



**Forward Education Trust
(A Company Limited by Guarantee)
Annual Report and Financial Statements
Year ended 31 August 2022**

**Company Registration Number:
10680422 (England and Wales)**

**Period of account
1 September 2021 - 31 August 2022**

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Reference and administrative details For the year ended 31 August 2022

Members:

Mrs Constance Henry
Mr Simon Topman (Chair)
Ms Catherine Canty
Mr Gregg Barton
Mr Navdeep Kainth

Trustee:

Mrs Helen Redican
Ms Catherine Canty
Mr Brensley Taylor
Mrs Jane Edgerton (to 31/12/21)
Mrs Maria Earl
Mr David Lane (Chair)
Mr Jared Whitaker (to 04/02/22)
Mr Patrick Ricketts
Mr Paul Roberts (From 06/07/22)
Ms Paulette Osborne (to 31/8/22)

Senior leadership Team:

Chief Executive Officer – Mr Simon Dilkes
Deputy CEO and Director of Education – Ms Sarah Kelly
Finance Director - Ms Claire Pooni
Interim Director of Operations - Mr Stuart Hough
Director of Governance and Development – Ms Emma Arnott

Bankers:

Lloyds Bank
1098 Warwick Road
Acocks Green
Birmingham
B27 6BJ

Solicitors:

Anthony Collins Solicitors
134 Edmund Street
Birmingham
B3 2ES

Independent Auditor:

BSN Associates Limited
3B Swallowfield Courtyard
Wolverhampton Road
Oldbury
West Midlands
B69 2JG

Company Name and Registered Office:

Forward Education Trust
Leycroft Avenue
Tile Cross
Birmingham
West Midlands

Company Registration Number: 10680422

Trustee's Report

For the year ended 31 August 2022

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

The Multi-Academy Trust (or the "Trust") operated 6 special schools in Birmingham and Sandwell during 2021-22 and is due to open a 7th School in Solihull in Autumn 2023. In 2021-2022 the Trust had 3 primary schools for children 2-11 years, one school for Key Stage 2 and 3, one secondary school and one all through school for children 4-19 years. During 2021-22 the Trust had a combined pupil capacity of 750 and had a roll of 701 in the school census of October 2021.

Structure, Governance and Management

Constitution

The 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 of Forward Education Trust are also the directors of the charitable company for the purposes of company law. The charitable company is known as Forward Education Trust. Details of the Trustees who served during the year are included in the Reference and Administrative Details on page 1.

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.

Trustees' Indemnities

A Trustee may benefit from any indemnity insurance purchased at the Trust's expense to cover the liability of the Trustees which by virtue of any rule of Law would otherwise attach to them in respect of any negligence, default or breach of trust or breach of duty of which they may be guilty in relation to the Trust. This is provided that any such insurance shall not extend to any claim arising from any act or omission which the Trustees knew to be a breach of trust or breach of duty or which was committed by the Trustees in reckless disregard to whether it was breach of trust or breach of duty or not and provided that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against the Trustees in their capacity as directors of the Trust.

The Trustees have liability insurance through the DfE Academies Risk Protection Arrangement (RPA) scheme. There is a limit of indemnity of £10,000,000 (no excess) per case or per annum.

Method of Recruitment and Appointment or Election of Trustees

The Trust Incorporated on 20 March 2017.

Mr David Lane was re-elected as Chair of the Board of Trustees in September 2021, so he held the role of Chair for the whole of the financial year. The Chair was tasked by Members and the Board to identify and propose new Trustees for recruitment to the Board. Initially, recruitment was led by the

Forward Education Trust

Trustee's Report

For the year ended 31 August 2022

Trust, through a process of application (including references), informal interview and recommendation to the Members for approval. This led to the recruitment of two new Trustees. In summer 2022, in recognition of the need to reach a wider pool of potential applicants, the Board explored a number of specialist recruitment organisations and, in September 2022, engaged Nurole to support with Trustee recruitment.

As of 31st August 2022, the Board has two vacancies. Recruitment to these vacancies, via Nurole, is active, led by the Chair of Trustees.

The Members Board is at full complement.

Policies and Procedures Adopted for the Induction and Training of Trustee

Upon appointment, all new Trustees and Local Academy Council (LAC) members were provided with documents relating to their role and attended an induction training session. This included information relating to the schools and services within The Trust as well as documentation relating to the safeguarding of children in line with the Keeping Children Safe in Education requirements. Training for Trustees, Members and those on the schools' Local Academy Councils was available for those who needed updates in October and November 2021. This included safeguarding training, General Data Protection Regulations, information on delegated powers, decision making and financial delegation.

All Members and Trustees received the link to the Academy Trust Handbook, the calendar for submissions to ESFA and the up-to-date Governance Handbook issued by the DfE. All Members, Trustees and those on schools' Local Academy Councils were required to complete a declaration of business and pecuniary interests, and to declare any related party transactions. This information was recorded in the Trust register of interest and published on the website in line with Academy Trust Handbook regulations.

All Trustees and Local Academy Council members completed an annual skills audit, the outcomes of which were analysed and used to inform training and development opportunities. A training session on Risk Management was delivered to the Board of Trustees and Executive Team by Bishop Fleming Chartered Accountants in January 2022. Members of the schools' Local Academy Councils took part in two Trust-specific training sessions, covering a range of topics including finance, assessment, providing appropriate challenge and protocols for school visits – topics identified through analysis of the skills audits and consultation with LAC members.

The Trust has MAT membership of the National Governance Association (NGA), which provides Trustees and Local Academy Council members with access to a wealth of information, resources, updates, training and networking opportunities. In addition, all Members and Trustees received electronic updates from key agencies to keep The Trust compliant and work efficiently and effectively.

Considerable work to strengthen the induction and training offer was undertaken over summer 2022, with developments introduced from September 2022, including access to two online training platforms for all involved in governance to complete the required safeguarding and GDPR training as well as a range of other role-specific optional modules.

Organisational structure

Members appoint Trustees, delegate policies and procedure to the Board of Trustees, undertake the duties for Financial responsibility as described in the Academy Trust Handbook, review the Articles of

Trustee's Report

For the year ended 31 August 2022

Association and Schemes of Delegation to ensure regularity within the Academy Trust, approve the appointment of external auditors and approve The Annual Accounts return and the Audited Financial Statements.

Trustees have defined roles as described in the Statement of Trustee responsibilities, see page 44.

At school level, each school is advised by a Local Academy Council ("LAC"). LACs are approved and appointed by the Board of Trustees. Parent and staff representation is sought for the LACs along with other members with appropriate skills, knowledge and experience. Quorum shall be half of the LAC rounded down. Meetings are held at least termly with all operating meetings scheduled half termly. Local Academy Councils have powers conferred upon them as in the Scheme of Delegation.

The following roles are not Members or Trustees but rather paid employees who:

The Chief Executive Officer is appointed as The Accounting Officer in the Multi Academy Trust and is a paid employee. The Chief Executive Officer attends all Board and Sub-Committees.

Deputy Chief Executive and Director of Education - attends Board, ARF and Education committee

Chief Finance Officer (Finance Director) – Attends Board and ARF committees

Director of Operations - Attends Board and ARF committees

Director of Governance and Development – Attends Board, ARF and Education committees

The current scheme of Financial Delegation is as follows:

Audit Risk & Finance Committee:	greater than £30,000.01 up to £200,000 for urgent tenders and procurement decisions falling outside of full Board Meetings
The CEO and Director of Finance jointly:	£10,000.00 - £30,000.00
The CEO with Financial responsibility:	£2,000.01 - £9,999.99
Head Teachers and Director of Operations:	up to £2,000.00

The Organisational Structure

Members

Simon Topman (Chair)

Constance Henry

Navdeep Kainth (Appointed 26/4/21)

Greg Barton

Catherine Canty

Trustees

David Lane

Catherine Canty

Brensley Taylor

Helen Redican

Jane Edgerton (Resigned 31/12/21)

Trustee's Report For the year ended 31 August 2022

Trustees (continued)...

Patrick Ricketts

Maria Earl

Jared Whitaker (Resigned 04/02/22)

Paul Roberts (Appointed 06/07/22)

Paulette Osborne (Resigned 31/8/22)

Arrangements for setting pay and remuneration of key management personnel

No Trustees and Members are remunerated for their work within the Trust. Members and Trustees are entitled to receive reimbursements for return journeys to and from Trustee Board meetings and any school visits at an agreed rate of 45p per mile subject to the submission of an approved claim form and receipt for any parking fees. Subsistence allowance is not paid by the Trust. Expenses incurred on Trust business are reimbursed subject to appropriate receipts.

The Pay Committee proposed and the Board agreed to increase the salary of the former CEO up to £126,000 per annum for the academic year 2021-22 (a 5% annual salary increase). The former CEO resigned effective 31st December 2021 though she continued to support the Trust until 30th April 2022. The current CEO held the Interim CEO role from 1st January 2022. He was subsequently appointed to the permanent role in July 2022 with an agreed starting salary of £103,000 per annum.

Trustees must be on appointment panels for any appointments to headship roles (along with the LAC Chair or their representative) and the appointments of Executive Team reporting to the CEO.

The pay for each school leadership team is reviewed by the CEO and HR & Pay Committee and recommended to the Trust Board at least annually. The individual salary ranges of each post for Head Teachers and their Senior Leadership Teams are set by the Trust and is in line with the school group size as calculated by the National Pay and Conditions Policy for teachers. Each pay range must be approved by the Board or delegated sub-committee.

The Trust has continued to adopt the national pay policy for teachers in 2021-22. The Trust sets remuneration for support staff in line with Forward Education Trust custom scales introduced in September 2021. These custom scales take account of pay policies across the local authorities we draw from. The Trust considers, and in year 2021-22 has kept in line with, national recommendations around pay rises and inflation awards. The Trust continues to track the local pay markets to ensure that we continue to attract these staff.

The Trust agreed that where performance is good a single point pay progressions is available to staff and exceptional performance could attract the maximum of a two point pay increment. This must be evidenced robustly and in line with good or better school performance.

The Trust does not engage in any bonus or share schemes or any other additional remuneration or benefits other than salary for any of its school employees.

All parties within the Trust are indemnified against Public and Employers liability claims through a policy procured at a cost to the Trust.

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For the year ended 31 August 2022

Trade Union Facilities Time

We make the following disclosures in accordance with the provisions of the Trade Union (Facility Time Publication Requirements) Regulation 2017:

Relevant union officials

Number of employees who were relevant unions officials during the year	Full-time equivalent number
2	0.4

Percentage of time spent on facilities time

Percentage of time	Number of employees
0%	-
1% to 50%	2
51%-99%	-
100%	-

Trade Union Facilities Time (continued)

Percentage of pay bill spent on facilities time

	£000's
Total cost of facilities time	£20
Total pay bill	£10,617
Percentage of total pay bill spent on facilities time	0%

Paid trade union activities

Time spent on paid trade union activities as a percentage of total paid facility time hours calculated as: <i>(total hours spent on paid trade union activities by relevant union officials during relevant period / total paid facility time hours) x 100</i>	0%
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Related Parties and other Connected Charities and Organisations

On 1st September 2021 Forward Education Trust opened High Point Academy, a secondary special Free School for pupils with autism, moderate learning difficulties and specific learning disabilities in Sandwell. During 2021-22 the Trust continued to commit management time to support the opening and

Trustee's Report

For the year ended 31 August 2022

Related Parties and other Connected Charities and Organisations (continued)

establishment of High Point Academy. The Trust also invested in ICT, additional staffing and curriculum equipment in order to ensure the school had sufficient resources to support the delivery of Education during its first year of operation. These activities continued to be supported in part by DfE Pre-opening

Grant. The Trust owns the freehold land and buildings for High Point Academy. The freehold land donation was recognised in the Trust accounts to 2019-20 at £1,335,000 and the value of the donated buildings has been recognised at £8,234,000 in the accounts to 2021-22.

On 1st September 2021 Forward Education Trust also opened Lea Hall Academy in Kitts Green Birmingham. Lea Hall Academy is a special school for pupils in key stages 2 and 3 with principal needs including SEMH (Social, Emotional & Mental Health). The school previously operated as SKILTS based in Redditch. During 2020-21 Forward Education Trust acted as Sponsor for SKILTS providing management and recruitment support. Birmingham Council relocated SKILTS into a new build school in Birmingham and from 1st September 2021 the school converted to an academy within Forward Education Trust. The school was originally designated at concept stage for primary children only, but during final development the Trust and BCC agreed to change the designation to include pupils in KS3. Pupils in KS3 have formed a larger portion of pupil numbers than originally planned and this has contributed to some operational and curriculum challenges that the school and Trust are working through together. The school land and buildings passed to the Trust on academisation under a 125 year leasehold from Birmingham City Council. The land and buildings are recognised in the 2021-22 accounts at value of £ 13,792,000.

The Trust will open The Heights Free School Academy in September 2023. This will be a 7–16 years special Free School for pupils with autism and associated behavioural diagnosis. The Trust continue to commit time and experience to develop this new build school, which is funded through the DfE pre – opening grant.

The Trust welcomes the continued approaches regarding the potential of introducing additional existing schools into the Trust. However, the Trust's current focus is on the onboarding of The Heights Academy, the consolidation of our existing schools, potential expansion of existing roll at Trust schools and on the longer term potential for new Free School developments in the Midlands area.

There are no other Related Party transactions reported by the Trust Board beyond that of the former CEO who was a Trustee and employee during the period, of which necessary disclosures have been made in Note 9 of the financial statements.

Objects and Aims

The Trust's objective is to advance, for the public benefit, education for children with special educational needs aged 2-19, by establishing and maintaining schools which offer a broad and balanced curriculum.

Forward Education Trust's purpose is to ensure the children in our schools receive the best possible education, care and life chances by being the West Midlands bespoke provider of choice for children with high levels of special educational needs.

Trustee's Report

For the year ended 31 August 2022

The mission of the Trust is to provide a good education for all members of our schools' communities. Our aim is to ensure that children with high level of special educational needs are able to thrive and learn in a safe and secure environment and leave school and be an active part in their local community.

These Vision and Values statements were reviewed in this reporting year.

The Scheme of Delegation was also reviewed in-year.

Our Vision, Ethos and values

Our Vision

Forward Education Trust's purpose is to ensure the children in our schools receive the best possible education, care and life chances by being the West Midlands bespoke provider of choice for children with high levels of special educational needs.

ETHOS

Moving forward together, striving for and achieving opportunities to improve outcomes and provide stability and success for all.

VALUES

We are Forward Thinking: Always looking to move things forward and embrace change to provide the best outcomes for all.

We are Ambitious: Always working to the best of our ability. Instilling a 'can do' culture by encouraging others to share knowledge, skills and expertise.

We are Principled: Always looking to do the right thing, being conscientious, polite and friendly, speaking out and challenging accepted thinking for the greater good.

We are Motivated: Always looking to overcome obstacles and move forward to ensure educational excellence.

We are Trustworthy: Always being honest, open and consistent in our approach to any issues we face. Being steadfast in our desire to improve outcomes for all.

We are nurturers of talent: Our vision, ethos and values are not achievable without a great workforce, and their personal development, contentment and enjoyment in working for Forward Education Trust really matters to our Trust.

Forward Education Trust

Trustee's Report

For the year ended 31 August 2022

LEADERSHIP BEHAVIOURS

The Trust developed a model of leadership behaviours known as 'Forward Focus on Five' which has been rolled out to all staff. Our Trust behaviours are the way that all who work for Forward Education Trust demonstrate that they are living out our ethos, vision and values

Forward Focus on Five Behaviours

Collaboration <ul style="list-style-type: none"> • Champion success: engender a climate of possibility and celebrate success • Build great relationships: foster trust and teamwork at all levels • Share practice: foster an environment that encourages co-construction, openness and learning from each other
Inclusivity <ul style="list-style-type: none"> • Broaden horizons: make connections beyond your role and context; create partnerships across and outside of the Trust • Bring people together: build inclusive teams that embrace diversity and celebrate differences • Treat others with respect
Commitment <ul style="list-style-type: none"> • Demonstrate empathy and understanding to our staff, pupils and the communities we serve • Hold service before self: act with selflessness, solely in the public interest • Demonstrate fairness and impartiality: make ethical decisions based on merit not on personal self-interest • Demonstrate commitment and moral purpose: support the Trust, schools and all with whom we work
Accountability <ul style="list-style-type: none"> • Be proactive: identify and be willing to tackle issues, including underperformance; take ownership for outcomes and follow through to completion with resilience • Empower People: encourage others to take personal responsibility and enhance their personal potential • Grow yourself: take responsibility for your own growth and development by pushing yourself to do your best • Be authentic: role model desired behaviours and act with integrity and transparency
Ambition <ul style="list-style-type: none"> • Raise standards: go above and beyond expectations; focus on improvements and high standards of excellence, ensuring consistent and high-quality outcomes for all • Challenge with humility: engage in constructive debate about ideas in a solution-focussed way • Lead with a spirit of progress: be knowledgeable in your field and embrace lifelong learning • Inspire others: communicate with passion and purpose in a timely and consistent manner

Objectives, Strategies and Activities

Leadership & Management

- Ensure that governance in all of our schools is effective and that Local Academy Councils have a real and accurate self-evaluation of their schools and act to address any areas for development.
- Support the Head Teachers within the Trust.
- Support the recruitment and retention of high-quality staff

Trustee's Report

For the year ended 31 August 2022

Objectives, Strategies and Activities (continued)

- Support all staff through a robust CPD and appraisal programme to ensure that they can meet the needs of the pupils.
- To maintain the effectiveness of the Trust by keeping the curriculum and organisational structure under review.
- To conduct the Trust business in accordance with the highest standards of integrity, probity and openness.

During the year the Trust explored improvements in benefits for staff to support retention and recruitment. From September 2022 the Trust introduced a paid-for Health Cash Plan, an improved Employee Assistance Programme and other benefits via the FET HUB as part of its Employee Value Proposition.

Pupil Progress and Teaching and Learning

- Ensure that the progress of our pupils in all of our schools is above median quartile and that the majority is at upper quartile against our reporting and analysis system for pupils with special educational needs.
- Operate a robust quality assurance calendar which monitors the quality of teaching and learning and includes work scrutiny.
- Ensure that the best practice is shared across the schools.
- Develop pathways for pupils to leave school ready for the world.
- Provide a series of visits to the Trust schools by school improvement professionals to scrutinise, challenge and validate educational standards.

Public Benefit

The Trustees consider that they have complied with the duty in Section 17 of the Charities Act 2011 to have due regard to public benefit guidance published by the Charity Commission. The Trustees consider that the Trust's aims and objectives demonstrate that it acts to the benefit of the public. The Academy Trust refers to the Charity Commission public benefit guidance in setting its objectives and aims in planning future activities for the coming year.

The Trust meets these objectives by

- Providing value for money for the funds expended.
- Conducting the Trust's business in accordance with the highest standards of probity, integrity and openness.
- Ensuring that the standards are continually raised by the Trust and the Local Academy Councils.

The Trust recognises that equal opportunities should be an integral part of good practice within the workplace. They do this by creating an environment where contributions by all stakeholders are fully valued.

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For the year ended 31 August 2022

Going Concern

After making appropriate enquiries, the Board of Trustees has a reasonable expectation that the Academy Trust has adequate resources to continue in operational existence for the foreseeable future. For this reason, it continues to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the Statement of Accounting Policies.

Achievements and Performance

This report is based on data collected by the schools.

The assessment pathways vary depending on which Curriculum Journey the pupil is on. The Pathway a pupil is assessed upon is decided on an individual basis and should support the learner in noting meaningful achievement within school and the wider school community. We believe that the assessment of pupils' achievements and progress should be a story- how much an individual pupil has achieved in any given time period, e.g., a term, a year, Key Stage and overall time.

Brays School

School Context

Brays School educates up to 100 children with complex and multiple needs. Children may have Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) or a diagnosis of Autistic Spectrum Disorder (ASD). Some children have additional needs including visual impairment and hearing impairment and behaviour difficulties. Children attending Brays School will usually require augmented and modified curriculum opportunities including an overarching mobility curriculum and a sensory experiential curriculum for our more profound learners. Each child follows the curriculum pathway best suited to their learning needs.

This primary setting has 11 pupils in Foundation stage, 21 pupils in KS1 cohort and 59 pupils in our KS 2 cohort. Across the school, we have 10 pupils following the formal pathway, 27 pupils following our semi-formal pathway and 54 pupils following our pre formal pathway.

Highlights 21-22

1. 74% of pupils in KS2 made progress in reading with those pupils on the RWI programme making better progress than those not.
2. 70% of pupils in KS2 made progress in writing.
3. Overall progress in maths for pupils in KS2 was 69%

Areas for Development

1. Quality of teaching and evidencing 'reading for understanding' for non-RWI pupils in KS2
2. Quality of teaching and evidencing 'number' for pupils in KS2
3. Quality of teaching and learning in KS3

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For the year ended 31 August 2022

Achievements and Performance

Initial Data Summary 2022

End of Reception – EYFSP

End Reception	No.	Emerging in all areas of learning
Total Pupils	0	0

Phonics Screening. Year 1 (Threshold 32/40)

Year 1	No.	Threshold Met	Test taken Threshold not met but scored	Test taken No Score	Test not appropriate
Total Pupils	0				

Phonics Screening. Year 2 (Threshold 32/40)

Year 2	No.	Threshold Met	Test taken Threshold not met but scored	Test taken No Score	Test not appropriate
Total Number of pupils who did not meet the standard last year.	2				2

End of KS 1

GDS = Working at greater depth

WTS = Working towards the expected standard

HNM = Has not met the expected standard (Science)

PKF = Attaining within the pre-key stage standards for pupils working below the test standard

BLW = Below the standard of the pre-key stage standards and assessed through P scales

A = Absent for long periods, recently arrived, not enough information to provide TA

Achievements and Performance (continued)

Year 2	No.	Reading KS1 (GDS)	Reading KS1 (PKF)	Reading EM (BLW)	Reading (A)	Writing KS1 (WTS)	Writing (WTS)	Writing KS1 (PKF)	Writing P Levels (BLW)	Writing (A)
Total Pupils	3	0	2		1		0	2		1

Year 2	No.	Maths KS1 (WTS)	Maths KS1 (PKF)	Maths EM (BLW)	Maths (A)	Science (HNM)	Science (A)
Total Pupils	3	1	1	0	0		1

Forward Education Trust

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Brays School Data Summary 2022

Pre-Key Stage Standards Information - Year 2

Year 2 –	PK1	PK2	PK3	PK4	A
Reading	2				1
Writing		1	1		1
Maths	1			1	1

In our Year 2 cohort there are 3boys (100%). 3(100%) of these pupils are eligible for pupil premium. There are 0 pupils with a Child in Care status in this cohort.

End of KS 2

HNM = Has not met the expected standard (Science)

PKF = Attaining within the pre-key stage standards for pupils working below the test standard

BLW = Below the standard of the pre-key stage standards and assessed through P scales

WA = Working at the expected standard

Year 6	No.	Reading KS2 (PKF)	Reading EM (BLW)	Writing KS2 (PKF)	Writing EM (BLW)	Maths KS2 (PKF)	Maths KS2 (WA)	Science (HNM)
Total Pupils	12	11	1	12		11	1	12

Achievements and Performance (continued)

Pre-Key Stage Standards Information – Year 6

Year 6 – 33 pupils	PK1	PK2	PK3	PK4	PK5	PK6
Reading	0	0	3	0	0	8
Writing	0	0	3	0	0	9
Maths			1	1	1	8

Achievements and Performance (continued)

In our Year 6 cohort there are 12 boys (100%). 10 (83%) of these pupils are eligible for pupil premium. There is 1 pupil with a Child in Care status in this cohort.

Swimming competencies information for Year 6

Swimming competencies	% of Y6 Pupils
Swim competently, confidently and proficiently over a distance of at least 25 metres	0 pupils (0%)
Use a range of strokes effectively	0 pupils (0%)
Perform safe self-rescue in different water-based situations	0 pupils (0%)

Trustee's Report

For the year ended 31 August 2022

Hallmoor School

School Context

Hallmoor School is an all-age range (4 to 19) Community Special School which educates children with cognition and learning needs. Children may have Severe Learning Difficulties (SLD), Moderate Learning Difficulties (MLD), Speech Language and Communication Difficulties or a diagnosis of Autistic Spectrum Disorder (ASD).

There were 263 pupils on roll in academic year 2021-22, with their identified primary needs broken down as follows:

Description	Primary Need %
Specific Learning Difficulty	4.0%
Moderate Learning Difficulty	24.7%
Severe Learning Difficulty	9.1%
Profound and Multiple Learning Difficulty	0.8%
Social, emotional and mental health	0.8%
Speech, Language and Communication Needs	9.1%
Multi-Sensory Impairment	0.0%
Hearing Impairment	2.3%
Vision Impairment	0.5%
Physical Disability	3.4%
Autism Spectrum Disorder	37.4%
SEN support but no specialist assessment of type of need	0.0%
Other Difficulty / Disability	8.0%

Strategic Priorities:

Highlights 21-22

1. Pupil progress in English Reading and writing in KS2 is good for the formal and bridge pathways
2. School led tutoring interventions appear to have made a positive impact on progress in English and Maths across the board.
3. Pupils have achieved more accreditations in this academic year.
5. Improved attendance by raising the expectations of parents

Areas for Development

1. In the Formal and Bridge pathways assessment in Maths in KS2 and KS3
2. Pupil outcomes in the Semi-formal pathways across all three key areas of English reading, Writing and Maths appear to remain lower, so more work needs to be done around expectations in this pathway.

Forward Education Trust

Trustee's Report For the year ended 31 August 2022

Achievements and Performance (continued)

3. Although the accreditation offer has broadened, we still need to improve this further.

4. Develop a coherent, well sequence and relevant curriculum for our pupils

Strategic priorities (continued)

5. Ensure that teaching matches our curriculum intent

6. Implement a total communication approach across the school

Achievements and Performance

Initial Data Summary 2022

End of Reception – EYFSP

End Reception	No.	Emerging in all areas of learning
Total Pupils	1	1

Phonics Screening. Year 1 (Threshold 32/40)

Year 1	No.	Threshold Met	Test taken Threshold not met but scored	Test taken No Score	Test not appropriate
Total Pupils	3	0	0	0	3

Phonics Screening. Year 2 (Threshold 32/40)

Year 2	No.	Threshold Met	Test taken Threshold not met but scored	Test taken No Score	Test not appropriate
Total Number of pupils who did not meet the standard last year.	7	0	0	0	7

End of KS 1

GDS = Working at greater depth

WTS = Working towards the expected standard

HNM = Has not met the expected standard (Science)

Achievements and Performance (continued) PKF = Attaining within the pre-key stage standards for pupils working below the test standard

EM= Pupils who are not engaged in subject-specific study/assessment through the 'Engagement Model'

A= Absent for long periods, recently arrived, not enough information to provide TA

Year 2	No.	Reading KS1 (GDS)	Reading KS1 (PKF)	Reading (EM/BLW)	Reading (A)	Writing KS1 (WTS)	Writing KS1 (PKF)	Writing (EM/BLW)	Writing (A)
Pupils	7	0	3	4	0	0	2	5	0

Trustee's Report

For the year ended 31 August 2022

Achievements and Performance (continued)

Year 2	No.	Maths KS1 (WTS)	Maths KS1 (PKF)	Maths (EM/BLW)	Maths (A)	Science (HNM)	Science (A)
Pupils	7	0	2	5	0	7	0

Data Summary 2022

Pre-Key Stage Standards Information - Year 2

Year 2 –	PK1	PK2	PK3	PK4
Reading	3			
Writing	2			
Maths	1		1	

In our Year 2 cohort there are 5 boys (71%) and 2 girls (29%). 5 (71%) of these pupils are eligible for pupil premium. There are 0 pupils with a Child in Care status in this cohort.

End of KS 2

GDS = Working at greater depth

WTS = Working towards the expected standard

HNM = Has not met the expected standard (Science)

PKF = Attaining within the pre-key stage standards for pupils working below the test standard

ENG= Pupils who are not engaged in subject-specific study assessment through engagement profile

A = Absent for long periods, recently arrived, not enough information to provide TA

Year 6	No.	Reading KS2 (PKF)	Reading (EM/BLW)	Writing KS2 (PKF)	Writing (EM/BLW)	Maths KS2 (PKF)	Maths (EM/BLW)	Science (HNM)
Pupils	12	12	0	11	1	11	1	12

Pre-Key Stage Standards Information – Year 6

Year 6 – 12 pupils	PK1	PK2	PK3	PK4	PK5	PK6
Reading	3	3	1	4	1	0
Writing	2	3	2	1	3	0
Maths	3	0	3	3	1	1

Achievements and Performance (continued)

In our Year 6 cohort there are 6 boys (50 %) and 6 girls (50 %). 10 (83%) of these pupils are eligible for pupil premium. There are 0 pupils with a Child in Care status in this cohort.

Forward Education Trust

Trustee's Report

For the year ended 31 August 2022

Achievements and Performance (continued)

Swimming

Swimming competencies information for Year 6

Swimming competencies	% of Y6 Pupils
Swim competently, confidently and proficiently over a distance of at least 25 metres	0 pupils (0%)
Use a range of strokes effectively	0 pupils (0%)
Perform safe self-rescue in different water-based situations	0 pupils (0%)

Year 11 pupils

Accreditation	Entry 3	Entry 2	Entry 1	U (Fail)	X (Did not sit)	Total No. of Pupils
AQA ELC Maths	4	10	7			21
AQA Step Up to English ELC	3	7	9			19
AQA Science Entry Level Certificate (Double Award)	2	10	4		4	20
AQA Science Entry Level Certificate (Single Award)		1				1
OCR Functional Skills ELC ICT		3	16			19
OCR Entry Level Certificate Art & Design (R300)	2	3	5			10
OCR Entry Level Certificate History			1			1

Year 10 pupils

Accreditation	Entry 3	Entry 2	Entry 1	U (Fail)	X (Did not sit)	Total No. of Pupils
AQA Step up to English ELC			1			1

Post 16

All pupils completed OCN (Open College Network) Accreditation. All students entered for OCN accreditation achieved all units apart from two English units where student attendance was an issue.

Trustee's Report

For the year ended 31 August 2022

OCN/AIM Units

6th Form Accreditation Achieved 2021-22				
	Entry 1	Entry 2	Entry 3	Level 1
Employability and Development Skills				
Extra Units				
Employability and Development Skills Units Year 12			2	0
Employability and Development Skills Units Year 13			0	0
Employability and Development Skills Units Year 14			1	0
Award (6 credits+)				
Employability and Development Skills Award Year 12			2	0
Employability and Development Skills Award Year 13			1	1
Employability and Development Skills Award Year 14			3	1
Certificate (15 credits+)				
Employability and Development Skills Certificate Year 12			3	1
Employability and Development Skills Certificate Year 13			4	2
Employability and Development Skills Certificate Year 14			5	1
Diploma (37 credits+)				
Employability and Development Skills Diploma Year 12			3	0
Employability and Development Skills Diploma Year 13			3	0
Employability and Development Skills Diploma Year 14			2	0
Living Independently				
Extra units				
Living Independently Units Year 12	1	0	2	
Living Independently Units Year 13	10	2	11	
Living Independently Units Year 14	2	1	1	
Award (6 credits+)				
Living Independently Award Year 12	0	1	4	
Living Independently Award Year 13	0	1	2	
Living Independently Award Year 14	0	2	1	
Certificate (15 credits+)				
Living Independently Certificate Year 12	6	2	0	
Living Independently Certificate Year 13	2	1	0	
Living Independently Certificate Year 14	2	2	0	
Diploma (37 credits+)				
Living independently Diploma Year 12	0	0	0	
Living independently Diploma Year 13	1	1	0	
Living independently Diploma Year 14	1	4	0	

Forward Education Trust

Trustee's Report

For the year ended 31 August 2022

High Point Academy

School Context

High Point Academy is a Secondary school for pupils with a diagnosis of Autism. The school opened in September 2021 with pupils in Y7-9 in the academic year 21-22, therefore there is no statutory data to report. There were 24 pupils on roll last academic year and the number of pupils will rise to up to 72 pupils in the new academic year.

The schools caters for 2 pathways of learners:

- Developing Steps Pathway
- Connecting Steps Pathway

Achievements and Performance

Initial Data Summary 2022

In line with the school assessment policy, data is collected once every half term. All pupils have been assessed using the Trust-wide assessment system as well as additional resources to support accreditation.

Data analysis reports evidence that most of the pupils were making expected or exceeding progress in both English and Maths. Where slower progress was identified, interventions were put in place to remove the barriers to learning.

Due to the SEMH needs associated with a diagnosis of ASC a multi-agency early help approach was necessary for some pupils identified in order to support them to attend more regularly. This intervention was also successful.

Areas for Development

- Continue to embed the assessment systems as the school grows by ensuring all teaching staff are confident in the assessment system used within school.
- Continue to use data effectively to identify issues and devise appropriate interventions to remove any barriers to learning.
- Continue to ensure that the curriculum pathways content is appropriate for all children with appropriate differentiation.

Trustee's Report For the year ended 31 August 2022

Lea Hall Academy

School Context

Lea Hall Academy is targeted to meet the special educational needs of young boys, aged 5 to 14, who experience social, emotional and mental health difficulties.

In previous settings pupils have exhibited behaviours that challenge, which are frequently associated with a wide range of complex conditions, including ASC, ADHD and Attachment Disorder. They have also experienced significant disruption to their education due to multiple school moves, fixed term and permanent exclusions and long periods of part-time or no placement in a school.

Lea Hall provides a nurturing environment, where children are supported to develop strategies to manage their responses appropriately. Successes and achievements are celebrated to build self-confidence and esteem, whilst allowing space and time to reflect on the issues that prevent pupil's full social inclusion.

Highlights 21-22

1. 74% of pupils in KS2 made progress in reading with those pupils on the RWI programme making better progress than those not.
2. 70% of pupils in KS2 made progress in writing.
3. Overall progress in maths for pupils in KS2 was 69%

Areas for Development

1. Quality of teaching and evidencing 'reading for understanding' for non-RWI pupils in KS2
2. Quality of teaching and evidencing 'number' for pupils in KS2
3. Quality of teaching and learning in KS3

Achievements and Performance

Initial Data Summary 2022

End of Reception – EYFSP

End Reception	No.	Emerging in all areas of learning
Total Pupils	0	0

Phonics Screening, Year 1 (Threshold 32/40)

Year 1	No.	Threshold Met	Test taken Threshold not met but scored	Test taken No Score	Test not appropriate
Total Pupils	0				

Trustee’s Report

For the year ended 31 August 2022

Achievements and Performance (continued)

Phonics Screening. Year 2 (Threshold 32/40)

Year 2	No.	Threshold Met	Test taken Threshold not met but scored	Test taken No Score	Test not appropriate
Total Number of pupils who did not meet the standard last year.	2				2

End of KS 1

- GDS = Working at greater depth
- WTS = Working towards the expected standard
- HNM = Has not met the expected standard (Science)
- PKF = Attaining within the pre-key stage standards for pupils working below the test standard
- BLW = Below the standard of the pre-key stage standards and assessed through P scales
- A = Absent for long periods, recently arrived, not enough information to provide TA

Year 2	No.	Reading KS1 (WTS)	Reading KS1 (PKF)	Reading P Levels (BLW)	Reading (A)	Writing KS1 (WTS)	Writing KS1 (PKF)	Writing P Levels (BLW)	Writing (A)
Total Pupils	3	2			1		2		1

Year 2	No.	Maths KS1 (WTS)	Maths KS1 (PKF)	Maths P Levels (BLW)	Maths (A)	Science P Levels (HNM)	Science (A)
Total Pupils	3	1	1				1

Lea Hall School Data Summary 2022

Pre-Key Stage Standards Information - Year 2

Year 2 –	WTS	PK2	PK3	PK4	A
Reading	2				1
Writing		1	1		1
Maths	1			1	1

In our Year 2 cohort there are 3boys (100%). 3(100%) of these pupils are eligible for pupil premium. There are 0 pupils with a Child in Care status in this cohort.

End of KS 2

- HNM = Has not met the expected standard (Science)
- PKF = Attaining within the pre-key stage standards for pupils working below the test standard
- BLW = Below the standard of the pre-key stage standards and assessed through P scales
- WA = Working at the expected standard

Trustee’s Report

For the year ended 31 August 2022

Achievements and Performance (continued)

Year 6	No.	Reading KS2 (PKF)	Reading (WA)	Writing KS2 (PKF)	Writing EM (BLW)	Maths KS2 (PKF)	Maths KS2 (WA)	Science (HNM)
Total Pupils	12	11	1	12		11	1	12

Pre-Key Stage Standards Information – Year 6

Year 6 – 33 pupils	PK1	PK2	PK3	PK4	PK5	PK6
Reading	0	0	3	0	0	8
Writing	0	0	3	0	0	9
Maths			1	1	1	8

In our Year 6 cohort there are 12 boys (100%). 10 (83%) of these pupils are eligible for pupil premium. There is 1 pupil with a Child in Care status in this cohort.

Swimming

Swimming competencies information for Year 6

Swimming competencies	% of Y6 Pupils
Swim competently, confidently and proficiently over a distance of at least 25 metres	0 pupils (0%)
Use a range of strokes effectively	0 pupils (0%)
Perform safe self-rescue in different water-based situations	0 pupils (0%)

Forward Education Trust

Trustee's Report

For the year ended 31 August 2022

Leycroft Academy

School Context

Leycroft Academy is a Primary School for 172 pupils with a diagnosis of Autism. The school has 7 Reception Pupils, 48 KS1 pupils and 119 KS2 pupils

Across the school we have 46 pupils following the formal pathways, 86 pupils following the semi formal pathways and 42 pupils following the pre formal pathway.

Highlights 21-22

1. Semi Formal Managing Feelings and Behaviour – Behaviour management support and implementation of systems and classroom management has been a focus.
2. Cognition & Learning – Key Skills and Attention good improvement shown which may be due to the implementation of Attention Autism and its extended impact across the curriculum.
3. Formal – Writing Composition – Extended opportunities for independent writing across the curriculum have enabled pupils to progress with composition.

Areas for Development

1. Formal – Speaking & Listening and Maths – Action – continued implementation and embedding of Maths Mastery Approach. Ongoing training for existing and staff new to school is crucial, and extended understanding for TAs as well as teachers.
 2. Semi Formal – Communication & Language – newly introduced communication systems were beginning to show some impact in the Summer Term but fundamental to all learning and well-being and are being further implemented and embedded this year.
- Learning areas – The wider curriculum – Review of the curriculum and the real learning appropriate to the needs of the students in all areas is a priority.
3. Pre-formal – extend understanding and implementation of the Engagement Model

Achievements and Performance

Initial Data Summary 2022

End of Reception – EYFSP

End Reception	No.	Emerging in all areas of learning
Total Pupils	7	7

Phonics Screening. Year 1 (Threshold 32/40)

Year 1	No.	Threshold Met	Test taken Threshold not met but scored	Test taken No Score	Test not appropriate
Total Pupils	9	0	0	0	9

Trustee’s Report

For the year ended 31 August 2022

Achievements and Performance (continued)

Phonics Screening. Year 2 (Threshold 32/40)

Year 2	No.	Threshold Met	Test taken Threshold not met but scored	Test taken No Score	Test not appropriate
Total Number of pupils who did not meet the standard last year.	35	0	0	0	35

End of KS 1

GDS = Working at greater depth

WTS = Working towards the expected standard

HNM = Has not met the expected standard (Science)

PKF = Attaining within the pre-key stage standards for pupils working below the test standard

BLW = Below the standard of the pre-key stage standards and assessed through

Engagement Model

A = Absent for long periods, recently arrived, not enough information to provide TA

Year 2	No.	Reading KS1 (GDS)	Reading KS1 (PKF)	Reading EM (BLW)	Reading (A)	Writing KS1 (WTS)	Writing KS1 (PKF)	Writing EM (BLW)	Writing (A)
Total Pupils	35	0	17	18	0	0	16	19	0

Year 2	No.	Maths KS1 (WTS)	Maths KS1 (PKF)	Maths EM (BLW)	Maths (A)	Science (HNM)	Science (A)
Total Pupils	35	0	15	20	0	35	0

Leycroft Academy School Data Summary 2022

Pre-Key Stage Standards Information - Year 2

Year 2 –	PK1	PK2	PK3	PK4
Reading	5	11	0	1
Writing	15	1	0	0
Maths	5	6	3	1

In our Year 2 cohort there are 30 boys (86%) and 5 girls (14%). 20 (57%) of these pupils are eligible for pupil premium. There are 3 pupils with a Child in Care status in this cohort.

End of KS 2

HNM = Has not met the expected standard (Science)

PKF = Attaining within the pre-key stage standards for pupils working below the test standard

BLW = Below the standard of the pre-key stage standards and assessed through

Engagement Model

Trustee’s Report

For the year ended 31 August 2022

Achievements and Performance (continued)

Year 6	No.	Reading KS2 (PKF)	Reading EM (BLW)	Writing KS2 (PKF)	Writing EM (BLW)	Maths KS2 (PKF)	Maths EM Levels (BLW)	Science (HNM)
Total Pupils	28	20	8	20	8	21	7	28

Pre-Key Stage Standards Information – Year 6

Year 6 – 33 pupils	PK1	PK2	PK3	PK4	PK5	PK6
Reading	4	8	1	2	3	2
Writing	7	4	2	4	1	2
Maths	2	6	8	2	3	0

In our Year 6 cohort there are 20 boys (71 %) and 8 girls (29 %). 17 (61%) of these pupils are eligible for pupil premium. There are 0 pupils with a Child in Care status in this cohort.

Swimming

Swimming competencies information for Year 6

Swimming competencies	% of Y6 Pupils
Swim competently, confidently, and proficiently over a distance of at least 25 metres	0 pupils (0%)
Use a range of strokes effectively	0 pupils (0%)
Perform safe self-rescue in different water-based situations	0 pupils (0%)

Trustee’s Report

For the year ended 31 August 2022

The Bridge School

School Context

The Bridge School educates 90 children with complex and multiple needs. Children may have Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) or a diagnosis of Autistic Spectrum Disorder (ASD). Some children have additional needs including visual impairment and hearing impairment and behaviour difficulties. Children attending The Bridge School will usually require augmented and modified curriculum opportunities including an overarching mobility curriculum and a sensory experiential curriculum for our more profound learners. Each child follows the curriculum pathway best suited to their learning needs.

This primary setting has 11 pupils in Foundation stage, 27 pupils in KS1 cohort and 52 pupils in our KS 2 cohort.

Across the school, we have 18 pupils following the formal pathway, 52 pupils following our semi-formal pathway and 20 pupils following our pre formal pathway.

Highlights 21-22

1. Formal in year data is showing more pupils making rapid progress (EEA – Exceeding Expected Ambitious Progress). Formal Progress is steady across the board with no big difference between Maths, reading and writing.
2. Formal pathway - 35% of pupils have made EEA progress in writing this year showing impact of our writing focus on this year’s SIP.
3. Pupils in the semi-formal pathway made best progress in the areas of Maths and PSED.
4. Pupils classed as vulnerable were not disadvantaged at The Bridge School (data shows equivalent progress).

Areas for Development

1. Core maths and reading fluency are areas to develop in the formal curriculum as progress data in these areas was lowest.
2. Semi-formal pathway – communication and language are areas of understanding to be developed. This data is being looked at forensically during Autumn 2022 in collaboration with the FET School Improvement Partner for Assessment.
3. Scientific technologies - ongoing development of the formal curriculum with links to the development of skills and knowledge within the early areas of the national curriculum will continue to enhance the semi formal curriculum offer and support the progression in the area of scientific technologies.

Achievements and Performance

Initial Data Summary Summer 2022

End of Reception – EYFSP

End Reception	No.	Emerging in all areas of learning
Total Pupils	10	10

Trustee's Report

For the year ended 31 August 2022

Achievements and Performance (continued)

Phonics Screening. Year 1 (Threshold 32/40)

Year 1	No.	Threshold Met	Test taken Threshold not met but scored	Test taken No Score	Test not appropriate
Total Pupils	13	0	0	0	13

Phonics Screening. Year 2 (Threshold 32/40)

Nov 2021 due to national statutory assessments being moved from 2019-2020.

Year 2	No.	Threshold Met	Test taken Threshold not met but scored	Test taken No Score	Test not appropriate
Total Pupils	14	1	0	0	13

June 2022

Year 2	No.	Threshold Met	Test taken Threshold not met but scored	Test taken No Score	Test not appropriate
Total Number of pupils who did not meet the standard last year.	13	0	0	0	13

End of KS 1

GDS = Working at greater depth

WTS = Working towards the expected standard

HNM = Has not met the expected standard (Science)

PKS = Attaining within the pre-key stage standards for pupils working below the test standard

EM = Pupil not accessing subject specific learning assessed using the engagement model

A = Absent for long periods, recently arrived, not enough information to provide TA

Year 2	No.	Reading KS1 (GDS)	Reading KS1 (PKS)	Reading Engagement Model (EM)	Reading (A)	Writing KS1 (WTS)	Writing KS1 (PKS)	Writing Engagement Model (EM)	Writing (A)
Total Pupils	13	0	5	8	0	0	2	11	0

Year 2	No.	Maths KS1 (WTS)	Maths KS1 (PKS)	Maths Engagement Model (EM)	Maths (A)	Science (HNM)	Science (A)
Total Pupils	13	0	3	10	0	13	0

Trustee's Report

For the year ended 31 August 2022

Achievements and Performance (continued)

The Bridge School Data Summary 2021 - 2022

Pre-Key Stage Standards Information - Year 2

Year 2	PK1	PK2	PK3	PK4
Reading	3	1	1	
Writing	2			
Maths	1		2	

In our Year 2 cohort there are 10 boys (77%) and 3 girls (23%). 8 (57%) of these pupils are eligible for pupil premium. There are 0 pupils with a Child in Care status in this cohort.

End of KS 2

HNM = Has not met the expected standard (Science)

PKS = Attaining within the pre-key stage standards for pupils working below the test standard

EM = Pupil not accessing subject specific learning assessed using the engagement model

Year 6	No.	Reading KS2 (PKS)	Reading Engagement Model (EM)	Writing KS2 (PKS)	Writing Engagement Model (EM)	Maths KS2 (PKS)	Maths Engagement Model (EM)	Science (HNM)
Total Pupils	14	9	5	9	5	9	5	14

Pre-Key Stage Standards Information – Year 6

Year 6	PK1	PK2	PK3	PK4	PK5	PK6
Reading	6	0	3	0	0	0
Writing	5	1	3	0	0	0
Maths	1	5	3	0	0	0

In our Year 6 cohort there are 7 boys (50%) and 7 girls (50%). 8 (57%) of these pupils are eligible for pupil premium. There are 0 pupils with a Child in Care status in this cohort.

Swimming

Swimming competencies information for Year 6

Swimming competencies	% of Y6 Pupils
Swim competently, confidently and proficiently over a distance of at least 25 metres	Unknown
Use a range of strokes effectively	Unknown
Perform safe self-rescue in different water-based situations	Unknown

Trustee's Report

For the year ended 31 August 2022

Achievements and Performance (continued)

Swimming was suspended due to Covid, and no swimming took place 2019-2020, 2020-2021 and 2021-2022 due to Covid 19 risk assessments.

Key Financial Performance Indicators

- **Maintaining a balanced budget at year end**
The Trustees monitor the financial position on a monthly basis and review actual against year-end projections. The Trust delivered an underlying operating surplus of in 21-22 of £1,469,000 before depreciation charges. Total reserves increased significantly in year through new school donated assets, existing school revaluation and pension movements. After allowing for liabilities at the year end the available reserves (balance sheet) is £39,783,000 (2021: 2,765,000). For more detailed commentary see the Financial Review Section below.
- **Benchmarking expenditure against other similar organisations**
The nature of our Academy made up of Special Schools does not lend itself to standard benchmarking analysis and therefore the Trust can only benchmark against its own schools to determine the financial viability and efficiency of each establishment. Trustees have continued to monitor staffing levels and reduce staffing costs as the opportunities arise through natural wastage. The Trust Executive Team are exploring ways in which to benchmark against other SEN MATs in order to provide assurance on efficiency and future viability.
- **Achieving Value for Money**
Through effective financial management procedures, the Trust has maintained compliance with the Academy Financial Handbook and used its resources properly and with probity. Our procedures of financial management and internal control have planned scrutiny by both external, internal and peer scrutiny.

The Trust has continued to drive for value for money during 2021-22 so that resources can continue to be focussed on educational and societal outcomes for pupils.

The Trustees maintain a positive cash flow with sufficient cash balances to cover monthly expenditure.

The Trustees monitoring of cash flow throughout the year has secured sufficient cash balances to cover monthly expenditure.

Financial Review

Forward Education Trust incorporated on 20 March 2017 and opened on the 4 April 2017 with two primary special converter schools and one all through special sponsored school. The Trust opened 2 additional schools in September 2021 (High Point Academy and Lea Hall Academy).

The original Brays School was across 2 sites. These sites split in September 2021 to form the Leycroft Academy and Brays School.

The Trust's primary source of income is from central government funding mainly comprising of the General Annual Grant ("GAG") from the DFE which is funded from the Education and Skills Funding Agency ("ESFA") and is received monthly. Local Authorities in which our schools are located or planned

Trustee's Report

For the year ended 31 August 2022

Financial Review (continued)

(currently Birmingham, Sandwell and Solihull) also commission the places within our schools through an annual commissioning conversation which generate monthly funding allocations from the Local

Authority High Needs Block 'Top Up' to support children with special educational needs. Where pupils join us from other Local Authorities separate agreed financial arrangements are put in place.

Use of this funding is restricted to a particular purpose. The grants received from these sources during the year ended 31 August 2022 and the associated expenditure are shown as Restricted General funds in the statement of Financial Activities.

The net Income and Expenditure (Restricted and unrestricted funds) for the year ended 31 August 2022 is a surplus of £22,159,000 (2021: a deficit of (£220,000)). This exceptional level of surplus is mostly driven by donated land and building assets, land and buildings revaluations along with an underlying operating surplus before depreciation charges, pension movements or exceptional movements of £1,469,000. The following movements are of note:

- Positive adjustments for donated assets of £22,025,000 in relation to donated land and buildings for Lea Hall Academy and donated buildings for High Point Academy
- Negative net accounting adjustments in respect of the Local Government Pension Schemes 'LGPS' pension scheme service costs and benefits of (£2,762,000).
- Positive accounting adjustments for the upwards revaluation of Land and Buildings for the Brays School and Leycroft Academy (a combined £2,641,000)
- Income includes pre-opening grant of £190,000 and post opening grants £104,000 from the DfE for High Point Academy free school and a further capital grant of £6,000 to support furniture and equipment
- £132,000 of Schools Conditions Authority ("SCA") was recognised in academic year 2021-22, the Trust having become eligible to receive this funding for the first time in financial year 2022-23 (full financial year value £317,000)
- Non recurrent 'Recovery' pupil premium income of £116,000 was spent in year to provide additional staffing, services and resources to mitigate impacts of COVID disruption
- Grants of £24,000 for the Trust to act as Lead Provider in support of the Schools Direct Salary teacher training scheme, a further £9,000 for Hallmoor School to participate in the Behaviour Hub Grant initiative.

Pre-opening costs and funding for The Heights Academy have been deferred to the opening date in September 2023.

The impact of additional costs such as sickness cover, additional cleaning, hygiene and PPE driven by COVID in 2021-22 were offset by the staffing recruitment held during classroom closures and lockdowns.

The Trust invested in the following DfE Condition Improvement Fund ("CIF") capital projects in year;

- roof replacement at The Bridge site £388,000
- completion of both phases of windows replacement at Leycroft Academy £980,000

Forward Education Trust

Trustee's Report

For the year ended 31 August 2022

Financial Review (continued)

The Trust attracted a total £1,368,000 CIF funding for the projects above which represented circa 82% of the total project costs. The projects commenced in 2020-21 but all related costs and income were recognised at completion during the year 2021-22.

The Trust also invested in the refurbishment of Leycroft Academy building interior £210,000, a further upgrade of High Point and Lea Hall ICT and connectivity Infrastructure £21,000, the provision of student I pads £55,000, interactive Promethean boards across most Trust schools and a further £38,000 investment in Outdoor and other equipment at High Point.

A further £280,000 of projects are committed but not complete at the 31st of August. These include the upgrade of the Leycroft Academy playground and various projects across the older sites to upgrade indoor and outdoor facilities including play equipment, sensory and movement rooms.

During the year, electricity supply for Hallmoor, Brays and Bridge sites was covered under the CCS variable cost framework with EDF. The Lea Hall and High Point sites will join the CCS framework in April 2023. Gas supply was procured through fixed price contracts with a major supplier and 3 sites will be re – procured for April 2023.

During the year the Trust retendered the internal audit and the cross-site cleaning contracts.

The Trust also invested in:

- an online training package, an online risk management and accident reporting system, cross-site condition surveys and digital site plans
- external consultancy to support curriculum development and assessment and also to support senior leader recruitment and project management relating to The Heights pre-opening.
- comprehensive estates compliance measures and small works through our Facilities management contract with Belrock.
- A new package of benefits to attract and retain staff: Health Cash Plan, FET HUB (rewards, communications, discounts, Employee Assistance Program).

Reserves Policy

The Trust holds reserves to ensure that it can continue to operate and meet its objectives throughout the year and also to meet the medium and longer term plans for curriculum development, estate remedial and development works, energy efficiency projects and investment in expansion. The Trustees consider the current level of reserves appropriate for this purpose and will review these levels annually.

The Trust pools GAG income and reserves with the exception of pupil premium related grants. Budget are sets and funding requests are evaluated on a needs basis across sites.

Trustee's Report

For the year ended 31 August 2022

Financial Review (continued)

The level of reserves held as at 31 August 2022 and the movement in year was as follows:

Reserves	Change in year	Funds at 31st August 2022	Funds at 31st August 2021
Unrestricted funds for any use:	£ 116,000	£ 2,252,000	£ 2,136,000
Restricted General Funds:	£ 2,186,000	£ 4,437,000	£ 2,251,000
Total Financial reserves (excluding Fixed Assets and Pension)	£ 2,302,000	£ 6,689,000	£ 4,387,000
	£ -		
Restricted local government pension scheme (LGPS) deficit:	£ 10,061,000	-£ 5,682,000	-£ 15,743,000
Restricted fixed asset funds:	£ 24,655,000	£ 38,776,000	£ 14,121,000
Total Funds	£ 37,018,000	£ 39,783,000	£ 2,765,000

The Trust Funds at 31st August 2022 have increased by (£37,018,000) during the year to £39,783,000 (£2,765,000 at 31st August 2021). The level of 'financial' reserves (excluding Pension and Fixed Asset funds) has risen in year by £2,302,000 to £6,689,000. The movements in both the pension scheme valuation and in the values of land and buildings will fluctuate from year to year.

Pensions

Academies pay Teaching staff pension contributions based on percentage of salary each year and any deficit or positive funds against Teacher pensions liabilities are reported at central Government level only. However, Academies account for pensions for Support staff under the defined benefit local government Pension Scheme ("LGPS") and must include pension fund positive or deficit balances as Academy reserves.

The LGPS pension deficit has reduced in year from (£15,743,000) at August 2021 to (£5,682,000) in August 2022 and is currently funded at 62% of liabilities (2021 33%), an overall positive movement of £10,061,000. Within this overall movement there is a (£2,762,000) increase in deficit driven by costs of future pensions benefits in excess of in year superannuation contributions which is charged to the Operating Costs. However, there is also a very significant £11,600,000 decrease in the pension deficit reserve due to changes in the financial actuarial assumptions (largely the gilt rate). The significant decrease in the pension deficits value at 31st August 2022 is reflected in the experience of MATs across the sector. Pension deficit values will fluctuate with gilt rates in year which suggests a negative swing in the future.

The Trust paid a £413,000 secondary 'past service deficit' contribution in year to reduce the LGPS deficit. The annual 'Secondary contribution' lump sums are intended to redress the actuarial Past Service deficit value over 17 years. The actuarial valuation (as opposed to the annual financial reported value) is determined by 3 year reviews at which point levels of secondary contributions will be reset. The April 2022 revaluation is expected to be published by December 2022.

Forward Education Trust

Trustee's Report

For the year ended 31 August 2022

Pensions (continued)

A large part of the LGPS scheme deficits were inherited on conversion (unfunded) and relate to a proportional share of the West Midlands Pension Scheme deficit at that date for support staff previously in the LGPS pension scheme.

The Trust inherited (£309,000) of Past Service Pension deficits on 1st September 2021 when the Trust acquired existing LGPS staff on the conversion of Lea Hall school to an academy. New schools do not normally attract a deficit initially but a deficit will normally build gradually.

The Board believes the pension deficit of (£5,682,000) and the level of Secondary cash contributions, to be the largest financial risk facing the Trust. The annual cash contributions may eventually become an onerous financial burden that puts at risk the proper functioning of the Trust for its core purpose. Further information around the LGPS pension deficit can be found in note 24 to the accounts.

Investment Policy

The Academy Trust has no material investments.

Investment Policy

The Academy Trust has no material investments.

Principal Risks and Uncertainties

The Trustees annually agree determined areas of principle risk for the Trust and then charge each Local Academy Council to conduct an annual review of the Trusts Risk Register. This considers whether risk review procedures cover fundamental education and safeguarding, staffing, governance, finance, growth risk and reputational risk or any other risk to achieving the school's objectives.

The principal ongoing risks for the Trust have been categorised into the following areas:

Education and Safeguarding:

Drive for consistently high teaching and learning standards

Provision of Safe, warm and dry environment for learning

Consistent compliance with Single Central Record (SCR) and all areas within Safeguarding Children.

People risks:

Recruitment and retention of high calibre staff

Managing absence (particularly the effects of COVID), induction, performance, Continuous Professional Development

Governance:

Sourcing appropriately qualified Trustees and Local Academy Council members to provide challenge and support to schools

Trustee's Report

For the year ended 31 August 2022

Principal Risks and Uncertainties (continued)

Finance:

Long term affordability of unfunded Past Service Deficit pension payments

Uncertainty over the impact of the future introduction of the Special school funding formula

Growth Risk:

Staff capacity and recruitment

Reputational Risk:

Incidents with possibility of damage to or loss of reputation such as breach of data protection or detrimental media publicity

The Trust's policies and procedures seek to mitigate these risks and are documented centrally and also provided to all staff across all schools along with training. The Trust engaged Bishop Fleming during 2021-22 to review our risk register and procedures for managing risk across the Trust and to support further development.

External auditors are procured in addition to the statutory auditors, and these complete a mid-year audit to check systems and processes. Action points from their recommendations are built into action plans for improvement.

The Trust faced particular challenges relating to COVID in 2019-20, 2020-21 and 2021-22 which continue into 2022-23 in relation to supporting the safety and health of staff and pupils, maintaining educational standards and keeping schools and classrooms open. During 2020-21 and 2021-22, Trusts schools suffered from periodic disruption to 'bubbles', class and whole school closures, delays to recruitment, training, delivery of premises works and cancelled pupil premium services. However, the additional costs of cleaning, PPE and agency cover for COVID related sickness or self-isolation were offset by lower recruitment levels.

The recruitment of staff at all levels is seen as an ongoing risk to the Trust as the education sector faces a shortage of teachers and support staff nationally and this is particularly marked in urban areas such as Birmingham and surrounding districts. The appointment of suitable and experienced senior leaders and head teachers to run our specialist provision as we grow and expand as a Trust is also an additional factor which creates risk to the Trust as the talent pool is diminishing and many leaders in the special sector are looking to retire earlier.

Gender Pay Gap Reporting

This report provides the statutory information that Forward Education Trust is required to publish relating to Gender Pay Gap. New legislation came into force in the UK in April 2017, requiring all employers with more than 250 employees to publish their gender pay gap. At the snapshot date (31st March 2021), Forward Education Trust was made up of 3 academies (Brays School, Hallmoor School, and The Bridge).

For the purposes of the Regulations, the definition of employee includes anyone based in Great Britain and employed under a contract of employment, a contract of apprenticeship or a contract personally to

Trustee's Report For the year ended 31 August 2022

Gender Pay Gap Reporting (continued)

do work (i.e., a worker). This is a relatively broad definition and likely to include some consultants as well as workers on zero-hours contracts.

All employers are required to provide 6 measures of gender pay gap. These are:

1. Mean gender pay gap
2. Median gender pay gap
3. Mean bonus gender pay gap
4. Median bonus gender pay gap
5. Proportion of males and females receiving a bonus payment
6. Proportion of males and females in each quartile band.

Why equal pay and gender pay differ

It should be noted that Gender Pay Gap is not the same as unequal pay.

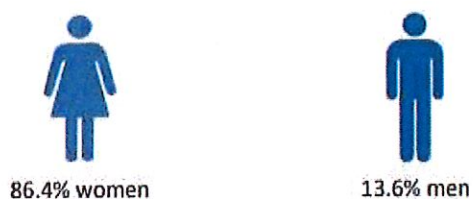
Gender Pay Gap: The difference between hourly earnings of men and women working across an organisation

Equal Pay: Men and women are paid the same for like work

At Forward Education Trust, staff throughout the organisation who undertake the same work are paid the same salary.

Gender Make Up In our Trust

In our Trust the gender make up of our staff is



Bonus Payments Forward Education Trust is required to report on the percentage gap in bonus pay between all male and female employees in the 12 months preceding the 31st March 2021. The Regulations define "Bonus pay" as any remuneration that:

1. Is in the form of money, vouchers, securities, securities options or interests in securities; and
2. Relates to profit sharing, productivity, performance, incentive or commission. Bonus pay excludes ordinary pay and overtime.

As Forward Education Trust does not currently operate a bonus scheme for its staff, the mean and median gender bonus pay gap stands at 0% therefore this indicator is not applicable to Forward Education Trust.

Trustee’s Report





For the year ended 31 August 2022

Gender Pay Gap Reporting (continued)

For the reasons set out above, the proportion of male and female employees receiving a bonus during the relevant period stands at 0% therefore this indicator is not applicable to Forward Education Trust.

Pay by Quartiles

In our Trust the proportion of full-pay men and women in each of the four quartile pay bands is:

Lower Quartile	Lower Middle Quartile	Upper Middle Quartile	Upper Quartile
			
Female 91.1%	Female 91.1%	Female 88.6%	Female 74.7%
Male 8.9%	Male 8.9%	Male 11.4%	Male 25.3%
All employees whose standard hourly rate places them at or below the lower quartile	All employees whose standard hourly rate places them above the lower quartile but at or below the median	All employees whose standard hourly rate places them above the median but at or below the upper quartile	All employees whose standard hourly rate places them above the top quartile

What are the underlying causes of Forward Education Trust’s gender pay gap?

1. Our terms and conditions of employment, including pay, are determined by national negotiating bodies for teachers and local government employees (support staff) and by local consultation. We do not pay our employee’s outside of these terms and conditions.
2. Our terms and conditions of employment, including pay, are determined by our Trust.
3. As an employer we are committed to the principals of paying men and women equally for undertaking the same work.
4. Owing to the nature of the roles required within a school, we have an unavoidable large number of part time, female employees, who occupy very important roles, which have been evaluated to the lower end of the salary structure for support staff and this is reflected in our Gender Pay Gap.
5. Pay progression for both teaching and support staff is performance related and subject to scrutiny of our Trust for equality purposes.
6. We are a Living Wage Employer, paying an hourly rate set by the Living Wage Foundation, which is a higher hourly rate than that of the National Living wage.

This pattern from the UK economy as a whole is reflected in the make-up of Forward Education Trust’s workforce, where the proportion of females doing lower graded support staff roles is higher than males.

The median pay gap for the whole economy (according to the October 2020 ONS ASHE figures) is 14.9%. Forward Education Trust’s median gender pay gap is 23.2%.

Trustee's Report

For the year ended 31 August 2022

How we can look to tackle the Gender Pay Gap

In an attempt to decrease the pay gap between our male and female employees over the next 12 months, the Trust will look to commit to a number of things.

1. Monitoring the effectiveness of our recruitment process to improve diversity.
2. Ensuring that all our vacancies are advertised in a way that will return a diverse pool of applicants to choose from, particularly at leadership levels, with the aim of appointing or promoting more women into leadership roles.
3. Encourage flexible working to support both our male and female employees' balance their careers with their commitments outside of work.
4. Promote the benefits of paternity leave, parental leave and shared parental leave.
5. Growing our own talent by encouraging staff to fulfil their potential with us, rather than leaving to achieve this.
6. Pro-actively support women on returning to employment following leave for maternity or caring reasons. This will maximise the contribution that their experience and skills can bring to the organisation.
7. Understand the proportions of men and women leaving Forward Education Trust and their reasons for leaving.
8. Annually scrutinise pay and reward to ensure that pay differences in grades are reduced, where possible.

Equality and staff consultation

Recruiting and employing people with disabilities

The Trust actively promotes the recruitment of all people whether they have a disability or not. At recruitment we offer reasonable adjustments at interview. Following recruitment, we undertake a risk assessment with the employee to determine what reasonable adjustment can be put in place in their place of work. This may include the purchase of appropriate workplace furniture, looking at support for safe evacuation of the building in the event of fire, the use of appropriate IT technology and the working pattern of the day. Should an employee become disabled during their employment at the trust, the HR department will undertake a risk assessment with a view to supporting that employee to continue in the workplace. As many of our schools take children with significant disabilities, the Trust is very familiar with supporting those with additional needs and integrating them successfully into the workforce.

Staff consultation

The Trust put in place a plan to improve staff engagement and retention in the year which includes investment in an annual online staff survey, a healthcare plan, social media development and the FET HUB. The FET HUB offers access to physical and mental health support, shopping discounts and communications across the Trust.

Each year the schools undertake an accessibility questionnaire where all stakeholders (parents, staff, pupils) are asked their views around how successful our equality plans are working. Any changes required to buildings or working practice are considered alongside financial implications and progressed accordingly. All employees, including those with disabilities, have access to a line manager as well as the Trust HR manager for additional support.

Trustee's Report

For the year ended 31 August 2022

Plans for Future Periods

The strategic plan for the Trust includes growth but with an initial focus on consolidating progress across the 7 schools (including The Heights) and supporting the 3 newer schools to reach their target pupil capacity. The Trust will consider new Free School opportunities, outreach educational support, expanding the number of places available in our existing schools (The Bridge and Leycroft) and other opportunities which align to the local authority demand SEND planning and which support pupil transitioning between primary or KS3 into senior schools.

Our centralised services will continue to develop to enable us to support schools, improve services and support to staff and to ensure best value for all procurement in the interest of public spending. In Spring 2023, the Trust is considering making a modest investment to move the now expanded central team into appropriate accommodation within the Leycroft estate. This will also result in a net gain for potential expansion of educational space within the current floor level.

From financial year 2022-23, the Trust became eligible for Schools Conditions Authority ("SCA") grants worth £317,000. The level of SCA grant each year will be based on a formula predicated on the number of schools and condition of the estate. SCA replaces the previous CIF bidding process. The devolved capital funding ("DCF") worth £175,000 in 2022-23 will continue. The total future capital grants of c£500,000 per annum allows the Trust to plan our works program strategically, informed by our Warm

Safe & Dry agenda, our prioritised estates condition reports conducted by an external party, our ongoing maintenance contract reporting and by plans to develop and expand our provision.

The Trust is mindful of the global and national green agenda and our need to save energy and harness new technologies to run our estate and reduce costs. The Trust is actively reviewing options for LED lighting, solar PV and local metering whilst driving for effective usage of energy through premises team and staff engagement.

Auditor

In so far as the Trustees are aware:

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

The Trustees' report, incorporating a strategic report, was approved by order of the Board of Trustees, as the Company Directors, on 15 December 2022 and signed on the Board's behalf by:

A handwritten signature in black ink, appearing to read "D. Lane", written over a horizontal line.

David Lane
Chair of Trustees

15 December 2022

Forward Education Trust

Governance statement

For the year ended 31 August 2022

Scope of responsibility

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

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

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 on-going process designed to identify and prioritise the risks to the achievement of Academy Trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in Forward Education Trust for the year ended 31 August 2021 and up to the date of approval of the annual report and financial statements.

Capacity to Handle Risk

The Board of Trustees 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 Trustees is of the view that there is a formal on-going process for identifying, evaluating and managing the Academy Trust's significant risks that has been in place for the year ended 31 August 2021 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Trustees and was the focus of an internal audit assurance report in Summer 2022.

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 setting and periodic financial reports which are reviewed and agreed by the Board of Trustees.
- regular reviews by the finance and general purposes 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; and
- identification and management of risks.

Governance statement

For the year ended 31 August 2022

The Risk and Control Framework (continued)

The Board of Trustees appointed Bishop Fleming from January 2022 as the Trust internal auditor. The internal auditor's role includes giving advice on financial matters and performing a range of checks on the Academy Trust's financial, governance, compliance and risk management systems.

Governance

The Information on governance include here supplements that described in the Trustees Report and in the Statement of Trustees' Responsibilities.

Attendance during the year at meetings of the Board of Trustees and Sub-Committees was as follows:

Trustee Meetings attended 2021-22-FET	Trust Board meetings (TB)						Audit: Risk and Finance Committee (A:RF)						Education Committee (EC)			Strategy Growth & Infrastructure Committee (SG&I)		HR and Pay Committee		
	15/09/21	08/12/21	09/02/22	23/03/22	10/05/22	06/07/22	20/10/21	09/11/21	30/11/21	15/03/22	03/05/22	20/06/22	26/11/21	18/03/22	17/06/22	01/10/21	04/02/22	05/11/21	28/01/22	17/06/22
David Lane (Director/Chair of Trust Board & SG & I Committee)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓
Jane Edgerton (Director/CEO) resigned 31/12/22	✓	✓	-	-	-	-	✓	✓	✓	-	-	-	✓	-	-	✓	-	✓	-	-
Kate Canty (Director/Chair of Audit: Risk and Finance)	A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓			
Helen Redican (Director/Chair of Education Committee)	✓	✓	✓	✓	✓	✓							✓	✓	✓			✓	✓	✓
Maria Earl (Director/Chair of HR & Pay Committee)	✓	✓	✓	✓	✓	✓							✓	✓	A			✓	✓	✓
Bren Taylor (Director)	✓	✓	✓	A	✓	✓	✓	✓	✓	A	✓	✓	✓	✓	✓	✓	A			
Jared Whittaker (Director) Resigned	A	A	-	-	-	-	✓	✓	A	A	-	-	A	-	-					
Patrick Ricketts (Director)	✓	✓	✓	A	✓	✓							✓	✓	✓	✓	✓	✓	✓	✓
Paulette Osborne (Director)	✓	✓	A	✓	A	A							A	A	A					
Paul Roberts (Director) – appointed 6.7.22	-	-	-	-	-	✓														

Key
 ✓ = Attended
 A = Apologies Accepted
 X = No Apologies / Apologies Not Accepted
 - = no longer on Committee / Board

Forward Education Trust

Governance statement

For the year ended 31 August 2022

Governance (continued)

The Board of Trustees has met formally 6 times during the year. The Audit Risk and Finance committee has also met 6 times during the year. Both the Education committee and the HR and Pay committee met three times during the year. The Strategy, Growth and Infrastructure committee met twice during the year.

Review of Effectiveness

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

- the work of the external auditor
- the financial management and governance self-assessment process
- 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 members and a plan to ensure continuous improvement of the system is in place.

Review of Value for Money

As Accounting Officer, the Chief Executive Officer has responsibility for ensuring that the Academy Trust delivers good value in the use of public resources. The Accounting Officer understands that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

The Accounting Officer considers how the Trust's use of its resources has provided good value for money during each academic year, and reports to the Board of Trustees where value for money can be improved, including the use of benchmarking data where appropriate. The Accounting Officer for the Academy Trust has delivered improved value for money during the year by:

- continuing to develop strategies to raise education outcomes, through collaboration by sharing skills and expertise across the Trust and extending partnership working.
- ongoing alignment of contracted services, and collective purchasing to provide the schools better value on existing services and enable more accurate budget monitoring and forecasting.
- Introduction of new online systems to improve efficiency for management of staff mandatory training, health and safety risks, pupil behaviours reporting, procurement of small infrastructure works and ICT, full roll out of Bromcom pupil MIS. Procurement of a full payroll and HR system is planned for Spring 2023.
- Proactive procurement of energy contracts and review of energy saving options including reducing usage
- ensuring that the Trust's financial procedures have been implemented and embedded throughout the Trust ensuring that the schools are all appropriating value for money strategies.
- maintaining correct staffing levels throughout the Trust to ensure staffing is appropriate to each school and not as a result of legacy, monitoring natural wastage and ensuring the Head Teachers are replacing staff appropriately; and
- centralised control of establishments and oversight of recruitment processes

Governance statement

For the year ended 31 August 2022

Review of Value for Money (continued)

- providing continued support to the Head Teachers and Local Academy Councils and building on Trust development plans to achieve the benefits of sharing and pooling resources.
- introduction of agency framework agreements to manage pressures on day rates and avoid temp to perm costs. Regular reporting of Agency spend and 'reasons for booking' to Finance Committee
- effective management of large contracts, including utilising dynamic procurement tender mechanisms and frameworks approved by DfE and other recognised bodies such as CPC (Crescent Purchasing Consortium) and others.
- Engagement with external advisory organisations and memberships, to research and implement strategic efficiencies, which may present an opportunity to benchmark decisions against other MATs and SEND schools.
- supported operations and the HR function by developing standardised systems, policies and processes across the Trust
- Seeking and winning funding to support existing and new schools and the capacity of the central team

Approved by order of the members of the Board of Trustees on 15 December 2022 and signed on its behalf by:

A handwritten signature in black ink, appearing to read "D. Lane", with a long, sweeping flourish extending to the right.

David Lane
Chair of Trustees

15 December 2022

A handwritten signature in black ink, appearing to read "S. Dilkes", with a long, sweeping flourish extending to the right.

Simon Dilkes
Accounting Officer

15 December 2022

Statement on Regularity, Propriety and Compliance
For the year ended 31 August 2022

As Accounting Officer of Forward Education Trust, I have considered my responsibility to notify the Board of Trustees and the Education and Skills Funding Agency of material irregularity, impropriety and non-compliance with ESFA terms and conditions of fall funding received by the academy trust, under the funding agreement in place between the Academy Trust and the Secretary of State for Education. As part of my consideration, I have had due regard to the requirements of the Academy Trust Handbook 2022.

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

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



Simon Dilkes
Accounting Officer

15 December 2022

Statement of Trustee's Responsibilities For the year ended 31 August 2022

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

Company law requires the Trustees to prepare financial statements for each financial year. Under company law the Trustees 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 year. In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently.
- observe the methods and principles in the Charities SORP 2015 and the Academies Accounts Direction 2021 to 2022;
- make judgments and accounting estimates that are reasonable and prudent.
- state whether applicable UK Accounting Standards 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 charitable company will continue in business.

The Trustees 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 Trustees 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 ESFA have been applied for the purposes intended.

The Trustees 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 Trustees on 15 December 2022 and signed on its behalf by:

A handwritten signature in black ink, appearing to read "David Lane", written over a horizontal line.

David Lane
Chair of Trustees

15 December 2022

Forward Education Trust

Independent Auditor's Report on the Financial Statements For the year ended 31 August 2022

Independent Auditor's Report on the Financial Statements to the members of Forward Education Trust

Opinion on financial statements

We have audited the financial statements of Forward Education Trust (the "Trust") for the year ended 31 August 2022 which comprise the Statement of Financial Activities incorporating income and expenditure account, the Balance Sheet, the Statement of cash flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102, The Financial Reporting Standard applicable in the UK and Republic of Ireland (United Kingdom Generally Accepted Accounting Practice) and the Academies Accounts Direction 2020 to 2021 published by the Education and Skills Funding Agency ("ESFA").

In our opinion, the financial statements:

- give a true and fair view of the state of the charitable Trust's affairs as at 31 August 2021 and of its incoming resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- have been prepared in accordance with the requirements of the Companies Act 2006; and
- have been prepared in accordance with the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) ("Charities SORP (FRS 102)") and the Academy Accounts Direction 2020 to 2021 issued by the Education Funding Agency.

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 Trust 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

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the Trustees' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the Trustees have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charitable Trust's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

Other information

The Trustees are responsible for the other information. The other information comprises the information included in the annual report, other than the financial statements and our auditor's report thereon. 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.

Independent Auditor's Report on the Financial Statements For the year ended 31 August 2022

Independent Auditor's Report on the Financial Statements to the members of Forward Education Trust
(continued)

In connection with our audit of the financial statements, 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 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.

Opinions on other matters prescribed by the Companies Act 2006

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

- the information given in the Trustees' report for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the Trustees' 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 Trust and its environment obtained in the course the audit, we have not identified material misstatements in the Trustees' report.

We have nothing to report in respect of the following matters in relation to which the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept by the charitable Trust, or returns adequate for our audit have not been received from branches not visited by us; or
- the charitable Trust's financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of Trustees' 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 Trustees' responsibilities statement set out on page 32, the Trustees 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 Trustees are responsible for assessing the charitable 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 Trustees 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.

Independent Auditor's Report on the Financial Statements For the year ended 31 August 2022

Independent Auditor's Report on the Financial Statements to the members of Forward Education Trust
(continued)

Auditor's responsibilities for the audit of the financial statements (continued)

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:

Irregularities that result from fraud might be inherently more difficult than irregularities that result from error, which gives rise to a risk of material misstatement. We are of the opinion that the planned audit approach, the documentation and interrogation of the entity's controls means that the audit procedures carried out were capable of detecting irregularities, including fraud. We have also reviewed financial statement disclosures and tested these to supporting documentation to assess compliance with applicable laws and regulations. We have audited the risk of management override of controls, including through testing journal entries and other adjustments for appropriateness, and evaluating the business rationale of significant transactions outside the normal course of business. We have also made enquiries of entity staff in tax and compliance functions to identify any instances of non-compliance with laws and regulations and have reviewed correspondence with regulatory bodies as part of our audit procedures.

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 group'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 Trustees' 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 charitable company'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 group or the parent company 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.
- We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Independent Auditor's Report on the Financial Statements For the year ended 31 August 2022

Use of our report

This report is made solely to the Multi-Academy Trusts 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 Multi Academy 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 Multi Academy Trust and the Multi Academy Trust's members as a body, for our audit work, for this report, or for the opinions we have formed.

Hannah Justice FCA FCCA

**Hannah Justice FCA FCCA (Senior Statutory Auditor)
For and on behalf of BSN Associates Limited**

15 December 2022

Independent Reporting Accountant's Report on Regularity For the year ended 31 August 2022

Independent Reporting Accountant's Assurance Report on Regularity to Forward Education Trust and the Education and Skills Funding Agency

In accordance with the terms of our engagement letter dated 11 March 2020 and further to the requirements of the Education and Skills Funding Agency ("ESFA") as included in the Academies Accounts Direction 2021 to 2022, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Forward Education Trust during the year ended 31 August 2022 have been applied to the purposes identified by Parliament and the financial transactions conform to the authorities which govern them.

This report is made solely to Forward Education Trust and ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Forward Education Trust and ESFA 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 Forward Education Trust and ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of Forward Education Trust's Accounting Officer and the reporting accountant

The Accounting Officer is responsible, under the requirements of Forward Education Trust's funding agreement with the Secretary of State for Education dated 20 March 2017 and the Academies Financial Handbook, extant from 1 September 2021, for ensuring that expenditure disbursed and income received is applied for the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

Our responsibilities for this engagement are established in the United Kingdom by our profession's ethical guidance and are to obtain limited assurance and report in accordance with our engagement letter and the requirements of the Academies Accounts Direction 2021 to 2022. 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 year ended 31 August 2022 have not been applied to 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 Accountant of Academy Trusts issued by ESFA . We performed a limited assurance engagement as defined in our engagement letter.

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

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

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

The work undertaken to draw to our conclusion includes:

- an assessment of the risk of material irregularity and impropriety across the Trust's activities;
- evaluation of the processes and controls established and maintained in respect of regularity, propriety and compliance of the use of public funds through observation and testing of the arrangements in place and enquiry of the Accounting Officer;

Independent Reporting Accountant's Report on Regularity For the year ended 31 August 2022

Independent Reporting Accountant's Assurance Report on Regularity to Forward Education Trust and the Education and Skills Funding Agency (*continued*)

- consideration and corroboration of the evidence supporting the Accounting Officer's statement on regularity, propriety and compliance; and
- limited testing on a sample basis of income and expenditure for the areas identified as high risk.

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 year ended 31 August 2022 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

BSN Associates Limited

Reporting Accountant
BSN Associates Limited

15 December 2022

Statement of Financial Activities incorporating Income and Expenditure Account

For the year ended 31 August 2022

	Note	Unrestricted Funds £000	Restricted General Funds £000	Restricted Fixed Asset Funds £000	Total 2022 £000	Total 2021 £000
Income and endowments from:						
Donations and capital grants	3	-	650	22,025	22,675	432
Charitable activities:						
Funding for the Trust's educational operations	4	-	18,058	-	18,058	12,948
Other trading activities	5	162	6	-	168	116
Teaching school	26	-	-	-	-	53
Total		162	18,714	22,025	40,901	13,549
Expenditure on:						
Raising funds	6	-	-	-	-	-
Charitable activities:						
Trust educational operations	6, 7	46	18,685	11	18,742	13,740
Teaching school	26	-	-	-	-	29
Total		46	18,685	11	18,742	13,769
Net income / (expenditure)		116	29	22,014	22,159	(220)
Transfers between funds	16	-	-	-	-	-
Other recognised gains / (losses):						
Actuarial (losses) / gains on defined benefit pension schemes	16,24	-	12,218	-	12,218	(1,935)
Revaluation gains / (losses)				2,641	2,641	-
Net movement in funds		116	12,247	24,655	37,018	(2,155)
Reconciliation of funds						
Total funds brought forward		2,136	(13,492)	14,121	2,765	4,920
Total funds carried forward		2,252	(1,245)	38,776	39,783	2,765

Balance Sheet

For the year ended 31 August 2022

		2022	2021
	Notes	£000	£000
Fixed assets			
Tangible assets	12	40,624	14,600
Intangible assets	13	-	-
Current assets			
Debtors	14	843	1,279
Cash at bank and in hand		5,516	4,351
		<u>6,359</u>	<u>5,630</u>
Liabilities			
Creditors: Amounts falling due within one year	15	(1,518)	(1,722)
Net current assets		<u>4,841</u>	<u>3,908</u>
Total assets less current liabilities and net assets excluding pension liability			
		<u>45,465</u>	<u>18,508</u>
Defined benefit pension scheme liability	24	(5,682)	(15,743)
Total assets		<u>39,783</u>	<u>2,765</u>
Funds of the Trust:			
Restricted funds			
. Fixed asset fund	16	38,776	14,121
. Restricted income fund	16	4,437	2,251
. Pension reserve	16	(5,682)	(15,743)
Total restricted funds		<u>37,531</u>	<u>629</u>
Unrestricted income funds	16	2,252	2,136
Total Funds		<u>39,783</u>	<u>2,765</u>

The financial statements on pages 39 to 64 were approved by the Trustees, and authorised for issue on 15 December 2022 and are signed on their behalf by:



David Lane
Chair of Trustees
15 December 2022

Statement of Cash Flows
For the year ended 31 August 2022

	Notes	2022 £000	2021 £000
Cash flows from operating activities			
Net cash provided by (used in) operating activities	20	2,784	2,098
Cash flows from financing activities			
	21	(1,619)	(410)
Change in cash and cash equivalents in the year		<u>1,165</u>	<u>1,688</u>
Cash and cash equivalents brought forward		4,351	2,663
Cash and cash equivalents at the 31 August 2021	22	<u>5,516</u>	<u>4,351</u>

Notes to the Financial Statements

For the year ended 31 August 2022

1. Statement of Accounting Policies

A summary of the 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 Forward Education Trust, which is a public benefit entity under FRS 102, have been prepared under the historical cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2021 to 2022 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

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

Going Concern

The Trustees assess whether the use of going concern is appropriate, i.e., whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the trust to continue as a going concern. The Trustees make this assessment in respect of a period of at least one year from the date of authorisation for issue of the financial statements and have concluded that the Trust has adequate resources to continue in operational existence for the foreseeable future and there are no material uncertainties about the 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 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 year 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 year is deducted from income and recognised as a liability.

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

- **Donations**

Donations are recognised on a receivable basis (where there are no performance-related conditions) where the receipt is probable and the amount can be reliably measured.

Notes to the Financial Statements

For the year ended 31 August 2022

1. Statement of Accounting Policies (*continued*)

- **Other Income**

Other income, including catering income, is recognised in the year it is receivable and to the extent the Trust has provided the goods or services.

- **Donated goods, facilities and services**

Goods donated for resale are included at fair value, being the expected proceeds from sale less the expected costs of sale. If it is practical to assess the fair value at receipt, it is recognised in stock and 'Income from other trading activities'. Upon sale, the value of the stock is charged against 'Income from other trading activities' and the proceeds are recognised as 'Income from other trading activities'. Where it is impractical to fair value the items due to the volume of low value items they are not recognised in the financial statements until they are sold. This income is recognised within 'Income from other trading activities'.

Where the donated good is a fixed asset, it is measured at fair value, unless it is impractical to measure this reliably, in which case the cost of the item to the donor should be used. The gain is recognised as income from donations and a corresponding amount is included in the appropriate fixed asset category and depreciated over the useful economic life in accordance with the Trust's accounting policies.

- **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 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 Trust's educational operations, including support costs and costs relating to the governance of the Trust apportioned to charitable activities.

All resources expended are inclusive of irrecoverable VAT, with the exception of non-business activity costs which can be reclaimed through Clause 75 of the Finance Bill 2011 (section 33B) in the VAT Act 1994.

Tangible Fixed Assets

Assets costing £5,000 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

Notes to the Financial Statements

For the year ended 31 August 2022

1. Statement of Accounting Policies (*continued*)

Tangible Fixed Assets (*continued*)

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 is provided on all tangible fixed assets other than freehold land or land and buildings subject to a regular revaluation program, at rates calculated to write off the cost of each asset on a straight-line basis over its expected useful life, as follows:

- | | |
|------------------------------------|--------------|
| • Land | None |
| • Long leasehold buildings | 125 years |
| • Fixtures, fittings and equipment | 3 - 10 years |

Assets in the course of construction are included at cost. Depreciation on these assets is not charged until they are brought into use.

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.

Intangible assets

Intangible assets costing £5,000 or more are capitalised and recognised when future economic benefits are probable and the cost or value of the asset can be measured reliably. Intangible assets are initially recognised at cost and are subsequently measured at cost net of amortisation and any provision for impairment.

Amortisation is provided on intangible fixed assets at rates calculated to write off the cost of each asset on a straight-line basis over its expected useful life, as follows:

- | | |
|-------------------------------|---------|
| • Purchased computer software | 5 years |
|-------------------------------|---------|

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 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.

Provisions

Provisions are recognised when the Trust has an obligation at the reporting date as a result of a past event which it is probable will result in the transfer of economic benefits and the obligation can be estimated reliably.

Provisions are measured at the best estimate of the amounts required to settle the obligation. Where the effect of the time value of money is material, the provision is based on the present value of those amounts, discounted at the pre-tax discount rate that reflects the risks specific to the liability. The unwinding of the discount is recognised within interest payable and similar charges.

Notes to the Financial Statements

For the year ended 31 August 2022

1. Statement of Accounting Policies (*continued*)

Leased assets

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

Financial instruments

The Trust only holds basic financial instruments as defined in FRS 102. The financial assets and financial liabilities of the 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 instruments, and are measured at amortised cost as detailed in notes 15. 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 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 Trust is potentially exempt from taxation in respect of income or capital gains received within categories covered by part 11, chapter 3 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.

Pensions Benefits

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

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the 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. As stated in note 24, the TPS is a multi-employer scheme and there is insufficient information available to use defined benefit accounting. The TPS is therefore treated as a defined contribution scheme for accounting purposes and the contributions recognised in the year to which they relate.

The LGPS is a funded scheme and the assets are held separately from those of the Trust in separate Trustee administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit credit method and discounted at a rate equivalent to the current rate of return on a high-quality corporate bond of equivalent term and currency to the liabilities. The actuarial valuations are obtained at least triennially and are updated at each balance sheet date. The amounts charged to operating surplus are the current service costs and the costs of 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 year 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.

Notes to the Financial Statements

For the year ended 31 August 2022

1. Statement of Accounting Policies (*continued*)

Fund Accounting

Unrestricted income funds represent those resources which may be used towards meeting any of the charitable objects of the Trust at the discretion of the Trustees.

Restricted fixed asset funds are resources which are to be applied to specific capital purposes imposed by funders where the asset acquired or created is held for a specific purpose.

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

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 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 24, 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 2016 has been used by the actuary in valuing the pensions liability at 31 August 2022. 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.

Conversion to a Multi Academy Trust

On 4 April 2017 Brays School, The Bridge School and Hallmoor School converted to academy status under the Academies Act 2010 and all the operations, assets and liabilities were transferred to Forward Education Trust from Birmingham City Council for £nil consideration.

On 1 September 2021 Lea Hall Academy (formerly Skilts) converted to academy status with all operations, assets and liabilities transferred to Forward Education Trust from Birmingham City Council for £nil consideration.

The transfers have been accounted for as a combination that is in substance a gift. The assets and liabilities 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 in the Statement of Financial Activities as Donations - transfer from local authority on conversion.

2. General Annual Grant ("GAG")

Under the funding agreement with the Secretary of State the Trust was not subject to limits at 31 August 2022 on the amount of GAG that could be carried forward from one year to the next.

Notes to the Financial Statements

For the year ended 31 August 2022

3. Donations and capital grants

	Unrestricted Funds	Restricted General Funds	Restricted Fixed Asset Fund	Total 2022	Total 2021
	£000	£000	£000	£000	£000
Capital Grants	-	1,307	-	1,307	386
Donated fixed assets	-	-	22,025	22,025	46
Other donations	-	(657)	-	(657)	-
	-	650	22,025	22,675	432

4. Funding for the Trust's Educational Operations

	Unrestricted Funds	Restricted General Funds	Total 2022	Total 2021
	£000	£000	£000	£000
DfE / EFA grants				
General Annual Grant (GAG)	-	7,509	7,509	6,208
Start Up Grants	-	-	-	-
Other DfE/EFA grants	-	807	807	520
	-	8,316	8,316	6,728
Other Government grants				
Local authority grants	-	9,742	9,742	6,071
Special educational projects	-	-	-	-
	-	9,742	9,742	6,071
Covid 19 additional funding (DfE/ESFA)				
Catch up premium	-	-	-	149
	-	18,058	18,058	12,948

The academy received £Nil (2021 - £149,000) of funding for catch-up premium and costs incurred in respect of this funding totalled £Nil (2021 - £149,000).

5. Other Trading activities

	Unrestricted Funds	Restricted General Funds	Total 2022	Total 2021
	£000	£000	£000	£000
Educational trips	-	-	-	1
Other income	162	6	168	115
	162	6	168	116

Notes to the Financial Statements

For the year ended 31 August 2022

6. Expenditure

	Staff Costs	Non Pay Expenditure		Total 2022	Total 2021
		Premises	Other		
	£000	£000	£000	£000	£000
Expenditure on raising funds	-	-	-	-	-
<i>Academy's educational operations:</i>					
Direct costs	11,349	297	549	12,195	8,957
Allocated support costs	1,099	1,270	4,178	6,547	4,783
	12,448	1,567	4,727	18,742	13,740

Net income/(expenditure) for the year includes:

	2022	2021
	£000	£000
Operating lease rentals	12	11
Depreciation	261	141
(Gain)/loss on fixed asset disposal	-	-
Amortisation of intangible fixed assets (included within Charitable Activities – Academy trust educational operations)	-	7
Impairment of land and buildings	-	842
Fees payable to auditor for:		
- audit	18	18
- other services	5	5
	296	1,024

7. Charitable Activities

	2022	2021
	£000	£000
Direct costs – educational operations	12,195	8,957
Support costs – educational operations	6,547	4,783
	18,742	13,740

Notes to the Financial Statements
For the year ended 31 August 2022

7. Charitable Activities (*continued*)

Analysis of support costs

	Educational operations £000	Total 2022 £000	Total 2021 £000
Support staff costs	1,099	1,099	934
Depreciation	261	261	141
Premises costs	1,009	1,009	883
Other support costs	3,891	3,891	2,699
Governance costs	287	287	126
Total support costs	6,547	6,547	4,783

8. Staff

a. Staff costs

Staff costs during the year were:

	Total 2022 £000	Total 2021 £000
Wages and salaries	8,364	6,812
Social security costs	675	566
Operating costs of defined benefit pension schemes	1,986	1,771
	11,025	9,149
Supply staff costs	2,679	647
	13,704	9,796

b. Staff numbers

The average number of persons employed by the Academy Trust during the year was as follows:

	2022 No.	2021 No.
Teachers	75	39
Administration and support	273	283
Management	9	6
	357	328

Notes to the Financial Statements

For the year ended 31 August 2022

8. Staff (continued)

c. Higher paid staff

The number of employees whose employee benefits (excluding employer pension costs) exceeded £60,000 per annum was:

	2022	2021
	No.	No.
£60,001 - £70,000	2	2
£70,001 - £80,000	1	-
£80,001 - £90,000	4	1
£90,001 - £100,000	-	-
£100,001 - £110,000	-	-
£110,001 - £120,000	1	1
£120,001 - £130,000	-	1
	8	5

d. Key management personnel

The key management personnel of the Trust comprise the Trustees and the senior management team as listed on page 1. The total amount of employee benefits (including employer pension contributions) received by key management personnel for their services to the Trust was £647,000 (2021: £720,000).

9. Related Party Transactions - Trustees' Remuneration and Expenses

One or more Trustees has been paid remuneration or has received other benefits from an employment with the Trust. The principal and other staff Trustees only receive remuneration in respect of services they provide undertaking the roles of principal and staff members under their contracts of employment.

The value of Trustees' remuneration and other benefits per annum was as follows:

J Edgerton (CEO and Trustee):

- Remuneration £110,001 - £120,000 (2021: £120,001 - £130,000)
- Employer's pension contributions paid £5,000 - £10,000 (2021: £25,000 - £30,000)

During the year ended 31 August 2022, travel and subsistence expenses totalling £891 (2021: £5) were reimbursed or paid directly to 4 Trustees (2021: 1 Trustee).

Other related party transactions involving the Trustees are set out in note 25.

Notes to the Financial Statements For the year ended 31 August 2022

10. Trustees' and Officers' Insurance

The Trust has opted into the Department for Education's risk protection arrangement (RPA), an alternative to insurance where UK government funds cover losses that arise. This scheme protects Trustees and Officers from claims arising from negligent acts, errors or omissions occurring whilst on Trust business, and provides cover up to £10,000,000. It is not possible to quantify the Trustees' and Officers' indemnity element from the overall cost of the RPA scheme membership.

11. Central Services

The Trust has provided the following central services to its academies during the year:

- human resources
- financial services
- legal services
- educational support services; or
- others as arising

The Trust recharged budgeted central costs across the schools, allocated in line with affordability for the smaller sites. The total recharge amounted to 13.3% (2021 – 16.4%) of GAG income in year.

The actual amounts charged during the year were as follows:

	2022	2021
	£000	£000
Brays School	96	149
Hallmoor School	390	490
The Bridge School	97	377
Leycroft Academy	233	-
High Point Academy	53	-
Lea Hall Academy	126	-
	995	1,016

Notes to the Financial Statements

For the year ended 31 August 2022

12. Tangible Fixed Assets

	Leasehold Land and Buildings	Freehold Land and Buildings	Computer Hardware	Fixtures and fittings	Total
	£000	£000	£000	£000	£000
Cost					
At 1 September 2021	13,476	1,335	246	-	15,057
Additions	15,258	8,234	115	37	23,644
Disposals	-	-	-	-	-
Revaluation	2,519	-	-	-	2,519
At 31 August 2022	31,253	9,569	361	37	41,220
Depreciation					
At 1 September 2021	407	-	50	-	457
Charged in the year	169	-	88	4	261
Disposals	-	-	-	-	-
Revaluation	(122)	-	-	-	(122)
At 31 August 2022	454	-	138	4	596
Net book values					
At 31 August 2022	30,799	9,569	223	33	40,624
At 31 August 2021	13,069	1,335	196	-	14,600

At Academisation in 2017 the Trust acquired the land and buildings of the three original schools, Hallmoor, Bridge and Brays. Brays split across its two sites on 1st September 2021 to become Brays School and Leycroft Academy. All leases are for peppercorn rent over a term of 125 years. In the absence of a formal valuation, the provisional value for leasehold land and buildings has been derived from the insurers rebuild valuation of the buildings or the cost incurred by the relevant authority to build the school. The valuations are updated as part of a rolling DfE post academisation program. Hallmoor is due a revaluation in 22-23.

In 19-20, the Trust acquired £1,335,000 of donated land from the DfE for High Point site which opened in September 2021. In 21-22 following completion of the building the cost of the building was recognised at a value of £8,234,000 based on build cost.

In 21-22, the academy recognised Lea Hall as a gift from the Local authority totalling £13,792,000 with the valuation based on build cost.

The Trust has commissioned formal valuations for both new sites at Lea Hall and High Point and any adjustments will be reflected in 22-23 accounts.

The Bridge was revalued in 20-21 which generated a devaluation of (£842,000). Both Brays school sites were revalued at 31st August 2021 and the overall positive impact of £2,641,000 is reflected in the year 21-22. Hallmoor is due a revaluation in 22-23.

Notes to the Financial Statements

For the year ended 31 August 2022

Other furniture, equipment and computer hardware assets transferred to the Trust on conversion to an Academy on 4 April 2017 have not been fair valued due to the large volumes of low value items. If and when these items are sold the income will be recognised in "income from other trading activities".

13. Intangible Fixed Assets

	Computer Software	Total
	£000	£000
Cost		
At 1 September 2021	9	9
Additions	-	-
Disposals	-	-
At 31 August 2022	9	9
Amortisation		
At 1 September 2021	9	9
Charged in the year	-	-
Disposals	-	-
Impairment	-	-
At 31 August 2022	9	9
Net book values		
At 31 August 2022	-	-
At 31 August 2021	-	-

14. Debtors

	2022	2021
	£000	£000
Trade debtors	34	1
VAT recoverable	178	60
Other debtors	2	2
Prepayments and accrued income	629	1,216
	843	1,279

Notes to the Financial Statements

For the year ended 31 August 2022

15. Creditors: Amounts Falling due within one year

	2022	2021
	£000	£000
Trade creditors	170	119
Other creditors	181	137
Accruals and deferred income	1,167	1,466
	1,518	1,722

Deferred income	2022	2021
	£000	£000
Deferred income at 1 September	594	127
Released from previous years	(534)	(127)
Resources deferred in the year	199	594
Deferred Income at 31 August 2022	259	594

At the balance sheet date, the Trust was holding funds received in advance for Universal Infant Free School Meals for the Autumn term 2022 of £14,560 (2021: £17,249).

Notes to the Financial Statements
For the year ended 31 August 2022

16. Funds

	Balance at 1 September 2021	Income	Expenditure	Gains, losses and transfers	Balance at 31 August 2022
	£000	£000	£000	£000	£000
Restricted general funds					
General Annual Grant (GAG)	2,189	7,509	(8,230)	-	1,468
Donations and capital grants	-	1,307	(136)	-	1,171
Other DfE/EFA grants	-	807	(310)	-	497
Local authority grants	(53)	9,742	(8,509)	-	1,180
Other trading activities	67	4	-	-	71
Catch-up premium	-	-	-	-	-
School fund	48	2	-	-	50
Pension reserve	(15,743)	(657)	(1,500)	12,218	(5,682)
	(13,492)	18,714	(18,685)	12,218	(1,245)
Restricted fixed asset funds					
Transfer on conversion	12,135	-	10	2,634	14,779
DfE/EFA capital grants	276	-	(21)	7	262
Donation from BCC	375	13,791	-	-	14,166
Donation from DfE	1,335	8,234	-	-	9,569
Private sector capital sponsorship	-	-	-	-	-
	14,121	22,025	(11)	2,641	38,776
Total restricted funds	629	40,739	(18,696)	14,859	37,531
Total unrestricted funds	2,136	162	(46)	-	2,252
Total funds	2,765	40,901	(18,742)	14,859	39,783

Notes to the Financial Statements

For the year ended 31 August 2022

16. Funds (continued)

Analysis of academies by fund balance

Fund balances at 31 August were allocated as follows:

	Total 2022 £000	Total 2021 £000
Brays School	1,491	1,542
Leycroft Academy	819	-
The Bridge School	1,021	727
Hallmoor School	1,944	1,452
Central services	400	666
High Point Academy	443	-
The Heights Academy	-	-
Lea Hall Academy	571	-
Total before fixed assets and pension reserve	6,689	4,387
Restricted fixed asset fund	38,776	14,121
Pension reserve	(5,682)	(15,743)
Total	39,783	2,765

Analysis of academies by cost

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

	Teaching and Educational Support Staff Costs £000	Other Support Staff Costs £000	Educational Supplies £000	Other Costs (excluding Depreciation) £000	Total 2022 £000	Total 2021 £000
Brays School	1,262	214	81	1,290	2,847	5,082
Leycroft Academy	2,691	197	101	1,126	4,115	
The Bridge School	1,512	160	69	843	2,584	2,395
Hallmoor School	3,248	158	117	1,639	5,162	3,998
Central services	646	301	26	(514)	459	2,153
High Point Academy	665	21	82	462	1,230	-
Lea Hall Academy	1,325	48	73	638	2,084	-
The Heights	-	-	-	-	-	-
Academy Trust	11,349	1,099	549	5,484	18,481	13,628

Notes to the Financial Statements

For the year ended 31 August 2022

17. Analysis of Net Assets between Funds

Fund balances at 31 August 2022 are represented by:

	Unrestricted Funds £000	Restricted General Funds £000	Restricted Fixed Asset Funds £000	Total Funds £000
Tangible fixed assets	677	1,171	38,776	40,624
Intangible fixed assets	-	-	-	-
Current assets	1,575	4,784	-	6,359
Current liabilities	-	(1,518)	-	(1,518)
Pension scheme liability	-	(5,682)	-	(5,682)
Total net assets	2,252	(1,245)	38,776	39,783

18. Capital Commitments

	2022 £000	2021 £000
Committed to, but not provided in the financial statements	280	1,347

19. Commitments under operating leases

At 31 August 2022 the total of the Academy's future minimum lease payments under non-cancellable operating leases was:

	2022 £000	2021 £000
Amounts due within one year	12	8
Amounts due between one and five years	37	-
Amounts due after five years	12	-
	61	8

The contract for photocopier leases was re – procured at the end of August 2022 for a further 5 years leading to a significant increase in operating lease commitments at year end 2022.

Notes to the Financial Statements
For the year ended 31 August 2022

20. Reconciliation of Net Income/(expenditure) to Net Cash Flow from Operating Activities

	2022	2021
	£000	£000
Net income/(expenditure) for the reporting year (as per the statement of financial activities)	22,159	(220)
Adjusted for:		
Depreciation charges (note 6)	261	141
Amortisation of intangible assets	-	7
Transfer of buildings from local authority/DfE	(22,025)	-
Impairment of land and buildings	-	842
Defined benefit pension scheme cost less contributions payable (note 24)	1,217	(690)
Defined benefit pension scheme finance cost (note 24)	283	2,044
Defined benefit pension scheme liability taken on conversion	657	-
(Increase)/decrease in debtors	436	(679)
Increase/(decrease) in creditors	(204)	653
Net cash provided by / (used in) Operating Activities	2,784	2,098

21. Cash Flows from Investing Activities

	2022	2021
	£000	£000
Purchase of tangible fixed assets	(1,619)	(410)
Net cash provided by / (used in) investing activities	(1,619)	(410)

22. Analysis cash and cash equivalents

	At 31	At 31
	August	August
	2022	2021
	£000	£000
At 1 September	4,351	2,663
Cash flows	1,165	1,688
Total cash and cash equivalents	5,516	4,351

Forward Education Trust

Notes to the Financial Statements For the year ended 31 August 2022

23. Members' Liability

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

24. Pension and Similar Obligations

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

The latest actuarial valuation of the TPS related to the period ended 31 March 2016 and of the LGPS 31 March 2016.

There were no outstanding contributions at 31 August 2022 (2021: £nil) included in creditors.

Teachers' Pension Scheme

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pension Scheme Regulations 2014. Membership is automatic for teachers in academies. All teachers have the option to opt-out of the TPS following enrolment. The TPS is an unfunded scheme to which both the member and employer makes contributions, as a percentage of salary - these contributions are credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

Valuation of the Teachers' Pension Scheme

The Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the TPS in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury every 4 years. The aim of the review is to specify the level of future contributions. Actuarial scheme valuations are dependent on assumptions about the value of future costs, design of benefits and many other factors. The latest actuarial valuation of the TPS was carried out as at 31 March 2016. The valuation report was published by the Department for Education on 5 March 2019. The key elements of the valuation and subsequent consultation are:

- employer contribution rates set at 23.68% of pensionable pay (including a 0.08% administration levy)
- total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £218,100 million and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £196,100 million, giving a notional past service deficit of £22,000 million
- the SCAPE rate, set by HMT, is used to determine the notional investment return. The current SCAPE rate is 2.4% above the rate of CPI. assumed real rate of return is 2.4% in excess of prices and 2% in excess of earnings. The rate of real earnings growth is assumed to be 2.2%. The assumed nominal rate of return including earnings growth is 4.45%

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

The pension costs paid to TPS in the year amounted to £730,000 (2021: £615,000).

A copy of the valuation report and supporting documentation is on the Teachers' Pensions website.

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

Notes to the Financial Statements

For the year ended 31 August 2022

24. Pension and Similar Obligations (continued)

Local Government Pension Scheme

The LGPS is a defined benefit statutory scheme administered in accordance with the Local Government Pension Scheme Regulations 2013 and currently provides benefits based on career average revalued earnings.

The administering authority for the Fund is Wolverhampton City Council. The Pension Fund Committee oversees the management of the Fund whilst the day to day fund administration is undertaken by a team within the administering authority. Where appropriate some functions are delegated to the Fund's professional advisers. West Midlands Pension Fund, after consultation with the Fund Actuary and other relevant parties, is responsible for the preparation and maintenance of the Funding Strategy Statement and the Investment Strategy Statement. These should be amended when appropriate based on the Fund's performance and funding.

Contributions are set every three years as a result of the actuarial valuation of the Fund required by the Regulations. The next actuarial valuation of the Fund will be carried out as at 31 March 2022 and will set contributions for the period from 1 April 2023 to 31 March 2026. There are no minimum funding requirements in the LGPS but the contributions are generally set to target a funding level of 100% using the actuarial valuation assumptions.

The total contribution made for the year ended 31 August 2022 was £1,475,000 (2021: £903,000), of which employer's contributions totalled £1,223,000 (2021: £690,000) and employees' contributions totalled £252,000 (2021: £213,000).

Parliament has agreed, at the request of the Secretary of State for Education, to a guarantee that, in the event of an academy trust closure, outstanding Local Government Pension Scheme liabilities would be met by the Department for Education. The guarantee came into force on 18 July 2013.

The Academy LGPS has an estimated deficit of £5,682,000

	£000
Brays	1,437
Hallmoor	2,064
The Bridge	1,339
Leycroft	532
Lea Hall	309
High Point	1
	<u>5,682</u>

Principal Actuarial Assumptions

	At 31 August 2022	At 31 August 2021
Rate of increase in salaries	4.05%	3.85%
Rate of increase for pensions in payment/inflation	3.05%	2.85%
Discount rate for scheme liabilities	4.25%	1.65%
Commutation of pensions to lump sums	50.00%	50.00%

Notes to the Financial Statements

For the year ended 31 August 2022

24. Pension and Similar Obligations (*continued*)

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

	At 31 August 2022	At 31 August 2021
<i>Retiring today</i>		
Males	21.2	21.6
Females	23.6	24.0
<i>Retiring in 20 years</i>		
Males	22.9	23.4
Females	25.4	25.8

The Academy Trust's share of the assets in the scheme were:

	Fair value at 31 August 2022 £000	Fair value at 31 August 2021 £000
Equity instruments	6,141	4,906
Debt instruments	1,925	1,159
Property	733	566
Cash	367	297
Other	-	1,128
Total market value of assets	9,166	8,056

The actual return on scheme assets was £388,000 (2021: £1,142,000).

Amounts recognised in the statement of financial activities

	2022 £000	2021 £000
Current service cost (net of employee contributions)	2,479	1,846
Net interest cost	283	198
Total operating charge	2,762	2,044

Notes to the Financial Statements
For the year ended 31 August 2022

24. Pension and Similar Obligations (*continued*)

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

	2022	2021
	£000	£000
At 1 September 2021	23,799	18,500
Current service cost	2,479	1,846
Upon conversion	657	-
Transfer in	(30)	-
Interest cost	428	304
Employee contributions	252	213
Benefits paid	(131)	(35)
Actuarial (gain)/loss	(12,606)	2,971
At 31 August 2022	14,848	23,799

Notes to the Financial Statements

For the year ended 31 August 2022

24. Pension and Similar Obligations (*continued*)

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

	2022	2021
	£000	£000
At 1 September 2021	8,056	6,046
Transfer in	9	-
Interest income	145	106
Return on plan assets (excluding net interest on the net defined pension liability)	(388)	1,036
Employer contributions	1,223	690
Employee contributions	252	213
Benefits paid	(131)	(35)
At 31 August 2022	9,166	8,056

Sensitivity analysis

<i>Adjustment to discount rate</i>	0.10%	0.0%	-0.10%
Present value of total obligation (£'000)	14,471	14,848	15,225
Projected service cost (£'000)	979	1,009	1,039
<i>Adjustment to long term salary increase</i>	0.10%	0.00%	-0.10%
Present value of total obligation (£'000)	14,920	14,848	14,776
Projected service cost (£'000)	1,009	1,009	1,009
<i>Adjustment to pension increases and deferred revaluation</i>	0.10%	0.00%	-0.10%
Present value of total obligation (£'000)	15,155	14,848	14,541
Projected service cost (£'000)	1,029	1,009	989
<i>Adjustment to life expectancy assumptions</i>	+ 1 year	0 years	- 1 year
Present value of total obligation (£'000)	15,441	14,848	14,255
Projected service cost (£'000)	1,049	1,009	969

25. Related Party Transactions

No related party transactions took place in the year, other than certain Trustees' remuneration and expenses already disclosed in note 9. An employee of the Trust, who is deemed Key Management Personnel, is a related party of one of the Trustees. The Trustees do not feel the disclosure of the transaction between the Trust and the employee would provide further transparency to the user of the financial statements given the Trustee had no involvement in the appointment of the employee or the terms that they are employed under.

Notes to the Financial Statements

For the year ended 31 August 2022

26. Academy Trust Teaching School

Brays School was a Teaching School up until 31st August 2021. Up to that date Brays received core funding from the Department for Education (“DfE”). The 2016/17 teaching school funds were included in the brought forward surplus on conversion to an Academy Trust. The 2020/21 income and expenditure are shown on the face of the Statement of Financial Activities.

The Chief Accounting officer at the time was the Director of Services responsible for the Brays School. DfE core funding expenditure impact analysis is submitted to the DfE online annually in July prior to the new year core funding being received by the associated school.

27. Comparative SOFA

	Unrestricted Funds £000	Restricted General Funds £000	Restricted Fixed Asset Funds £000	Total 2021 £000
Income and endowments from:				
Donations and capital grants	-	386	46	432
Charitable activities:				
Funding for the Trust's educational operations	-	12,948	-	12,948
Other trading activities	115	1	-	116
Teaching school	53	-	-	53
Total	168	13,335	46	13,549
Expenditure on:				
Raising funds	-	-	-	-
Charitable activities:				
Trust educational operations	126	12,657	957	13,740
Teaching school	29	-	-	29
Total	155	12,657	957	13,769
Net income / (expenditure)	13	678	(911)	(220)
Other recognised gains / (losses):				
Actuarial (losses) / gains on defined benefit pension schemes	-	(1,935)	-	(1,935)
Net movement in funds	13	(1,257)	(911)	(2,155)
Reconciliation of funds				
Total funds brought forward	2,123	(12,235)	15,032	4,920
Total funds carried forward	2,136	(13,492)	14,121	2,765