects the dedication and expertise of our staff. Year 6 SATs results were above national averages in all areas of ARE, with a notable 10% increase in Greater Depth for Reading. Our combined data was 7% above national, showcasing strong overall performance. Early Years outcomes also remain positive, with GLD at 70% and Phonics screening results at 87%. These figures demonstrate sustained improvement and a clear trajectory of success. Our commitment to high standards and continuous improvement is evident in both our outcomes and our evolving practice.

Our school community continues to engage enthusiastically with the wide range of events we offer, resulting in significant fundraising that supports ongoing school projects. Events held at St Mary's and within school have strengthened our ties with families and the wider community. Parents have been invited to participate in curriculum-enhancing activities, fostering a deeper connection between home and school. These opportunities not only enrich our educational offer but also build a sense of shared purpose and pride. The impact of these engagements is felt across the school, creating a vibrant, inclusive atmosphere where children feel supported and valued. Our community's involvement is a cornerstone of our success and continues to grow year on year.

Whittle Academy

Whittle has continued to soar since its Good inspection outcome in February 2024. Our vision that at Whittle everyone will be given the tools to 'soar beyond what they imagine possible' through our embedded ethos of CARE drives all that we do.

In summer 2025, Whittle Academy demonstrated encouraging progress across key areas of statutory assessment, reflecting our commitment to continuous improvement and high-quality teaching. With a strong focus on inclusive education and tailored support, particularly through its resourced provision for speech, language, and communication needs, we continue to create an environment where all pupils are supported to thrive. This year's outcomes highlight the positive trajectory at Whittle Academy, with pupils showing increased confidence, engagement, and academic achievement. We are really proud of our sustained improvement in statutory outcomes at the end of Year 6 which are all at least in line with national percentages. Our rate of improvement at age related expectations is greater than the rate of improvement nationally and shows the impact of improvements in teaching and learning overtime.

Our reading provision really is something to shout about too. Since our inspection this has been a key aspect of our school improvement work. We have implemented new reading spines that have now been shared Trust wide, and we have improved our Read, Write Inc provision by training more staff, creating smaller groups and implementing coaching. As well as this, we have upskilled our TAs in effective 1:1 reading and have changed our KS2 reading sequence to focus on oracy, fluency and vocabulary development. We are continuing to drive reading this year through our implementation of BOOM reader – this will replace reading diaries and is a tool to help us work more with parents to promote reading at home.

As well as reading, we are proud of our adaptive provision and how we are moving forward with this. This is enabling us to provide even more tailored learning opportunities for children from our ERP and from our mainstream classes and share staff expertise more widely. We would be more than welcome to show you if you wanted to visit!

At the end of summer 2025, we were delighted to have become a Voice 21 school starting in our first year on the 'Elevate Programme' rather than the beginning programme recognising the work we have already done to promote Oracy at Whittle. We are looking forward to starting to formalise this in partnership with Voice 21 and the Coventry Oracy Hub.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Whittle Academy (cont'd)**

Finally, as we plan for moving into academic year 2025-26, we are focusing on developing a Faculty Model. We are proud to be a small school and want to celebrate all that makes us special but one thing we need to consider is workload and capacity, particularly when we are working hard to maintain a much healthier budget this year. We are working as teams rather than individually to lead groups of subjects, upskilling a broader number of staff and providing opportunity for more collaboration. We are excited to be pioneering this model within the Trust and will look forward to sharing the impact of this project with you.

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 2025 the balance of the unrestricted and restricted income reserves was £2,173k (2024: £2,414k), which is after transfers of £184k 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 2025 census are included on page 3.

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 DfE and / or Local Authority) for the year was 84% (2024: 85%), while the percentage of staff costs to total costs (excluding depreciation and LGPS FRS102 pension cost charges) was 81% (2024: 81%).

Going Concern

Cash flow forecasts covering a twelve-month period are incorporated into the monthly management accounts, which are regularly reviewed by the Directors and discussed at half-termly Finance and Audit Committee meetings. This process ensures that the academy trust maintains sufficient liquidity to support its day-to-day operations. By submitting these forecasts alongside rigorous three-year budget plans, the Directors have reasonable assurance that the Trust possesses adequate resources to continue operating for the foreseeable future.

The Directors remain acutely aware of the financial pressures facing the education sector, compounded by broader economic challenges. For instance, the Trust adheres to the School Teachers' Pay and Conditions Document (STPCD) and implements nationally agreed pay awards for support staff. As a result, any unfunded pay increases—particularly those exceeding budgeted expectations—can significantly affect the Trust's financial position.

While the Trust currently holds sufficient reserves to support short- to medium-term operations, the Directors recognise that these reserves could be rapidly depleted without robust financial controls and detailed action plans to manage operating costs effectively in a dynamic environment. Accordingly, the Directors continue to prepare financial statements on a going concern basis. Further information regarding this approach 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 and the communities in which we operate in along with the Department for Education as principal funders and regulators, and its suppliers and in doing so have given regard to (amongst other matters).

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Equality, Diversity and Inclusion**

Alongside this Annual Report we are proud to share our Equality, Diversity and Inclusion annual report for 24/25 which details our aspirations, commitment and actions to ensure our whole community is a stimulating and supportive environment for all pupils and staff, distinguished by a commitment to high standards and respect for the individual.

Our commitment to equality, diversity and inclusivity remains a Trust and business priority. Through engaging, motivating and valuing our employees and students, we strive to maintain organisational success by fostering innovation, promoting teamwork and supporting all during difficult times. The Trust wholeheartedly supports the principles of equality, diversity and inclusivity and opposes all forms of unlawful or unfair discrimination on any grounds. We are committed to recognising and actively promoting EDI within our community. We aim to provide a working and learning environment that acknowledges the richness of diversity and recognises the positive contributions of all people, regardless of race, gender, age, disability, sexual orientation, religion or any other protected characteristic.

The Trust seeks to ensure equality of opportunity and treatment for everyone in relation to all of its activities, such as recruitment and employment of staff, consultants and contractors, the provision of educational opportunities and the provision of training and other services to individuals. The Trust will work actively towards eliminating discrimination, harassment, bullying and any other conduct prohibited by the Equality Act. The Trust recognises the existence of institutionalised discrimination, including institutional racism, and is committed to making changes in any Trust practice where there is evidence of failure to provide an appropriate and professional service. We are committed to closing equality gaps in relation to pupil outcomes, employment issues and engagement in enrichment activities. Our Equality Duty reflects the broad range of issues connected with the Trust's mission '*Together we achieve, individually we grow*' leading our community in providing aspirational learning and pathways for progression.

This year the Trust has been proud to be shortlisted for MAT of the Year in the area of EDI, recognising the significant impact of our work both within our schools and across the wider education sector. We have also opened specialist ERP (Enhanced Resource Provision) units across the Trust, ensuring that inclusive practice is embedded and that all children can thrive within their local school. In addition, the Trust has continued to represent the education sector on advisory boards, ensuring that the experiences and voices of young people and staff help to shape national conversations on equity, diversity and inclusion. Our ongoing partnership with Equaliteach provides external quality assurance and robust challenge, enabling us to evaluate the effectiveness of our work and to remain at the forefront of best practice. Looking forward, we are committed to extending our work by explicitly considering the addition of justice to our EDI framework, in alignment with the direction of the National Society for Education vision and priorities. This will allow us to move beyond access and opportunity, to address systemic inequities and support transformation across our schools and communities.

Some of the ways in which the Trust promotes equality include:

- Embedding equality into our curriculum and extra-curricular activities, tutor periods, assemblies and training
- Decision-making through an EDI lens
- Staff and pupil engagement in community support activities and charity fundraising
- Pupil enrichment programmes which cover a range of strands including EDI
- Our SEND and pastoral teams provide a wide range of support for pupils with learning difficulties or disabilities, or who need help to overcome barriers to their participation or success
- An entitlement to request the provision of facilities for example for prayer or parenting needs
- Family-friendly policies to support staff needs including: flexible working, job sharing, leave of absence, parental and adoption leave
- Working with and alongside unions

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Our educational business relationships and community**

With a highly committed and dedicated workforce, the Academy Trust takes great pride in actively listening to pupils, parents, and the wider community. We remain focused on delivering the high standards of educational outcomes and results that stakeholders have come to expect from us. This is achieved through regular school communications and stakeholder surveys, and with the addition of a dedicated strategic aim – 'to meaningfully connect with our communities'. Throughout 2024/25, all governing bodies and senior school leaders have been engaged in stakeholder engagement analysis to gain a deeper understanding of stakeholder needs and expectations, and to enhance the effectiveness of our communication strategies.

The Academy Trust continues to evolve and adapt to the dynamic educational landscape, resulting in increased awareness of our activities and educational performance across the community and our networks.

As an education-focused charitable organisation, public benefit remains central to our mission. The "Objectives and Activities" and "Achievements and Performance" sections of the Directors' Report provide comprehensive details on the impact of our work and the progress made during the year.

In relation to suppliers, the Academy Trust follows a policy of agreeing payment terms in advance, in line with standard commercial practices. Provided suppliers meet their contractual obligations, the Trust honours these terms accordingly.

We are also committed to playing our part in addressing the global climate crisis. Through the implementation of energy-efficient measures across our buildings, facilities, and operations, we aim to reduce CO₂ emissions. Our ESOS Action Plan and environmental strategy underpin the initiatives we are pursuing to support this vital area. See below for further details in this regard.

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), as principal funders and regulators. We hold regular keeping in touch meetings with these stakeholders. The Directors are committed to the effective engagement with the DfE (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 700 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 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.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)

Maintaining a reputation for high standards

The Trust is in its tenth 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 2024-25, there were two Ofsted Inspections at Inspire Education Trust schools, Clifford Bridge Academy and Hearsall Community Academy, both of which were continued to be graded as Good overall. This was a particular pleasing for Hearsall Community Academy which had gone through a sustained period of disruption due to the building repair work which first started in February 2024. This displaced many classrooms and other areas of the school including reducing the amount of outdoor space by 33%.

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

School	Date School Joined	Ofsted when Joined Inspire	Latest Ofsted Date	Latest Ofsted Outcome
Walsgrave CE	September 2015	Outstanding 2010	January 2023	Good
Clifford Bridge	September 2015	Good	January 2025	Good
Whittle	September 2015	Good	January 2024	Good
Hearsall Community	September 2016	Good	May 2025	Good
Stockingford	September 2019	Special Measures	January 2024	Good
Blue Coat CE	April 2020	Good	May 2023	Good
Frederick Bird	January 2024	Requires Improvement	*May 2023	Requires Improvement
Arley Primary	January 2024	Good	*January 2019	Good

**Not inspected whilst in Inspire Education Trust.*

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. This is undertaken through our primary Executive Headteacher model: Helen Hastilow – Clifford Bridge, Hearsall Community, Walsgrave CE & Whittle Academies; Gill Bowser – Arley, Frederick Bird & Stockingford Academies. 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.

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 five propositions:

1. Each school to have the very best leaders at all levels who are empowered to develop provision for their individual context.
2. Exciting, enriching, well-sequenced and relevant curricula.
3. 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) to meet the needs of all learners, whatever their barriers may be (fully inclusive) through high quality professional development.
4. Routine engagement and use of the best evidence from research.
5. Strong structures (in groups of schools and at individual school level) that facilitate better professional development and thus better teaching and improvement for pupils.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Maintaining a reputation for high standards (cont'd)**

Our vision for inclusion is to ensure that all children, regardless of their needs, have access to the resources and support they require to thrive. We foster a culture of high expectations for all learners. It's not just about supporting children with SEND; it's about challenging them to reach their full potential.

We are proud of our curriculum design and content at Inspire Education Trust; both of which were endorsed by Ofsted visits across the primary in 2024-25. 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 four 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.

FINANCIAL REVIEW

For the year ended 31 August 2025, the Academy Trust's total income (excluding capital grants) was £34,654k (2024: £31,508K) while the total expenditure (excluding depreciation and LGPS FRS102 pension cost charges) was £34,711k (2024: £30,470K).

After transfers from reserves to fund capital expenditure in the year, the balance of reserves at 31 August 2025, excluding the restricted fixed asset funds and LGPS liability fund was £2,173k.

The net book value of fixed assets at 31 August 2025 were £56,801k. 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 £Nil (2024: £738K), which arises from the deficit in the Local Government Pension Scheme ("LGPS") that is attributable to the Academies. Further details regarding the balance in the LGPS at 31 August 2025 are set out in note 28 to the financial statements.

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 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.

In May 2025 Directors reviewed the Reserves Policy and discussed reducing this to 5% of the GAG from 6% due to a potential risk for the Trust breaching the Reserves Policy in future years if it wasn't lowered.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Reserves Policy**

The DfE guidance does not specify an amount but a minimum of 5% and, around one month's salary costs or expenditure as a minimum to protect cash flow, is considered prudent. Directors agreed to this reduction which is now reflected in a revised reserves policy dated June 2025.

This ensures the correct balance of financial sustainability with school improvement investment making sure today's money is spent on today's children. Directors believe there remains sufficient reserves to provide enough 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 Trust's very positive cash balance of £4m+ is also a factor in Directors reducing reserves.

Following Frederick Bird Primary joining Inspire in 2024 which brought significant reserve surplus with its directors agreed to some additional strategic spending that had been unbudgeted in 2024/25. Approx £130k was spent 'from reserves' on Maths leading practitioner expertise, additional TAs at Frederick Bird and an Executive Head for the Summer term. These initiatives have had a positive improvement impact on the school during the year.

The Academy Trust's current level of operating reserves at 31 August 2025 is £2,173k (2024: £2,414k), which is made up of restricted income reserves of £Nil (2024: £Nil) and unrestricted funds of £2,173k (2024: £2,414k).

Although the current level of operating reserves is above the target level identified above, Directors will continue to monitor this throughout future years, along with the delivery of financial efficiencies committed to by the Trust's executive leaders.

The value of the restricted fixed asset fund at 31 August 2025 is £57,402k (2024: £56,541k), 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 2024-25 budget plans as below: -

The pension reserve fund has a balance at 31 August 2025 of £Nil, which represents the balance in the LGPS at the balance sheet date. The effect of the LGPS balance is that the Academy Trust is required to make pension contributions over a number of years in order to fund the balance. These 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, and policy.

Directors are responsible for the proper stewardship of these funds, ensuring regularity, propriety, and value for money, which encompasses: economy, efficiency, and effectiveness.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Investment Policy**

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 or deposit of surplus funds as a primary activity. Rather it is considered a result of sound financial management when circumstances permit.

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 digital literacy and Trust financial sustainability.

The Trust has introduced systems, including operational procedures, annual training and internal financial controls in order to minimise risk. They have also agreed a strategic risk management policy and register approved during the year (June 2025). Internal auditors have also reviewed this area and have produced a report with minimum improvements which has been shared with external auditors as part of their audit. In accordance with this policy risk management scores are reviewed at each full board and Director subcommittee meeting for appropriateness and risk mitigation progress.

As at the balance sheet date 31 August 2025, current strategic risks identified and being managed are:

1. Deterioration in quality of education provision and outcomes

Board scrutiny - Standards Committee

Risk Factor score – (impact x likelihood) 10 = Major impact

This is the core purpose of the Trust and that on which the Trust's reputation is based. The continuing success of the 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 each Academy and Trust leadership scrutinised by LGC's and Standards committees and calibrated by government agencies OFSTED, RSC etc.

2. Significant Safeguarding failure

Board Scrutiny – Safeguarding Committee, Standards Committee

Risk Factor score – (impact x likelihood) 10 = Major impact

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, the Trust Standards Committee and Safeguarding Committee. Further reporting has been developed which is scrutinised by the safeguarding committee to ensure Directors have a clear view of compliance in this area, this report includes contact info, compliance with training KPI's and related policy information. Mandatory training and compliance with KCSIE is reported as part of this committee.

3. Unable to recruit or retain staff in adequate numbers

Board scrutiny – People committee.

Risk Factor score – (impact x likelihood) 12 = Major impact

The success of the 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 2024-26 that articulates how Inspire will be the 'employer of choice' along with KPI's presented at every People meeting. A new people initiative professional growth has been developed to replace traditional performance management and takes a more mentoring approach to the development of our people. This approach utilises current thinking and should be a tool to further engage our people in our Trust.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Principal Risks and Uncertainties (cont'd)****4. Significant staff wellbeing failure***Board scrutiny – People committee.**Risk Factor score – (impact x likelihood) 12 = Major impact*

The wellbeing of our staff is fundamental to the Trust's ability to deliver high-quality services and maintain a positive organisational culture. Directors regularly review wellbeing policies and initiatives through the People Committee to ensure they are responsive, inclusive, and proactive. The Trust's People Strategy 2024–26 includes a dedicated focus on mental health, workload management, and work-life balance, with clear KPIs reported at each People meeting. A new wellbeing framework has been introduced, aligning with national best practice and co-designed with staff, to foster a culture of openness, support, and resilience. This approach aims to embed wellbeing into everyday practice and ensure our people feel valued, supported, and able to thrive.

5. Significant Cyber security breech/confidentiality breech*Board scrutiny – Finance committee.**Risk Factor score – (impact x likelihood) 15 = Significant impact*

The Trust recognises that maintaining the security and confidentiality of its data is critical to safeguarding our people, communities, operations, and reputation. The Finance Committee provides oversight of all digital infrastructure and data protection measures, ensuring compliance with regulatory standards and best practice. The Trust has a robust Cyber Security and Data Protection Strategy in place, supported by regular audits, penetration testing, and mandatory staff training. Incident response protocols are reviewed and tested regularly to ensure swift action in the event of a breach. Ongoing investment in secure systems and a culture of digital responsibility underpin our commitment to protecting sensitive information and maintaining stakeholder trust.

6. Significant health, safety failure/ academy premises are not fit for future*Board scrutiny – Finance.**Risk Factor score – (impact x likelihood) 12 = Major impact*

A key element of the Trust's Estates strategies. 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 Finance committee termly. 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 and FARC 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, this includes the production of an Estates report that is presented at each Finance meeting.

7. Failure of financial plans (to ensure longer term stability of the Trust)*Board Scrutiny – Finance**Risk Factor score – (impact x likelihood) 15 = Significant impact*

Trust budgets are well managed with improvements made 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 Finance committee. The Trust balance sheet is strong, as is the Trust's cash position. The Trust has also benefitted from the recruitment of a Finance Director in the year who has delivered improved visibility of cost to key budget holders during the year, this has resulted in improved understanding of cost drivers and in turn reduced costs. During the year a detailed strategic meeting was held with key budget holders who identified 'stop, start, change, continue' costs and processes that will contribute to future year savings.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Principal Risks and Uncertainties (cont'd)****8. Unable to achieve growth of the Trust to optimum level***Board Scrutiny – Trust Board**Risk Factor score – (impact x likelihood) 12 = Major impact*

A key area for the Trust's future strategy is around its ability to grow and add schools to increase benefits for our wider communities. 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. In addition we look to build our reputation with the LA and DfE to share where we can help them achieve their educational aims – be it more ERP's or the continued utilisation of our school improvement expertise.

9. Failure to develop Trust strategy and leadership*Board scrutiny – Trust Board**Risk Factor score – (impact x likelihood) 12 = Major impact*

A clear and forward-thinking strategy, underpinned by strong leadership, is essential to the long-term success and sustainability of the Trust. The Trust Board maintains oversight of strategic development and leadership capacity, ensuring alignment with our vision, values, and evolving sector priorities. The Trust's Strategic Plan 2024–27 sets out a bold and ambitious roadmap, co-created with stakeholders and regularly reviewed to ensure relevance and impact. Leadership development is a key strand of the People Strategy, with targeted programmes in place to nurture talent, build resilience, and ensure succession planning at all levels. This approach ensures the Trust remains agile, future-focused, and well-led.

10. Community and parental engagement failures*Board scrutiny – Trust Board**Risk Factor score – (impact x likelihood) 16 = Significant impact*

Strong relationships with parents and the wider community are essential to the Trust's mission and the success of its schools. The Trust Board provides strategic oversight of engagement activity, ensuring that communication is inclusive, transparent, and responsive to stakeholder needs. The Trust's Strategic Plan 2024–27 includes a dedicated strand focused on strengthening community partnerships and enhancing parental involvement in school life. Regular feedback mechanisms, including surveys and forums, inform continuous improvement and help build trust and collaboration. A refreshed communications strategy and investment in digital platforms support more accessible and meaningful engagement, ensuring our communities feel heard, valued, and connected to the Trust's vision.

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 participants 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.

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.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)

Streamlined Energy and Carbon Reporting

UK Greenhouse gas emissions and energy use data	YE 2024	YE 2025	Annual Change +/- %
Energy consumption used to calculate emissions (kwh) <u>Scope 1, direct emissions TCO2e</u>	4,189,692	3,804,720	- 9%
395	331	- 16%	
<u>Scope 2 indirect emissions TCO2e</u>	249	248	- 0.4%
198	148	- 28%	
Total gross emissions TCO2e <u>Intensity ratio 3</u>	842	723	- 14%
TCO2e per pupil	0.185	0.147	- 21%

Inspire Education Trust has achieved significant carbon intensity reductions across all key metrics, reflecting continued progress in sustainability. Carbon intensity per £'000 turnover fell from 0.045 in 2020/21 to 0.019 in 2024/25, a 58% decrease. Per full-time equivalent employee, emissions dropped 62% over the same period, while per pupil intensity declined by 45%. Despite early increases linked to pandemic operations, steady year-on-year improvements demonstrate enhanced energy management, more efficient buildings, and greater use of renewable energy. These achievements show the Trust's success in lowering environmental impact while maintaining or growing operations across its schools.

Quantification and reporting methodology

Emissions have been calculated using the financial control approach in line with the UK Government's Environmental Reporting Guidelines (2019), referencing the GHG Protocol and ISO 14064-1:2018 principles. Calculations were carried out using CEn-Calc, applying UK Government GHG Conversion Factors or appropriate proxy factors where necessary, with well-to-wheel upstream factors included where applicable.

Gross emissions are reported using location-based factors such as the UK grid average, while net emissions reflect market-based factors linked to REGO or RGGI-backed energy procurement. Carbon credits for offsetting residual emissions are excluded from both figures. In compliance with SECR requirements, the Trust reports gross emissions and relevant intensity ratios to support year-on-year comparison and inform emissions reduction planning.

Although no external assurance was undertaken, internal validation and cross-checks ensure the accuracy and reliability of reported data.

Intensity measurement

The chosen intensity measurement ratio is total gross emissions in metric tonnes CO2e per pupil, the recommended ratio for the sector.

Measures taken to improve energy efficiency.

Inspire Education Trust has taken the following principal energy efficiency actions:

- Reduced A/C set points from 27 ° C to 21 ° C.
- Installed new BMS systems and optimised older systems.
- Purchased an electric van.
- Undertaken a thermography test for insulation continuity.
- Upgraded lighting to LED across all schools (with the exception of Walsgrave).
- Implemented sustainable and environmental learning opportunities and registered for zero carbon schools.
- Reduction in waste emissions attributed to the Trust now recycling 93% of its waste.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**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, aligned to the Three-Year Strategic Plan include:

- Improved academic outcomes for all, diminishing differences in the performance of different learner groups.
- Prioritising foundational knowledge and skills.
- Innovative in digital literacy including teaching and pedagogical skills.
- Supporting all pupils to meet their individual needs.
- Develop a personal development journey for all.
- Continue to develop leadership expertise at all levels.
- High attendance for all pupils.
- Fully connect meaningfully with our communities.

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 pupils.
- Promote the understanding of best practice and understand evidenced based research.
- Utilising all opportunities to promote CPD opportunities for our staff.

2. Growth

We have strong foundations for growth in place and are building our capacity to take advantage of further growth opportunities in the future. Growth, however, does not necessarily mean in the form of additional schools, we are looking to expand our extended resource provisions to support our Inclusion aspirations with the first secondary ERP in Coventry opening at Blue Coat school in January 2026. Growth in the future could also be around supporting other schools utilising our school improvement expertise and supporting our civic responsibilities as a strong multi academy trust.

To ensure future growth does not negatively impact the standards within our current schools, our growth strategy has articulated the following areas as key to being effective, sustainable, and rooted in civic responsibility:

Robust and effective governance – A Board that is building capability and holding the executive to account for the delivery of the strategic plan, while ensuring decisions reflect the Trust's wider duty to the communities it serves.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)

Strong school improvement strategies and capacity frameworks – Successful school improvement is built on collaboration and partnership between Trusts, local authorities and the DfE, drawing on expertise wherever it exists and sharing services to raise standards for all. This approach reflects our civic commitment to contribute to the wider education system, not just our own schools.

People and Leadership – It is essential to have the right leaders and the right team. Being part of a Trust helps build a strong and sustainable workforce. We are committed to developing a culture of mutual support, where everyone is engaged in the Trust's strategic direction and has access to continuous professional development – up to and including the CEO. This investment in our people reflects our responsibility to nurture future leaders for the sector.

Financial Sustainability – The benefits of scale are clear, and significant savings can be achieved. We give careful consideration to both short- and long-term financial planning, benchmarking, robust financial systems, and the level of local spending. A 3-year financial business plan aligned to Trust strategies is in place, with action plans to ensure financial sustainability. This ensures we remain accountable stewards of public funds, delivering value for money in service of our pupils and communities.

3. Future years Strategic Plan

In addition to the development of a new Trust Development Plan—outlining the ten key aims to deliver our vision we have also established a comprehensive Strategic Plan that sets out our long-term direction and includes detailed financial planning aligned with our development priorities. This plan is designed to ensure that growth is both sustainable and responsible, recognising our civic duty to serve our communities without compromising the high standards of our existing schools. Key elements of the strategy include delivering efficiencies through economies of scale, further centralising services where appropriate, enhancing operational performance, investing in staff training and leadership development, and further strengthening the capacity and effectiveness of our Board of Directors. These strategic priorities are all focused on building the capacity required to support future growth while maintaining our commitment to excellence.

Complementing the overarching strategy are our detailed individual Academy Development Plans, which align with and support the Trust-wide objectives while addressing the unique needs and aspirations of each school community.

Inspire Education Trust has a strong and proven track record of delivering excellent outcomes for pupils, underpinned by robust school improvement strategies and a commitment to pastoral care. All of our schools have seen improved Ofsted outcomes since joining the Trust, reflecting our relentless focus on quality and impact. This success is enhancing our reputation as a high-performing, values-driven Trust—one that is committed not only to educational excellence but also to fulfilling its civic responsibility by contributing positively to the communities we serve.

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 DfE, which are distributed to students in financial need.

DISCLOSURE OF INFORMATION TO AUDITORS

In so far as the Directors are aware:

- There is no relevant audit information of which the charitable company's auditor is unaware; and
- the Directors 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.

DIRECTORS' REPORT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**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 17th December 2025 and signed on its behalf by:

.....
M. W. Gore
Mark Gore
Chair of Directors

GOVERNANCE STATEMENT FOR THE YEAR ENDED 31 AUGUST 2025

SCOPE OF RESPONSIBILITY

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

The Board of Directors has delegated day-to-day responsibility to the Chief Executive Officer, as Accounting Officer, for ensuring that financial controls conform to the principles of propriety and good financial management. These responsibilities are carried out in accordance with the requirements and obligations set out in the funding agreement between Inspire Education Trust and the Secretary of State for Education.

The Chief Executive Officer is also responsible for reporting any material weaknesses or breakdowns in internal control to the Board of Directors.

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 2025. 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
Mr Mark Gore	Member Appointed	7	7
Mrs Sybil Hanson	Member Appointed	7	7
Mrs Nichola Aston	Member Appointed	7	7
Mrs Jane Durkin	Member Appointed	7	7
Mrs Lisa Hayes	Co-opted	1	3
Ms Charlotte Marten	Member Appointed	7	7
Mrs Louise Lakin	Co-opted	2	3
Rev'd Claire McArthur	Member Appointed	1	2

The Board of Directors and 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 an 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.

GOVERNANCE STATEMENT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)

CONFLICTS OF INTEREST (cont'd)

A register of interests is then maintained by the Academy Trust's Governance Professional, 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. 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 DfE can then be made, including where relevant, seeking pre-approval.

FINANCE COMMITTEE

The Finance Committee 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 Jane Durkin	Director and Chair of the Committee	6	6
Mrs Sybil Hanson	Director	6	6
Ms Charlotte Marten	Director	6	6
In Attendance Only:			
Mrs Lois Whitehouse	CEO	6	6
Mrs Kay Grainger	Head of Governance	6	6
Mr Rob Darling	Deputy CEO	5	6
Mrs Heriate Mahachi	Finance Director	4	4
Mark Gore	Chair of Trust Board	3	6

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 holds overall responsibility for ensuring that the academy trust delivers excellent value for money in its use of public resources. This responsibility is underpinned by a clear understanding that value for money encompasses not only financial efficiency but also the educational and societal outcomes achieved through the investment of taxpayer funds.

Each academic year, the Accounting Officer evaluates how effectively the Trust has utilised its resources to deliver impact, and reports to the Board of Directors on areas where further improvements can be made. This reflective process ensures continuous improvement and accountability in financial stewardship.

During the year, the Accounting Officer has overseen a number of initiatives that have demonstrably improved value for money, including:

- Expansion of in-house service provision – The Trust has successfully insourced key functions such as HR, now managing all people-related processes internally. This includes employee relations, learning and development, recruitment and talent acquisition, HR policy and compliance, compensation and benefits, organisational culture, and HR data and analytics. This strategic move has enhanced consistency, improved operational efficiency, and delivered cost savings.

GOVERNANCE STATEMENT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**REVIEW OF VALUE FOR MONEY**

- Capital project procurement – All major capital investments were subject to rigorous and transparent tendering processes, ensuring cost-effectiveness while maintaining high standards of delivery.
- Cost driver analysis and efficiency planning – A comprehensive review of key cost drivers was undertaken in collaboration with senior leaders across the Trust. This resulted in targeted action plans to reduce expenditure, such as consolidating subscriptions and centralising stationery procurement. These plans will continue to be monitored and refined throughout 2025/26.
- Strategic financial leadership – The appointment of a Finance Director with specific responsibility for procurement has strengthened the Trust's capacity to ensure contract compliance, drive further efficiencies, and support long-term financial sustainability.

These actions reflect the Trust's commitment to responsible financial management and its duty to maximise the impact of public funding for the benefit of all pupils and the wider community.

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. The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of the Academy Trust's 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 period from 1 September 2024 to 31 August 2025 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 Academy 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 Academy Trust's significant risks that has been in place for the period from 1 September 2024 to 31 August 2025 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 RISK AND CONTROL FRAMEWORK

The Academy 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 regular financial reports which are reviewed and agreed by the Directors.
- regular reviews by the Finance Committee 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; and
- Internal audit scrutiny

The Board of Directors has considered the need for a specific internal audit function and Bishop Fleming continue to provide this service to the trust..

GOVERNANCE STATEMENT FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**THE RISK AND CONTROL FRAMEWORK (cont'd)**

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:

- Strategic Risk
- Key financial controls

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 ended 31 August 2025 the review has been informed by:

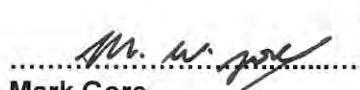
- the work of the internal auditor.
- the work of the external auditor.
- the work of the executive managers within the academy trust who have responsibility for the development and maintenance of the internal control framework.

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 systems happens.

CONCLUSION

Based on the advice of the audit and risk committee and the accounting officer, the board of trustees is of the opinion that the Trust has an adequate and effective framework for governance, risk management and control.

Approved by order of the Board of Directors on 17 December 2025 and signed on its behalf by:


Mark Gore
Chair of Directors


Lois Whitehouse
Accounting Officer

STATEMENT ON REGULARITY, PROPRIETY AND COMPLIANCE FOR THE YEAR ENDED 31 AUGUST 2025

As Accounting Officer of Inspire Education Trust, I confirm that I have had due regard to the framework of authorities governing regularity, propriety and compliance, including the Trust's funding agreement with the DfE, and the requirements of the Academy Trust Handbook, including responsibilities for estates safety and management. I have also considered my responsibility to notify the Academy Trust Board of Directors and the DfE of material irregularity, impropriety and non-compliance with terms and conditions of all funding, including for estates safety and management.

I confirm that I and the 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 framework of authorities.

I confirm that no instances of material irregularity, impropriety or 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 DfE.



L Whitehouse
Accounting Officer
17 December 2025

STATEMENT OF DIRECTORS' RESPONSIBILITIES FOR THE YEAR ENDED 31 AUGUST 2025

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 Department for Education, 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 2024 to 2025;
- 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 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 17 December 2025 and signed on its behalf by:


M Gore
Chair of Directors

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF INSPIRE EDUCATION TRUST FOR THE YEAR ENDED 31 AUGUST 2025**Opinion**

We have audited the financial statements of Inspire Education Trust for the year ended 31 August 2025 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and notes to the financial statements, 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 2024 to 2025 issued by the Department for Education.

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 2025 and of its incoming resources and application of resources, including income and expenditure, for the year then ended;
- have been 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 2024 to 2025.

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 Academy Trust's 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 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 2025 (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 by the academy trust or returns adequate for our audit have not been received from academies 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 38, 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:

INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF INSPIRE EDUCATION TRUST FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)

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 2024 to 2025. 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.

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 Department for Education, 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 2025 (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 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

17 December 2025

INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO INSPIRE EDUCATION TRUST AND THE SECRETARY OF STATE FOR EDUCATION FOR THE YEAR ENDED 31 AUGUST 2025

In accordance with the terms of our engagement letter dated 30 June 2025 and further to the requirements of the Department for Education (DfE), as included in the extant Framework and Guide for External Auditors and Reporting Accountants of Academy Trusts, we have carried out an engagement to obtain limited assurance about whether anything has come to our attention that would suggest, in all material respects, the expenditure disbursed and income received by Inspire Education Trust during the period 1 September 2024 to 31 August 2025 have not been applied to the purposes intended by Parliament and that the financial transactions do not conform to the authorities which govern them.

This report is made solely to the Inspire Education Trust and the Secretary of State for Education in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Inspire Education Trust and the Secretary of State for Education those matters we are required to state 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 Secretary of State for Education, 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 the Inspire Education Trust's funding agreement with the Secretary of State for Education dated August 2019, and the Academy Trust Handbook 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 extant Framework and Guide for External Auditors and Reporting Accountants of Academy Trusts. 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 2024 to 31 August 2025 have not been applied for the purposes intended by Parliament or that 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 DfE, which requires a limited assurance engagement as set out 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.

Summary of the work undertaken was as follows:

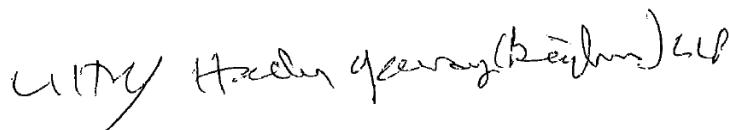
- Analytical review of the Academy Trust's general activities are within the Academy Trusts framework of authorities;
- Consideration of the evidence supporting the accounting officers statement on regularity, propriety and compliance;

INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO INSPIRE EDUCATION TRUST AND THE SECRETARY OF STATE FOR EDUCATION FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)**Approach (cont'd)**

- Review of the general control environment for the Academy Trust on financial statements and on regularity;
- Confirmation that a sample of expenditure has been appropriately authorised in accordance with the Academy Trust's delegated authorities;
- Formal representations obtained from the Board of Directors and the accounting officer acknowledging the responsibilities including disclosing all non compliance with laws and regulations specific to the authorising framework;
- Confirmation that any extra contractual payments such as severance and compensation payments have been appropriately authorised;
- Review of credit card expenditure for any indication of personal use by staff, principal or directors;
- Review of specific terms of grant funding within the funding agreement;
- Review of related party transactions for connections with the principal/finance manager or directors;
- Review of income received in accordance with the activities permitted within the Academy Trust's charitable objectives.

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 2024 to 31 August 2025 has not been applied for the purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

A handwritten signature in black ink that reads "UHY Hacker Young (Birmingham) LLP". The signature is fluid and cursive, with "UHY" at the top, followed by "Hacker Young" and "(Birmingham)" on the middle line, and "LLP" at the bottom right.

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

17 December 2025

STATEMENT OF FINANCIAL ACTIVITIES FOR THE YEAR ENDED 31 AUGUST 2025
(Including Income and Expenditure Account)

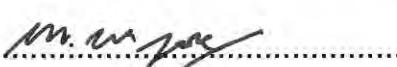
	Note	Restricted				Total 2024 £'000
		Unrestricted Funds £'000	Restricted General Funds £'000	Fixed Asset Funds £'000	Total 2025 £'000	
Income from:						
Donations and capital grants	3	33	-	2,153	2,186	3,273
Transferred from Local Authority on conversion	3 & 31	-	-	-	-	19,362
Charitable activities:						
- Funding for the academy trust's educational operations	4	174	33,677	-	33,851	29,386
Other trading activities	5	657	-	-	657	548
Investment income	6	113	-	-	113	73
Total		977	33,677	2,153	36,807	52,642
Expenditure on:						
Raising funds	7	1,048	-	-	1,048	791
Charitable activities:						
- Academy trust's educational operations	7	-	33,152	1,386	34,538	30,617
Total		1,048	33,152	1,386	35,586	31,408
Net income/(expenditure)		(71)	525	767	1,221	21,234
Transfers between funds	17	(170)	(14)	184	-	-
Other recognised gains and losses						
Actuarial gain on defined benefit pension schemes	28	-	4,412	-	4,412	759
Asset ceiling adjustment	29	-	(4,185)	-	(4,185)	(155)
Net movement in funds		(241)	4,923	951	1,448	21,838
Reconciliation of funds						
Total funds brought forward	17	2,414	(738)	56,451	58,127	36,289
Total funds carried forward	17	2,173	4,185	57,402	59,575	58,127

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

BALANCE SHEET AS AT THE YEAR ENDED 31 AUGUST 2025

	Note	2025 £'000	2024 £'000
Fixed assets			
Tangible assets	13	<u>56,801</u>	<u>56,146</u>
		<u>56,801</u>	<u>56,146</u>
Current assets			
Debtors	14	<u>1,888</u>	<u>901</u>
Cash at bank and in hand		<u>4,436</u>	<u>4,967</u>
		<u>6,324</u>	<u>5,868</u>
Current liabilities			
Creditors: Amounts falling due within one year	15	<u>(2,971)</u>	<u>(3,149)</u>
Net current assets		<u>3,353</u>	<u>2,719</u>
Total assets less current liabilities		<u>60,154</u>	<u>58,865</u>
Creditors: Amounts falling due after more than one year	16	<u>(579)</u>	-
Net assets excluding pension liability		<u>59,575</u>	<u>58,865</u>
Defined benefit pension scheme liability	28	-	<u>(738)</u>
Total Net Assets		<u>59,575</u>	<u>58,127</u>
Funds of the Academy:			
Restricted funds			
- Fixed asset fund	17	<u>57,402</u>	<u>56,451</u>
- Restricted income fund	17	-	-
- Pension reserve	17	-	<u>(738)</u>
Total Restricted Funds		<u>57,402</u>	<u>55,713</u>
Unrestricted income fund	17	<u>2,173</u>	<u>2,414</u>
Total Unrestricted Funds		<u>2,173</u>	<u>2,414</u>
Total Funds		<u>59,575</u>	<u>58,127</u>

The financial statements on pages 45 to 70 were approved by the Directors and authorised for issue on 17 December 2025 and signed on their behalf by:


M Gore
Chair

STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 AUGUST 2025

	Notes	2025 £'000	2024 £'000
Cash flows from operating activities			
Net cash (used in)/provided by operating activities	21	(668)	1,377
Cash flows from investing activities	22	225	(257)
Cash flows from financing activities	23	(88)	15
Change in cash and cash equivalents in the reporting period		(531)	1,135
Cash and cash equivalents at 1 September	24	4,967	3,832
Cash and cash equivalents at 31 August	24	4,436	4,967

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 (Charities SORP (FRS 102)), the Academies Accounts Direction 2024 to 2025 issued by the DfE, 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 directors 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 directors 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.

- **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.

- **Expenditure on Raising Funds**

This includes all expenditure incurred by the academy trust to raise funds for its charitable purposes and includes costs of all fundraising activities events and non-charitable trading.

- **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.

- **Governance Costs**

These include the costs attributable to the academy trust's compliance with constitutional and statutory requirements, including audit, strategic management and Director's meetings and reimbursed expenses.

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)

Tangible Fixed Assets (cont'd)

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.

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 DfE. Payments received from the DfE 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 30.

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 Director 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.

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 directors. 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 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 28, 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 2022 has been used by the actuary in valuing the pensions liability at 31 August 2025. 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 directors 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 directors 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.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)

2 GENERAL ANNUAL GRANT (GAG)

Under the funding agreement with the Secretary of State the Inspire Education Trust was not subject to a limit on the amount of GAG that it could carry forward at 31 August 2025 (see note 17).

3 DONATIONS AND CAPITAL GRANTS

	Unrestricted Funds £'000	Restricted Funds £'000	Total 2025 £'000	Total 2024 £'000
Devolved formula capital grant	-	97	97	97
School Nurseries Capital Fund	-	150	150	-
Other DfE/ESFA capital grants	-	706	706	678
Transfer on conversion				
Fixed assets reserve transferred	-	-	-	18,791
LGPS pension deficit transferred	-	-	-	(823)
Budget surplus on LA funds	-	-	-	1,394
LA Capital Grant	-	1,200	1,200	-
Donations	33	-	33	2,498
	<hr/>	<hr/>	<hr/>	<hr/>
	33	2,153	2,186	22,635

The income from donations and capital grants was £2,186,000 (2024: £22,635,000) of which £33,000 (2024: £1,501,000) was unrestricted, £Nil (2024: (£823,000)) restricted and £2,153,000 (2024: £21,957,000) restricted fixed assets.

4 FUNDING FOR THE ACADEMY TRUST'S CHARITABLE ACTIVITIES

	Unrestricted Funds £'000	Restricted Funds £'000	Total 2025 £'000	Total 2024 £'000
DfE/ESFA grants				
General annual grant (GAG) (note 2)	-	23,996	23,996	20,916
Post 16-19 core grant	-	1,854	1,854	1,857
Other DfE/ESFA grants				
Rates relief grant	-	192	192	237
Pupil Premium	-	1,824	1,824	1,521
UIFSM grant	-	375	375	303
PE and Sports grant	-	138	138	113
Mainstream additional schools grant	-	-	-	666
National Insurance contribution grant	-	202	202	-
Core schools budget grant	-	908	908	-
Teachers pay grant	-	395	395	345
Teachers pension grant	-	593	593	288
Early years framework	-	21	21	5
Trust capacity fund	-	-	-	172
Trust converter grant	-	80	80	25
Other DfE/ESFA	-	27	27	133
	<hr/>	<hr/>	<hr/>	<hr/>
	30,605	30,605	30,605	26,581
Other Government grants				
Special educational needs grant	-	1,348	1,348	837
Early years framework	-	977	977	899
LA Pupil premium	-	54	54	41
Free School Meal Vouchers	-	7	7	25
Other LA grants	-	502	502	440
	<hr/>	<hr/>	<hr/>	<hr/>
	2,888	2,888	2,888	2,242
COVID-19 DfE/ESFA additional funding				
Covid recovery premium	-	-	-	199
	<hr/>	<hr/>	<hr/>	<hr/>
	-	-	-	199

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)

4 FUNDING FOR THE ACADEMY TRUST'S CHARITABLE ACTIVITIES (cont'd)

	Unrestricted Funds £'000	Restricted Funds £'000	Total 2025 £'000	Total 2024 £'000
Other income from the academy trust's educational operations:				
Pupil catering	-	184	184	155
Other income	174	-	174	209
	174	184	358	364
	174	33,677	33,851	29,386

The income from funding for the Academy Trust's Educational Operations was £33,851,000 (2024: £29,386,000) of which £174,000 (2024: £209,000) was unrestricted and £33,677,000 (2024: £29,177,000) restricted.

5 OTHER TRADING ACTIVITIES

	Unrestricted Funds £'000	Restricted Funds £'000	Total 2025 £'000	Total 2024 £'000
Hire of facilities				
	102	-	102	85
Trips, music and club	438	-	438	413
Other income	117	-	117	50
	657	-	657	548

The income from the academy trusts' other trading activities was unrestricted for both 2025 and 2024.

6 INVESTMENT INCOME

	Unrestricted Funds £'000	Restricted Funds £'000	Total 2025 £'000	Total 2024 £'000
Bank interest received				
	113	-	113	73
	113	-	113	73

The income from the academy trusts' investment activities was unrestricted for both 2025 and 2024.

7 EXPENDITURE

	Non Pay Expenditure			Total	Total
	Staff Costs £'000	Premises £'000	Other Costs £'000	2025 £'000	2024 £'000
Expenditure on raising funds					
- Allocated support costs	1,024	-	24	1,048	791
	1,024	-	24	1,048	791
Academy's educational operations					
- Direct costs	21,748	-	1,705	23,453	21,069
- Allocated support costs	4,690	3,690	2,705	11,085	9,548
	26,438	3,690	4,410	34,538	30,617
	27,462	3,690	4,434	35,586	31,408

The expenditure was £35,586,000 (2024: £31,408,000) of which £1,048,000 (2024: £791,000) was unrestricted, £33,152,000 (2024: £29,446,000) restricted and £1,386,000 (2024: £1,171,000) restricted fixed assets.

7 EXPENDITURE (cont'd)

	2025	2024
	£'000	£'000
Net (income)/expenditure for the year includes:		
Operating leases rentals	95	110
Depreciation	1,386	1,171
Fees payable to auditor for:		
- audit	22	21
- other services	6	5

8 CHARITABLE ACTIVITIES

	Total	Total
	2025	2024
	£'000	£'000
Direct costs - educational operations	23,453	21,069
Support costs - educational operations	11,085	9,548
	<u>34,538</u>	<u>30,617</u>

Analysis of Support Costs

	Total	Total
	2025	2024
	£'000	£'000
Support staff costs	4,690	4,375
Depreciation	1,386	1,171
Premises	2,304	1,940
Technology	570	461
Legal costs - other	31	32
Legal costs - conversion	-	37
Governance	605	407
Other support costs	1,499	1,125
	<u>11,085</u>	<u>9,548</u>

9 STAFF COSTS

a Staff costs and employee benefits

	Total	Total
	2025	2024
	£'000	£'000
Staff costs during the year were:		
Wages and salaries	19,810	17,750
Social security costs	2,058	1,695
Pension costs	4,544	4,049
	<u>26,412</u>	<u>23,494</u>
Agency staff costs	1,009	888
Staff restructuring costs	41	122
	<u>27,462</u>	<u>24,504</u>
Staff restructuring costs comprise:		
Severance payments	7	88
Other restructuring costs	34	34
	<u>41</u>	<u>122</u>

b Staff exit packages contractual and non contractual payments

The academy trust paid £41,402 in severance payments in the year (2024: £124,953).

	2025	2024
	£'000	£'000
0 - £25,000	4	3
£25,001 - £50,000	-	1

c Special staff severance non contractual payments

Included in staff restructuring costs there are 2 non statutory/non contractual special severance payments totalling £7,420 (2024: £57,921). Individually the payments were £6,898 and £522.

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)

9 STAFF COSTS (cont'd)**d Staff numbers**

The average number of persons (including School Leadership Team) employed by the Academy during the year ended 31 August 2025 expressed as whole persons was as follows:

Charitable Activities	2025	2024
	No	No
Teachers	233	222
Administration and support - including Teaching Assistants	507	388
Management	49	46
	789	656

e Higher paid staff

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

	No	No
£60,001 - £70,000	15	12
£70,001 - £80,000	9	7
£80,001 - £90,000	3	1
£90,001 - £100,000	-	2
£100,001 - £110,000	2	-
£110,001 - £120,000	-	2
£120,001 - £130,000	1	1
£130,001 - £140,000	1	-

f Key management personnel

The key management of the academy trust comprise the directors and the Senior Leadership Team as listed on page 2. 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 £519,428 (2024: £752,521).

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, Stockingford Academy, Arley Primary Academy and Frederick Bird Academy during the year:

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

Inspire Education Trust charges for these services 5% (2024: 5%) top slice of general annual grant income, transfer of GAG reserves and recharges of costs incurred centrally.

	2025	2024
	£'000	£'000
The actual amounts charged during the year were as follows:		
Blue Coat Church of England School and Music College	553	513
Clifford Bridge Academy	93	88
Hearsall Community Academy	99	89
Stockingford Academy	136	131
Walsgrave Church of England Academy	98	94
Whittle Academy	55	53
Arley Primary Academy	48	32
Frederick Bird Academy	206	130
	1,288	1,130

11 RELATED PARTY TRANSACTIONS – DIRECTORS' REMUNERATION AND EXPENSES

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

Other related party transactions including directors are set out in note 29.

12 DIRECTORS' AND OFFICERS INSURANCE

In accordance with normal commercial practice the academy has purchased insurance to protect trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business. The academy has joined the DfE's Risk Protection Arrangement. The arrangement provides cover up to £10,000,000 on any one claim and the cost for the year ended 31 August 2025 is included within the total insurance cost.

13 TANGIBLE FIXED ASSETS

	Leasehold					
	Land & Buildings	Furniture & Equipment	Computer Equipment	Motor Vehicles	Assets Under Construction	Total
Cost	£'000	£'000	£'000	£'000	£'000	£'000
At 1 September 2024	59,967	1,167	903	3	-	62,040
Additions	1,273	95	130	12	531	2,041
At 31 August 2025	61,240	1,262	1,033	15	531	64,081
Depreciation						
At 1 September 2024	4,844	386	661	3	-	5,894
Charged in year	1,114	175	97	-	-	1,386
At 31 August 2025	5,958	561	758	3	-	7,280
Net book value						
At 31 August 2025	55,282	701	275	12	531	56,801
At 31 August 2024	55,123	781	242	-	-	56,146

14 DEBTORS

	2025	2024
	£'000	£'000
Trade debtors	127	39
VAT recoverable	778	110
Prepayments and accrued income	978	750
Other debtors	5	2
	1,888	901

NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2025 (cont'd)

15 CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR	2025 £'000	2024 £'000
Trade creditors	1,116	550
Taxation and social security	413	400
DfE loan	62	722
Other creditors	512	407
Accruals	572	757
Deferred income	296	313
	<u>2,971</u>	<u>3,149</u>

The trust inherited a loan when Arley Primary School joined the trust on 1 January 2024. The loan of £50,404 from the DfE is provided interest free. The loan was repaid in full in August 2025.

Deferred Income	2025 £'000	2024 £'000
Deferred income at 1 September	313	202
Resources deferred in the year	296	313
Amounts recognised as income during the year	(313)	(202)
Deferred income at 31 August	<u>296</u>	<u>313</u>

At the balance sheet date the academy was holding funds received in advance for Universal Free School Meals £221,156 (2024: £206,667), educational trips and visits £59,120 (2024: £79,310), and other grants and income £15,281 (2024: £26,999).

16 CREDITORS: AMOUNTS FALLING DUE IN GREATER THAN ONE YEAR	2025 £'000	2024 £'000
DfE loan	579	-
	<u>579</u>	<u>-</u>

The trust inherited a loan when Blue Coat School joined the trust on 1 April 2020. The loan of £671,813 from the DfE is provided at an interest rate of 1.97% per annum. A repayment agreement has been finalised, under which the loan will be repaid over a 10-year period, commencing on 1 March 2025.

17 FUNDS

The income funds of the academy applied for specific purposes are as follows:

	Balance at 1 September 2024	Incoming Resources	Gains, Balance at	
	£'000	Resources £'000	Losses & 31 August Transfers £'000	2025 £'000
Restricted general funds				
General annual grant (GAG) (i)	-	23,996	(23,982)	(14)
Post 16-19 core funding	-	1,854	(1,854)	-
Rates relief grant (ii)	-	192	(192)	-
Pupil premium grant (iii)	-	1,824	(1,824)	-
PE and Sports grant (iv)	-	138	(138)	-
UIFSM grant (v)	-	375	(375)	-
Teachers pay grant (vi)	-	395	(395)	-
Teachers pension grant (vi)	-	593	(593)	-
Core schools budget grant (vii)	-	908	(908)	-
NI Contributions Grant (viii)	-	202	(202)	-
Other DfE/ESFA (ix)	-	128	(128)	-
LA pupil premium (x)	-	54	(54)	-
LA SEN (xi)	-	1,348	(1,348)	-
LA Early Years (xii)	-	977	(977)	-
LA Grants Other (xii)	-	509	(509)	-
Catering income	-	184	(184)	-
Total general funds	-	33,677	(33,663)	(14)
Restricted fixed asset funds				
Fixed assets donation (LA) (xiii)	51,756	1,200	(1,083)	-
DfE/ESFA capital grants (xiv)	4,094	953	(236)	(84)
Capital expenditure from GAG (xv)	418	-	(57)	268
Donations	22	-	(6)	-
Salix grant	161	-	(4)	-
Total fixed asset funds	56,451	2,153	(1,386)	184
Restricted pension scheme liability				
Pension reserve (note xvi)	(738)	-	511	227
Total restricted funds	55,713	35,830	(34,538)	397
Unrestricted funds				
Unrestricted funds	2,414	977	(1,048)	(170)
Total unrestricted funds	2,414	977	(1,048)	(170)
Total funds	58,127	36,807	(35,586)	227
				59,575

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 2025. (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) Teacher Pay and Pension grants have been used to fund pay rises.
- vii) The Core schools budget grant has been used to support the costs of teacher and support staff pay awards.
- viii) The National Insurance contribution grant has been used to offset the increased employer National Insurance contributions.
- ix) Other DfE income used for the benefit of the academies education objectives.
- x) Pupil premium is spent predominantly on Teaching resources and ICT equipment/Licences to support those children for who the grant was intended.
- xi) SEN funding has been used to support children in respect of EHCP plan funding.
- xii) Other LA income used for the benefit of the academies education objectives.
- xiii) Land and buildings were gifted to the Academy Trust upon conversion from Northamptonshire County Council and Coventry County Council.
- xiv) 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.
- xv) The gross transfer from the unrestricted and restricted general funds to the restricted fixed asset fund of £184,000 (2024: £246,000) represents the capital expenditure from revenue funds during the year.
- xvi) The pension reserve represents the deficit on the Local Government Pension Scheme (see note 28).

17 FUNDS (cont'd)

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

	Balance at 1 September 2023	Incoming Resources	Gains, Losses & Transfers	Balance at 31 August 2024
	£'000	£'000	£'000	£'000
Restricted general funds				
General annual grant (GAG) (i)	86	20,916	(21,414)	412
Post 16-19 core funding	-	1,857	(1,857)	-
Rates relief grant (ii)	-	237	(237)	-
Pupil premium grant (iii)	-	1,521	(1,521)	-
PE and Sports grant (iv)	4	113	(117)	-
UIFSM grant (v)	-	303	(303)	-
Teachers pay grant (vi)	-	345	(345)	-
Teachers pension grant (vi)	-	288	(288)	-
COVID recovery premium	-	199	(199)	-
Other DfE/ESFA (ix)	-	285	(285)	-
LA pupil premium (x)	-	41	(41)	-
LA SEN (xi)	-	837	(837)	-
LA Early Years (xii)	-	899	(899)	-
School Led Tutoring	-	50	(50)	-
Mainstream Schools Additional Grant	-	666	(666)	-
LA Grants Other (xii)	-	465	(465)	-
Catering income	-	155	(155)	-
Total general funds	90	29,177	(29,679)	412
Restricted fixed asset funds				
Fixed assets donation (LA) (xiii)	31,613	21,182	(1,039)	51,756
DfE/ESFA capital grants (xiv)	3,405	775	(86)	4,094
Capital expenditure from GAG (xv)	208	-	(36)	246
Donations	28	-	(6)	22
Salix grant	165	-	(4)	161
Total fixed asset funds	35,419	21,957	(1,171)	246
Restricted pension scheme liability				
Pension reserve (note xvi)	(752)	(823)	233	604
	(752)	(823)	233	604
Total restricted funds	34,757	50,311	(30,617)	1,262
Unrestricted funds				
Unrestricted funds	1,532	2,331	(791)	(658)
Total unrestricted funds	1,532	2,331	(791)	(658)
Total funds	36,289	52,642	(31,408)	604
				58,127

17 FUNDS (cont'd)

TOTAL FUND ANALYSIS BY ACADEMY		2025	2024
Fund balances at 31 August 2025 were allocated as follows:		£'000	£'000
Revenue funds		2,173	2,414
Total before fixed assets and pension reserve		2,173	2,414
Restricted fixed assets fund		57,402	56,451
Pension reserve		-	(738)
Total		59,575	58,127

The Trust pools reserves and as such is not required to disclose revenue funds by school separately.

TOTAL COST ANALYSIS BY ACADEMY

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

	Teaching and Educational Support	Other Support	Other Costs	Total 2025	Total 2024
	Staff Costs	Staff Costs	Educational Supplies		
	£'000	£'000	£'000		
Blue Coat CofE	8,154	1,518	538	11,574	10,830
Clifford Bridge Academy	1,617	449	90	2,471	2,304
Hearsall Community Academy	1,808	552	116	2,834	2,625
Stockingford Academy	2,467	490	136	3,497	3,470
Walsgrave CofE	1,604	548	103	2,557	2,468
Whittle Academy	1,100	368	56	1,719	1,712
Arley Primary Academy	842	315	63	1,424	978
Frederick Bird Academy	3,361	837	204	5,248	3,233
Central Function	795	637	399	2,876	2,617
Total	21,748	5,714	1,705	34,200	30,237

18 ANALYSIS OF NET ASSETS BETWEEN FUNDS

Fund balances at 31 August 2025 are represented by:

	Unrestricted Funds	Pension Restricted Funds	General Restricted Funds	Assets Restricted Funds	Fixed Assets
	£'000	£'000	£'000	£'000	£'000
Tangible fixed assets	-	-	-	56,801	56,801
Current assets	2,173	-	3,550	601	6,324
Current liabilities	-	-	(2,971)	-	(2,971)
Non current liabilities	-	-	(579)	-	(579)
Pension scheme liability	-	-	-	-	-
	2,173	-	-	57,402	59,575

Fund balances at 31 August 2024 are represented by:

	Unrestricted Funds	Pension Restricted Funds	General Restricted Funds	Assets Restricted Funds	Fixed Assets
	£'000	£'000	£'000	£'000	£'000
Tangible fixed assets	-	-	-	56,146	56,146
Current assets	2,414	-	3,149	305	5,868
Current liabilities	-	-	(3,149)	-	(3,149)
Non current liabilities	-	-	-	-	-
Pension scheme liability	-	(738)	-	-	(738)
	2,414	(738)	-	56,451	58,127

19 CAPITAL COMMITMENTS	2025 £'000	2024 £'000
Contracted for, but not provided in the financial statements	316	-
Authorised by directors, but not yet contracted	-	448
	<hr/>	<hr/>
20 LONG TERM COMMITMENTS INCLUDING OPERATING LEASES		
<i>Operating leases</i>		
At 31 August 2025 the total of the academy trust's future minimum lease payments under non-cancellable operating leases was:		
	2025 £'000	2024 £'000
Amounts due within one year	86	95
Amounts due between one and five years	215	297
Amounts due after five years	-	2
	<hr/>	<hr/>
	301	394
	<hr/>	<hr/>
21 RECONCILIATION OF NET INCOME TO NET CASH FLOW FROM OPERATING ACTIVITIES		
	2025 £'000	2024 £'000
Net income for the reporting period (as per the statement of financial activities)	1,221	21,234
Adjusted for:		
Depreciation (note 13)	1,386	1,171
LGPS pension deficit transfer (note 28)	-	823
Fixed asset transfer on conversion (note 31)	-	(18,791)
Fixed asset donations (note 13)	-	(2,391)
Capital grants from DfE and other capital income	(2,153)	(775)
Interest receivable	(113)	(73)
Interest payable	7	-
Defined benefit pension scheme cost less contributions payable (note 28)	(523)	(290)
Defined benefit pension scheme finance cost (note 28)	12	57
Increase in debtors	(987)	(206)
Increase in creditors	482	618
Net cash (used in)/provided by operating activities	(668)	1,377
22 CASH FLOWS FROM INVESTING		
	2025 £'000	2024 £'000
Interest received	113	73
Purchase of tangible fixed assets	(2,041)	(1,105)
Capital grants from DfE/ESFA	2,153	775
Net cash provided by/(used in) investing activities	225	(257)
23 CASH FLOWS FROM FINANCING ACTIVITIES		
	2025 £'000	2024 £'000
Repayment of loans	(81)	(35)
Interest on loan	(7)	-
Cash inflows from new borrowing	-	50
Net cash (used in)/provided by financing activities	(88)	15
24 ANALYSIS OF CASH AND CASH EQUIVALENTS	At 31 Aug £'000	At 31 Aug £'000
Cash in hand and at bank	4,436	4,967
Total cash and cash equivalents	4,436	4,967

25 ANALYSIS OF CHANGES IN NET DEBT

	At 1 Sept 2024 £'000	Cash Flows	At 31 Aug 2025 £'000
Cash at bank	4,967	(531)	4,436
	4,967	(531)	4,436
Loans within one year	(722)	660	(62)
Loans greater than one year	-	(579)	(579)
	4,245	(450)	3,795

26 CONTINGENT LIABILITIES

During the period of the funding agreement between the Inspire Education Trust and the Secretary of State, in the event of the sale or disposal by other means of any asset for which a Government capital grant was received, the Inspire Education Trust is required either to reinvest 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 Inspire Education Trust serving notice, the Inspire Education Trust is obliged to repay to the Secretary of State sums determined by reference to:

- the value at that time of the Inspire Education Trust's sites and premises and other assets held for the purpose of the Inspire Education Trust; and
- the extent to which expenditure incurred in providing those assets was met by payments by the Secretary of State under the funding agreement.

27 MEMBER LIABILITY

Each member of the Inspire Education Trust undertakes to contribute to its assets 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.

28 PENSION AND SIMILAR OBLIGATIONS

Inspire Education 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 and Warwickshire Pension Fund. Both are defined multi employer benefit schemes.

As described in note 1 the LGPS obligation relates to the employees of the Inspire Education Trust, who were the employees transferred as part of the conversion from the maintained school and new employees who were eligible to, and did, join the scheme in the period. The obligation in respect of employees who transferred on conversion represents their cumulative service at both the predecessor school and the Trust's at the balance sheet date.

The total pension cost to the Academy during the year ended 31 August 2025 was £4,544,000 (2024: £4,049,000) of which £3,265,000 (2024: £2,814,000) relates to the TPS and £1,279,000 (2024: £1,235,000) 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 2020 and of the LGPS to the period ended 31 March 2022.

Contributions amounting to £370,187 were payable to the schemes at 31 August 2025 (2024: £356,163) 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 ensure scheme costs are recognised and managed appropriately and the review specifies 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 27 October 2023, with the SCAPE rate, set by HMT, applying a notional investment return based on 1.7% above the rate of CPI. The key elements of the valuation outcome are:

- Employer contribution rates set at 28.68% of pensionable pay (including a 0.08% administration levy). This is an increase of 5% in employer contributions and the cost control result is such that no change in member benefits is needed.
- 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 result of this valuation was implemented on 1 April 2024. The next valuation result is due to be implemented from 1 April 2027.

28 PENSION AND SIMILAR OBLIGATIONS (cont'd)

The employer's costs paid to TPS in the period amounted to £3,265,000 (2022: £2,814,000).

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 an unfunded multi-employer pension scheme. The academy trust is unable to identify its share of the underlying assets and liabilities of the plan. Accordingly, the academy trust has taken advantage of the exemption in FRS 102 and has accounted for its contributions to the scheme as if it were a defined contribution scheme. The academy trust has set out above, the information available on the scheme.

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 2025 was £2,239,000 (2024: £1,833,000) of which employers contributions totalled £1,790,000 (2024: £1,468,000) and employees contributions totalled £449,000 (2024: £365,000).

The agreed contributions for future years is an average of 21.1% (2024: 21.1%) for employers and a minimum of 5.5% to 7.5% (2024: 5.5% to 7.5%) for employees.

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 2025	At 31 August 2024
	% per annum	% per annum
Discount rate	6.1%	5.0%
Salary increases	3.7%	3.7%
Pension increase	<u>2.7%</u>	<u>2.7%</u>

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

	At 31 August 2025	At 31 August 2024
	Approx	Approx
	Change to Employers	Change to Employers
	£'000	£'000
Discount rate reduced by 0.1% per annum	393	463
Life expectancy increase by 1 year	709	783
Pension increase rate increased by 0.1%	<u>384</u>	<u>449</u>

28 PENSION AND SIMILAR OBLIGATIONS (cont'd)

The mortality assumptions used were as follows:

	At 31 August 2025	At 31 August 2024
	years	years
Longevity at age 65 retiring today		
- Men	21	20.7
- Women	23.9	23.9
Longevity at age 65 retiring in 20 years		
- Men	21.0	20.8
- Women	25.1	25.1

Inspire Education Trust's share of the assets in the scheme were:

	Fair value at 31 August 2025	Fair value at 31 August 2024
	£'000	£'000
Equity instruments	11,073	9,806
Debt instruments	8,200	6,496
Property	1,856	1,632
Cash and other liquid assets	984	1,125
Other assets		
Total market value of assets	22,113	19,059
Present value of scheme liabilities:		
- Funded	22,113	19,059
- Unfunded	-	738
Total liabilities	22,113	19,797
Deficit in the scheme	-	(738)

The actual return on the scheme assets in the year was a surplus of £1,061,000 (2024: £1,379,000).

Amounts recognised in the Statement of Financial Activities:

	2025	2024
	£'000	£'000
Current service cost	1,267	1,178
Interest income	(1,002)	(838)
Interest cost	1,014	895
Total amount recognised in the SoFA	1,279	1,235

28 PENSION AND SIMILAR OBLIGATIONS (cont'd)

	2025	2024
	£'000	£'000
Changes in deficit during the year:		
Balance at 1 September	738	752
Movement in year:		
- Transfer in from local authority	-	823
- Employer service cost (net of employee contributions)	1,267	1,178
- Employer contributions	(1,790)	(1,468)
- Expected return on scheme assets	(1,002)	(838)
- Interest cost	1,014	895
- Actuarial gains	(4,412)	(759)
- Asset ceiling adjustment	<u>4,185</u>	<u>155</u>
Deficit in the scheme at 31 August	<u>-</u>	<u>738</u>
Changes in the present value of defined benefit obligations were as follows:		
Balance at 1 September	19,797	14,728
Scheme liabilities at admission date	-	2,985
Current service cost	1,267	1,178
Interest cost	1,014	895
Contributions by scheme participants	449	365
Benefits paid	(246)	(291)
Actuarial gains	(4,353)	(218)
Asset ceiling adjustment	<u>4,185</u>	<u>155</u>
Scheme liabilities at 31 August	<u>22,113</u>	<u>19,797</u>
Changes in the fair value of the share of scheme assets:		
Balance at 1 September	19,059	13,976
Scheme assets at admission date	-	2,162
Expected return on scheme assets	1,002	838
Actuarial gains	59	541
Contributions by employer	1,790	1,468
Benefits paid	(246)	(291)
Contributions by scheme participants	449	365
Fair value of scheme assets at 31 August	<u>22,113</u>	<u>19,059</u>

The estimated value of employer contributions for the year ended 31 August 2026 is £1,789,000 (2025: £1,692,000).

The fair value of the pension plan assets at 31 August 2025 is in excess of the present value of the defined benefit obligations at that date, giving rise to a net surplus of £4,406,000 (2024: £221,000). This surplus is recognised in the financial statements only to the extent that the academy trust can recover this surplus, either through a reduction in future contributions or through a refund to the academy trust.

The academy trust is not able to determine that future contributions will be reduced and it is not possible for the academy trust to receive a refund from the scheme, as the specific conditions for this have not been met. Therefore an asset ceiling is in place such that the surplus of £4,406,000 (2024: £221,000) is not recognised as an asset at 31 August 2025 and the net asset/liability recognised in the financial statements is capped at £Nil.

29 RELATED PARTY TRANSACTIONS

Owing to the nature of the academy trust and the composition of the Board of Directors being drawn from local public and private sector organisations, transactions may take place with organisations in which Directors have an interest. All transactions involving such organisations are conducted in accordance with the requirements of the Academy Trust Handbook, including notifying the DfE 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 Directors of the academy trust hold management positions. Purchases totalled £9,015 (2024: £16,972) in the period and amounts outstanding at the year end were £Nil (2024: £Nil).

30 AGENCY ARRANGEMENTS

The academy trust distributes 16-19 bursary funds to students as an agent for the DfE. In the accounting period ending 31 August 2025 the trust received £39,047 (2024: £40,446) and disbursed £39,047 (2024: £40,446) from the fund. An amount of £Nil (2024: £Nil) is included in other creditors relating to the undistributed funds that is repayable to the DfE.

The academy trust distributes vulnerable bursary funds to students as an agent for the DfE. In the accounting period ending 31 August 2025 the trust received £3,600 (2024: £3,600) and disbursed £3,600 (2024: £3,600) from the fund. An amount of £Nil (2024: £Nil) is included in other creditors relating to the undistributed funds that is repayable to the DfE.

31 CONVERSION TO AN ACADEMY TRUST

Arley Primary Academy

On 1 January 2024 Arley Primary School converted to Academy status under the Academies Act 2010 and all the operations and assets and liabilities were transferred to Inspire Education Trust from Warwickshire County Council for nil consideration.

The transfer has been accounted for as a combination that is in substance a gift. The assets and liabilities transferred were valued at their fair value and recognised in the balance sheet under the appropriate headings with a corresponding net amount recognised as a net gain/(loss) in the Statement of Financial Activities as donations transferred from local authority on conversion.

The following table sets out the fair values of the identifiable assets and liabilities transferred and an analysis of their recognition in the Statement of Financial Activities.

	Unrestricted Funds	Restricted General Funds	Restricted Fixed Asset Funds	Total Funds
	£'000	£'000	£'000	£'000
Leasehold land and buildings	-	-	6,678	6,678
Budget surplus on LA funds	28	-	-	28
Budget deficit on LA funds	(50)	-	-	(50)
LGPS pension deficit	-	(101)	-	(101)
Net assets/(liabilities)	(22)	(101)	6,678	6,555

The above net assets/(liabilities) include £28,000 that were transferred as cash.

31 CONVERSION TO AN ACADEMY TRUST (cont'd)**Frederick Bird Academy**

On 1 January 2024 Frederick Bird Primary School converted to Academy status under the Academies Act 2010 and all the operations and assets and liabilities were transferred to Inspire Education Trust from Coventry County Council for nil consideration.

The transfer has been accounted for as a combination that is in substance a gift. The assets and liabilities transferred were valued at their fair value and recognised in the balance sheet under the appropriate headings with a corresponding net amount recognised as a net gain/(loss) in the Statement of Financial Activities as donations transferred from local authority on conversion.

The following table sets out the fair values of the identifiable assets and liabilities transferred and an analysis of their recognition in the Statement of Financial Activities.

	Unrestricted Funds £'000	Restricted General Funds £'000	Restricted Asset Funds £'000	Total Funds £'000
Leasehold land and buildings	-	-	12,113	12,113
Budget surplus on LA funds	1,416	-	-	1,416
LGPS pension deficit	-	(722)	-	(722)
Net assets/(liabilities)	1,416	(722)	12,113	12,807

The above net assets/(liabilities) include £1,416,000 that were transferred as cash.

32 EVENTS AFTER THE END OF THE REPORTING PERIOD

There are no material adjusting or non adjusting events arising after the balance sheet date.