



**Forward Education Trust
(A Company Limited by Guarantee)
Annual Report and Financial Statements
Year ended 31 August 2025**

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

**Period of account
1 September 2024 - 31 August 2025**

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Reference and administrative details
For the year ended 31 August 2025

Members:

Mrs Constance Henry
Mr Simon Topman (Chair)
Mr Patrick Ricketts
Mr Navdeep Kainth

Trustees:

Mrs Helen Redican (to 19/03/25)
Ms Catherine Canty (Chair)
Mrs Maria Earl (to 28/01/25)
Mr Paul Roberts
Mr Ian Tuddenham (to 31/12/24)
Mr Mark Morgan
Ms Leanne Mahony (to 27/04/25)
Mr Paul Joesbury
Mr Owen Everton Burke (from 31/01/25)
Mr Paul McManus (from 12/02/25)
Ms Alison Levey (from 05/02/25)
Ms Gail Peyton (from 09/07/25)
Mr Vikash Joshi (from 01/09/25)
Mr Saif Ul Islam (from 01/09/25)
Mrs Pamela Stacey (from 01/09/25)
Mrs Sarah Gager (from 01/09/25)
Mrs Razia Ali (from 15/09/25)
Mr Josh Smith (from 25/09/25)
Mr Kai-Wing Shiu (from 25/09/25)

Executive Leadership Team:

Chief Executive Officer – Mr Simon Dilkes
Director of Education and Deputy CEO - Dr Debbie Bailey (to 31/12/24)
Ms Leanne Mahony (from 28/04/25)
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:

Crowe U.K. LLP
Black Country House
Rounds Green Road
Oldbury
West Midlands
B69 2DG

**Chief Executive Officer and
Accounting Officer:**

Simon Dilkes

Company Secretary:

Ms Emma Arnott

Chief Financial Officer:

Mr Andrew Pole

Company Name and Registered Office:

Forward Education Trust
Leycroft Avenue
Tile Cross
Birmingham
West Midlands

Company Registration Number: 10680422

Trustees' Report For the year ended 31 August 2025

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 2025. 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 7 special schools in Birmingham, Sandwell and Solihull during 2024-25. The Trust had 3 primary schools for children 2-11 years (Brays School, The Bridge School and Leycroft Academy), one school for Primary and Key Stage 3 boys (Lea Hall Academy), one secondary school (High Point Academy), one school for children in Primary Key Stage 2 and Secondary Key Stages 3 and 4 (The Heights Academy) and one all through school for children 4-19 years (Hallmoor School)

During an academic year, there are 3 Census points when pupil data is collected. Numbers of pupils on roll will not be static, as children leave placement or are allocated a school place. The table below summarises the Census points at the beginning and towards the end of the academic year 2024/25, quoting pupils on roll versus PAN (Pupil Admission Number) which is the Local Authority Commissioned Number:

Census title	Census date	Total pupils on roll	PAN (Commissioned number)
Autumn	3 rd October 2024	850	889
Spring	15 th May 2025	862	889

Following the end of the financial year, on 1 September 2025, responsibility for Lea Hall Academy passed to another multi-academy Trust. The transfer was at the request of the Regional Director, West Midlands. A process of due diligence had been carried out by the receiving trust and later in this report, there appears details relating to the financial aspects of the transfer and the implications for this Trust's overall financial position. The final agreement for transfer was approved by the Regional Director upon confirmation that the legal formalities had been completed. The Board of Trustees approved the transfer at their meeting on 18th July 2025.

Structure, Governance and Management

a. 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.

b. 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' Report For the year ended 31 August 2025

c. 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.

d. Method of Recruitment and Appointment of Trustees

The Articles of Association states that there shall be a minimum of 3 trustees and that up to 9 trustees may be appointed by the Members. The Trust Board may additionally co-opt trustees above this number, and co-opted trustees have the same powers as those appointed by Members, other than that they do not have the power to co-opt other Trustees.

If there is no parent representation on local governing bodies there is a requirement for two parent trustees but there are currently local governing bodies (Local Academy Councils) with parent representation, with the exception of at Lea Hall Academy. At Lea Hall Academy, as the school has an inadequate judgement and is in "special measures", Trustees have decided to replace Local Academy Council arrangements with an Education Advisory Board to provide additional scrutiny, especially around education and standards. The terms of reference and constitution of the EAB are different to those of the LACs. For this Trust, Local Academy Councils and the EAB form part of the governance structure and parent representation is on Local Academy Councils, so there is no requirement for parent representation on the Trust Board.

Trustees serve for a term of 4 years and may stand for re-appointment if eligible. Local Academy Council members serve for a period of two years. Trust-appointed Local Academy Council members may put themselves forward for re-appointment if eligible.

The CEO may act as a trustee appointed by resolution of the Members for the duration of their office. However, it has been agreed that the CEO should no longer be appointed as a trustee, therefore, the current CEO is not a trustee, but no permanent change to the Articles is considered necessary.

At 31 August 2024, the Board had a membership of 8 Trustees, one of whom was co-opted by the Board, so there were two vacancies for member-appointed trustees. In addition, between September 2024 and May 2025 there were 4 trustee resignations, so the Chair was tasked by Members and the Board to identify and propose new Trustees for recruitment to the Board. The Board explored a wide range of possible avenues for recruitment, including personal and professional contacts, use of social media and engagement with corporate organisations.

The recruitment process comprised:

- Review of skills audits and Board profile to identify skills gaps and focus for recruitment.
- Use of the trust website, social media and direct approach through personal and professional networks to attract and engage with potential candidates.
- Commissioning Reach Volunteering to undertake a targeted search and recruitment campaign
- Initial conversations with the Chair of the Board and Trust Director of Governance and Development

Trustees' Report For the year ended 31 August 2025

- Review of CV and agreement to interview.
- Online checks and requests for references for all shortlisted candidates.
- Informal interview with the Chair of the Board, another trustee, the CEO and the Director of Governance and Development.
- Recommendation to the Members for approval by Ordinary Resolution (for Member-appointed Trustees).
- Co-option to the Board of Trustees by Member-appointed Trustees (for Co-opted Trustees)

As a result, during the 2024-25 academic year, three new Trustees were appointed by the Members and one new Trustee was co-opted by Member-appointed Trustees.

As of 31 August 2025, the Board had 2 vacancies for Member-appointed trustees. Members had resolved two appointments to fill these vacancies, subject to successful completion of all onboarding checks. All checks were completed on 1st September 2025, at which point the appointments formally took effect. During September 2025, the Board co-opted five further trustees to provide additional capacity and as part of the succession planning strategy.

As at 31 August 2025 there were four Members. One of the trustees who resigned during 2024-25 has been recruited as a Member and is currently going through the onboarding process. ,

Policies and Procedures Adopted for the Induction and Training of Trustees

Upon appointment, all new Trustees and Local Academy Council (LAC) members were provided with documents relating to their role, including an Induction Handbook, 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. The Trust continues to use two online platforms: TES Develop and Flick Learning, for Trustees and LAC members to complete the required safeguarding, Prevent, cyber-security and GDPR training at the point of induction and on an annual basis thereafter. Both platforms contain a wide range of training and development sessions on various topics, and Trustees and LAC members are encouraged to access these – for example, a number of trustees have completed the safer recruitment training provided by Flick Learning.

All Members and Trustees received the link to the Academy Trust Handbook and the 'Schedule of Musts', the calendar for submissions to DfE and the Academy Trust Governance Guide 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 interests and published on the Trust and schools' websites 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. Members of the schools' Local Academy Councils and several Trustees took part in two Trust-specific training sessions, covering a range of topics including the EHCP process, the DfE Working Together to Improve School Attendance Guidance, with specific focus on the responsibilities for those in governance, the process and policy for suspensions and permanent exclusions, with specific reference to the responsibilities of those in local governance, 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 Confederation of School Trusts (CST) and National Governance Association (NGA), which provides Trustees and Local Academy Council members with access to a

Trustees' Report For the year ended 31 August 2025

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 working efficiently and effectively.

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

Trustees have defined roles as described in the Statement of Trustee responsibilities, see page 43.

At school level, each school is supported and challenged by a Local Academy Council (LAC). LACs are approved and appointed by the Board of Trustees, and their delegated responsibilities are set out in the scheme of delegation. Parent and staff representation is sought for the LACs along with other members with appropriate skills, knowledge and experience. LACs meet four times per academic year, with the expectation that LAC members will have two other 'contact points' with the school during the year, which may be attending an event, undertaking a school visit or meeting with a member of staff. For LAC meetings, quorum is 50% of the LAC membership, rounded down.

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

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.

The Director of Education – attends Board, Audit, Risk & Finance and Education Committees.

The Chief Financial Officer – attends Board and Audit, Risk & Finance Committee.

The Director of Governance and Development - attends Board, ARF and Education Committees.

The Trust has in place a Scheme of Delegation, in addition to which financial procedures exist detailing financial decision-making processes.

f. 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 and 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.

On behalf of the Trust Board, The Chair and Vice-Chair of the Board (with support from an external independent consultant) set the pay of the Chief Executive Officer, their recommendation is confirmed by the Trust Board

The CEO, along with the Chair of the Trust, has given consideration to the Chief Executive Officer content framework published by the Department for Education as part of the CEO's leadership development.

Either the CEO or Director of Education must be on appointment panels for any appointments to headship roles (along with the LAC Chair or their representative, where possible). A Trustee representative must be on the appointment panel for an Executive Team role, reporting to the CEO.

Trustees' Report

For the year ended 31 August 2025

The pay for each school leadership team is reviewed by the CEO, with recommendations made to the HR & Pay Committee (under their Terms of Reference) at least annually. The individual salary ranges of each post for Head Teachers and their Senior Leadership Teams are set by the Trust and are 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 delegated sub-committee, according to the agreed Terms of Reference.

The Trust has continued to adopt the national pay policy for teachers in accordance with STPCD, recognising the recommendations to Government by the STRB. 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 the Trust draws from. The Trust considers the economic climate, the long-term financial position and any other relevant factors, and has continued to keep in line with national recommendations around pay rises and inflation awards. The Trust tracks the local pay markets to ensure that we continue to attract the best 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.

g. 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%	-

Percentage of pay bill spent on facilities time

	£000's
Total cost of facilities time	£20

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Total pay bill	£19,007
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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The Trust continued to work effectively with the JCNC (Joint Consultative & Negotiating Committee), with representatives of trade unions for teaching staff and support staff. A Recognition Agreement was committed to in March 2023 and remains current. The Trust has a desire to work actively with trade unions on a range of matters including policy and terms & conditions. The Trust meets regularly with the JCNC to update on their plans and developments for the future.

The Trust also pays into "Facilities Time" via each of the Local Authorities in which it operates including Birmingham, Sandwell and Solihull.

h. Related Parties and other Connected Charities and Organisations

There are no related party transactions to note and no other connected charities or organisations.

i. Engagement with employees (including with disabled persons)

The Trust respects and values the opinions of staff. In 2022 the Trust launched its first staff well-being survey, in conjunction with the external partner Edurio and these surveys have continued. The confidential surveys are answered with good engagement levels by 67% of staff in the June 2024 survey. Results were analysed at school, Executive and Trust Board level and discussed with school staff teams and Local Academy Councils. Action plans were developed and implemented, and a further survey is to be delivered in September 2025, to continue to assess and evidence that impact and progress is achieved. The Trust believes this is an essential tool for measuring how things are in the organisation and to monitor progress.

The Trust also appreciates the importance of effectively providing information to staff colleagues on matters of concern to them. The Trust held whole Trust Conferences on the first day of the Autumn term in September 2022 and 2023 but decided to review this approach and no Conference was held in September 2024. A decision has been made to hold the next Trust Conference on Tuesday 5th May 2026. The Chief Executive Officer recorded a short video which was shared with all school and Central team staff at the start of the new academic year 2024/25, to provide an opportunity for the Trust to share with all staff information about the vision & values of the Trust and key priorities. The CEO also addressed key successes and gave thanks to staff colleagues for their hard work with children. The CEO regularly sends messages to staff for information purposes, to share good news and to give thanks for staff contributions. These are delivered via FET HUB, which is easily accessible to all staff.

The Trust continues to develop its approach to equality of employment for all individuals, whatever their race, colour, religion, sex, age, national origin and physical or mental disability. The Trust aims to continue to actively develop its approach to equality, diversity & inclusion, in conjunction with trade unions and employees.

Trustees' Report For the year ended 31 August 2025

The principles of equality, diversity and inclusion are at the heart of this Trust and school life, and Forward Education Trust expects all employees, pupils, parents/carers and members of the wider school community to be treated equitably and with respect.

The Trust is developing its approach, by creating policy, the aims of which are:

- to promote equal treatment within the Trust for all members of the Trust community.
- to communicate the commitment of the Trust to the promotion of equal opportunities.
- to create and maintain an open and supportive environment which is free from discrimination.
- to foster mutual tolerance and positive attitudes so that everyone can feel valued within the Trust. and
- to actively promote and safeguard the welfare of children, staff and others who encounter the Trust.

As a result of this policy the Trust has:

- Included on recruitment adverts that we welcome applications from disabled persons.
- Ensured that arrangements for interview are accessible and that each of our schools positively supports access for employment for disabled persons.
- Ensured that staff training promotes a tolerance and mutual respect for disabled persons or for current employees who become disabled.
- Ensured that career development, promotion and professional learning is accessible to disabled persons or existing employees who become disabled.

The principles are already at play, but the Trust has formalised this approach through Policy (discussed and negotiated through the JCNC) and to maintain a commitment to raising awareness across the organisation. The Trust is actively reviewing ways in which it can continue to develop its EDI approach, which was clearly evident in the recent trustee recruitment campaign.

j. Engagement with suppliers, customers and others in a business relationship with the academy trust

The Trust actively seeks to foster good relationships with suppliers, customers and others. Trustees and executive leaders act in ways in which they consider, in good faith, are most likely to promote the success of the trust for the benefit of pupils, parents, staff and other stakeholders as a whole. We actively engage with our customers and other stakeholders to understand issues which they may be facing against the backdrop of the economic climate in the country. The Trust holds review meetings to ensure effective relationships are maintained.

Objectives and activities

a. 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.

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

Trustees' Report For the year ended 31 August 2025

learn in a safe and secure environment and leave school and be able to play an active part in their local community.

The Vision and Values statements were reviewed in this reporting year and no changes were made. The Scheme of Delegation was also reviewed in-year.

b. 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.

Trustees, with Executive Leaders and Headteachers, are reviewing the vision statement, including as part of an offsite Strategy Day in November 2025, to ensure that the words used accurately reflect our vision for now and the future.

Our Ethos

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

The ethos will be similarly reviewed by Trustees with Executive Leaders and Headteachers.

Our 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.

Leadership Behaviours

The Trust developed a model of leadership behaviours 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. We call them our **Forward Focus on Five**:

1. Collaboration

- 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

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2. Inclusivity

- 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

3. Commitment

- 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

4. Accountability

- 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

5. Ambition

- 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

For the Trust values and leadership behaviours, Trustees and leaders are working towards merging these two elements into a single strand of values, which are fit-for-purpose for the future of the Trust.

During the year, the Trust Executive Team have worked with the Trust Board to continue to develop their thinking about the future of the Trust. Reference was made to documents including "Building Strong Trusts" (Confederation of School Trust), "Trust Quality Descriptions" (Department for Education) and "Thriving Trusts: Think Pieces" (Forum Strategy). Further development of thinking about the Strategic Plan for the Trust is likely to result in the publication of a new Strategic Plan 2025-28.

There is a consensus around 6 strategic objectives which will be formalised during the aforementioned offsite Strategy Day and will be clearly described, with milestones identified for future years. They are:

Strategic Goal 1: Following a review of vision and values, the Trust has a well-defined, clearly understood strategic direction and all involved in governance understand their roles and responsibilities and carry them out effectively.

Strategic Goal 2: Through a supportive and challenging model of school improvement, all our pupils receive high quality education that is appropriate to their needs and that demonstrates that they are achieving ambitious outcomes.

Strategic Goal 3: The Trust has a high-performing working culture which promotes collaboration, support and ambition, ensuring that every member of staff works within an effective system to maintain high performance and actively encourage staff development.

Strategic Goal 4: As part of a long-term sustainable financial strategy, all schools and the Trust have robust and accurate financial and people information & processes, that contribute to effective planning and maximise the impact of funds for the benefit of all our pupils.

Trustees' Report

For the year ended 31 August 2025

Strategic Goal 5: The Trust is at the heart of our communities, providing a focal point for strategic partnerships that maximise opportunity for staff, pupils and our schools.

Strategic Goal 6: The Trust has ambitions for growth, by offering inclusive education to all pupils, regardless of background, ability or individual specialist needs, providing equal access to quality education and opportunities to thrive. This will be achieved by creating welcoming and supportive learning environments, removing barriers to learning, and fostering a sense of belonging for every pupil. Our inclusive education aims to promote equity, social justice, and positive learning outcomes for all.

c. 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. Work on this has been successful but is ongoing. The Trust is developing its approach to local governance, via a Governance Development Working Group, which draws input from Trustees, Executive Leaders, Headteachers and Local Academy representation.
- Recruit, induct, support and develop the Headteachers within the Trust. The Trust has worked effectively with an external recruitment partner to recruit good Headteachers to schools. The Trust has found the recruitment market challenging at all levels but has continued to be able to attract new people to the organisation.
- Support the recruitment, induction and retention of high-quality staff at all levels. The country is affected by challenges nationally in recruiting teachers and this is even more acute in special needs education. Retaining support staff has been difficult, but the Trust has concentrated on the culture and environment in the Trust, as well as offering attractive well-being benefits in order to support the recruitment & retention strategy.
- Support all staff through a robust CPD and appraisal programme to ensure that they can meet the needs of the pupils. This is a work-in-progress, but significant improvements have been made. A mixture of online training coupled with peer-to-peer support and external training has proved to be beneficial. This has included specialist training, relevant to the needs of our children.
- To maintain the effectiveness of the Trust by keeping the curriculum and organisational structure under review. Ensuring we retain the right HR capability will be key to enabling progress in this area, the Trust is aware of the need to share best practice, to reach out to other Trusts for ideas and to continue to innovate.
- To conduct the Trust business in accordance with the highest standards of integrity, probity and openness.

Pupil Progress and Teaching and Learning

- A new assessment system was launched in Autumn 2023, which is supporting our approach in this area. This is starting to be fully embedded, with significant progress expected in the coming academic year.
- Operate a robust quality assurance framework which monitors the quality of standards of education, teaching and learning and includes work scrutiny. The Trust has developed ways to enhance its capabilities in this area, partly through peer-to-peer support in schools and across our network.
- Ensure that the best practice is shared across the schools. Collaborative networks are set up across specialisms, phases and staff groups. The Trust sees this as critical to its future development.

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- Develop pathways for pupils to leave school ready for the world. The Trust recognises that academic achievement cannot be the only measure for our children, there are many other important skills and qualities for our children to acquire so that they can take their place as a valued member of society.
- Provide a series of visits to the Trust schools by school improvement professionals to scrutinise, monitor, review and challenge and validate educational standards.
- Provide a further series of visits to the Trust schools by school improvement professionals to support further developments.

Leading from this year into the next, some key development areas have been identified:

For pupils:

Attendance: Our focus on their attendance in school was supported by the 5 Foundations Programme delivered with help from Birmingham Education Partnership throughout the 2024/25 academic year, which we are now following through with the DfE approved framework Inclusive Attendance. These programmes successfully engage school teams across the Trust to work together, share good practice and support pupils and families with solutions. As we face challenges and barriers to maintaining positive momentum, external factors can adversely impact on success in this area, but we remain of the view that for all our children, being in school is imperative, as this creates an opportunity to learn.

Curriculum & assessment: There is clear evidence of progress on school improvement, we strive for greater pace and scale to deliver the improvements needed, capturing external partner support as well as the capacity we have internally. The Trust is always exploring for those schools that need to receive additional capacity how this can be delivered effectively, and that those which have capacity to give are able to support the Trust as we look to realise the benefits of improvement at scale which we should be delivering as a Trust.

Curriculum principles and teaching & learning: We have created through a consultative, collegiate process with full buy-in from school leaders, commitments to curriculum principles which provides a strong foundation for consistent practice and shared values as we move forward. We have embedded trust-wide templates for SEF (self-evaluation), SIP (school improvement plans) and PLGs (personal learning goals) which will contribute to shared understanding, enabling flexibility to acknowledge the pupil mix of each school, while offering opportunities for stronger curriculum pathway development.

Behaviour & relationships: Along with Headteachers, the Trust engaged external support to develop Behaviour Principles and an updated approach to pupil relationships. Behaviour Principles include: Belonging; Kindness; Safety; Empowerment; and Respect. The relationship approach includes a Trust-wide commitment trauma-informed, neurodiversity-affirming and restorative practice across all settings. Adults build predictable routines, maintain supportive responses, and use low-arousal, emotionally safe language.

Exploratory learning: Another Trust-wide collaborative development is focused on early years development, continuous provision, and learning through play and exploration. For many of our children, who we look at their development through the lens of cognitive ability rather than chronological age, the benefits of specialist early years input can be powerful and impactful. The Trust has developed structured modules with external expert input, designed to support staff teams deepen their understanding of early years principles and frameworks, support them in planning and organising effective continuous provision and exploratory learning, and developing strategies for purposeful adult deployment in the classroom and outdoor areas.

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For staff:

Attendance: Every school has had an acute focus on supporting staff to come to work, acknowledging that ill-health does arise, and our staff may deal with challenges in their family unit. Absence can create a capacity gap, our HR team effectively supports Headteachers to implement process and policy effectively, with a sense of care and humanity.

Collaborative networks: we have continued to develop engagement at many different levels across the Trust and this inspires us with confidence that if we focus networks on solutions, give them structure and rigour as well as enabling them to make change, these will be a powerful part of what we do. Implementation of our assessment and tracking system is maturing and we are confident it will show tangible results in the next academic year.

Recruitment & retention: We have recruited great people. We have more people working permanently in the Trust than ever before and our attention is focused on retention and personal development, as this will create strong foundations and platforms for growth within our schools.

Well-being: of our staff remains a priority, and we are looking at developing strands relating to prevention of problems arising for staff and focused support, which includes a commitment to looking at staff workload and how to reduce the impact of it, with a possible introduction of AI tools and technology. We also have a positive approach to requests to work flexibly.

d. 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.

Trustees' Report For the year ended 31 August 2025

Strategic Report

Achievements and Performance (including key performance indicators)

Brays School 2024/25	
Context	<p>Brays is a primary special school in Birmingham, supporting children aged 4-11 with profound and multiple learning difficulties (PMLD), significant learning difficulties (SLD), and complex medical needs.</p> <p>By way of articulating the nature of the complex needs of some children at Brays, of the children currently on roll, roughly 26% are enterally fed and 39% have epilepsy. Notably, 41% of pupils receive Pupil Premium, which exceeds the national average. The school community is ethnically diverse with 41% who speak English as an additional language, significantly higher than the national figure of 22%. The local area of Sheldon where the school is situated shows 15% unemployment, with 20% of families living in poverty. The community reflects a gender balance of 60% male and 40% female.</p> <p>Brays has 9 classes, and many families utilise Early Help or have social care involvement. In response to pupils' needs, Brays maintains exceptional relationships with multi-agency professionals, including onsite NHS school nursing and physiotherapy teams, who are present daily.</p> <p>Brays also hosts various specialist clinics, including a community paediatric consultant, dietician, wheelchair services, and orthotic clinic. As a trailblazer within the local special school community, Brays uniquely offered access to an onsite community dentist and in 2026 will be facilitating onsite eye tests.</p>
Curriculum	<p>There are three main pathways at Brays: Explorers (pre-formal), Discoverers (semi-formal) and Adventurers (formal). The pathway a pupil is on is linked to their stage of communication, engagement and play, as well as their individual characteristics. These help us distinguish the specific needs of pupils. By identifying the right pathway for pupils, Brays can ensure that children are provided with the correct support and learning strategies tailored to each learner's journey. This way, Brays can create an environment where every pupil can thrive and reach their full potential.</p> <p>Brays School's adapted National Curriculum includes core subjects along with Understanding the World, Creative Arts and personal, social and emotional development (PSED).</p>
Highlights	<p>During the 2024-2025 academic year, Brays School continued to demonstrate outstanding progress and innovation in supporting children with special educational needs. We successfully embedded an assessment tracking system using Evidence for Learning, enabling us to clearly demonstrate a positive trajectory in the number of children achieving their Individual Education Plan (IEP) targets, which are directly aligned with their Education, Health and Care Plans (EHCPs). This success was driven by high-quality, first-class teaching and tailored interventions.</p> <p>Investment in our Early Years Foundation Stage (EYFS) outdoor learning areas culminated in a summer 2025 installation, enhancing access to outdoor education, supporting physical regulation, and providing improved opportunities for physiotherapy through occupational therapy climbing blocks. We also proudly opened a new outdoor learning area featuring a memorial garden and pond, made possible through strong</p>

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	<p>community collaboration and generous donations of time, products, and services.</p> <p>Our commitment to enriching personal development was further realised through a range of impactful residential experiences, including YESFest at Cornwall, an eco-summit for children, the Lake District Lumber Jacking Festival, Beaudesert for another successful year, and a residential in Barnsley where children won the KS2 recognition award in The Primary School Enterprise Challenge.</p> <p>On the attendance front, we embarked on our Inclusive Attendance journey and played an influential role in encouraging Birmingham Special Schools to adopt a whole-sector collaborative strategy, resulting in increased whole-school attendance.</p> <p>In June, Brays School maintained its exceptional standards with a successful Ofsted inspection, marking our third consecutive Outstanding rating across all areas. These achievements reflect our unwavering commitment to providing an inclusive, ambitious, and nurturing environment where every child can flourish.</p>
Developments for 2025-26	<p>Continue Inclusive Attendance Strategy Build on the progress made by pursuing and achieving the benchmarks for both bronze and silver levels within the Inclusive Attendance framework during the academic year. This will support sustained improvements in attendance and engagement for all children.</p> <p>Strengthen Leadership through Local Academy Council Recruitment Enhance governance and strategic oversight by recruiting new members to the Local Academy Council. This will bring additional expertise and capacity to support the school's vision and improvement goals.</p> <p>Host a Residential for Children with Profound Multiple Learning Difficulties (PMLD) Organise and deliver a specialised residential experience tailored to the needs of children with PMLD, providing enriching opportunities for personal development, social interaction, and independence.</p> <p>Adopt a Trust-wide Relational Approach to Behaviour Implement a consistent relational behaviour framework across the Trust, recognising all behaviour as a form of communication and utilising functional analysis. This will include a comprehensive review of sensory provision, in partnership with Occupational Therapy, to better support children's emotional regulation and wellbeing.</p> <p>Enhance Communication through the SLEUTH Assessment System Further embed the evidence-based SLEUTH framework to assess and benchmark children's communication skills. This will enable targeted interventions that drive greater progress against Communication & Interaction IEP targets.</p> <p>Develop Engagement Profiles for All Children Expand the use of engagement profiling to systematically understand and track each child's engagement levels in learning activities, informing personalised teaching approaches and curriculum adaptations.</p>

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The Bridge 2024/25	
Context	<p>The Bridge School is a primary school in Sutton Coldfield, for children with a cognition and learning designation. Pupils have a range of needs including profound and multiple learning difficulties (PMLD), severe learning difficulty (SLD), autism spectrum condition (ASC) sensory processing issues, additional physical needs, communication difficulties and behaviour that can be challenging. The school has capacity to educate 90 pupils.</p> <p>The Bridge offers 3 learning pathways:</p> <ul style="list-style-type: none"> • Explorers - pre-formal pathway - pupils are assessed using the Engagement Model. Their curriculum is non-subject specific, and pupils learn to engage through motivating, play-based and multi-sensory experiences. Pupils are working developmentally between the ages of 0-18 months. • Adventurers - Semi-formal pathway – within which there is some subject specific learning. Pupils start to work in small groups, with some 1:1 work, following 6 key areas of learning: Communication; Literacy and Language; Thinking, Problem Solving and Numeracy; The World Around Me; Technology and Personal and Physical Development. Pupils are working developmentally between the ages of 18 months to around 3-4 years of age. • Discoverers - Formal pathway – which is based around subject specific learning. Pupils work towards statutory assessment, if appropriate. Pupils are working in small groups and pairs, as well as some 1:1 work. They are working developmentally from around 4 years of age and upwards. <p>There are approximately 7-12 pupils in each class. Pupils are grouped according to need, friendship groups and ability.</p>
Curriculum	<p>We aim to provide a curriculum that is ambitious and personalised and has been designed to meet the needs of all pupils. The curriculum is designed considering the children's interests, needs and learning styles centred around a play and multi-sensory based approach. It has been carefully adapted, keeping the pupils and their personal learning goals at the centre of all teaching and learning. Pupils' Education, Health and Care Plan (EHCP) targets, as well as their Individual Education Plan (IEP) targets are woven into all aspects of the curriculum, whilst maximising opportunities for pupils to develop their speech, language and communication skill, their personal and social development, and ultimately their independence.</p> <p>We aim to engage and include all our pupils in a curriculum that is stimulating and exciting, where they can learn and achieve through play and sensory-based experiences. The curriculum has been carefully sequenced to ensure it builds upon pupils' prior learning, where they know more, remember more and do more, and have the confidence to apply their learning in all aspects of their life.</p> <p>At The Bridge, we strongly believe that by prioritising Communication, Personal, Social & Emotional Development (PSED), and pupils' Physical Development (PD), we can support them to become as independent as they can be for their transition into secondary school. We work collegiately with a range of key professionals including Speech & Language Therapists, Occupational Therapists, Physiotherapists, the Special School Nursing team and a Behaviour Consultant.</p>

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	<p>Classes are timetabled for sessions in our Sensory Rooms and pupils either have access to the hydrotherapy pool or the local swimming baths. We have large grounds where opportunities to learn outside the classroom are maximised. Pupils also take part in regular off-site visits. This helps to support learning across the curriculum and to give pupils the opportunity to develop and generalise their prior learning in different environments. All pupils have an EHCP which is reviewed annually, and where new short-term (12 monthly) targets are agreed and set. Pupils also have IEP (Individual Education Plan) targets which are their short-term targets broken down further and reviewed termly. All targets are shared with parents/carers, and we work closely with our families to ensure pupil progress is maximised.</p> <p>All our pupils participate in a range of activities linked to the wider curriculum, which includes 'Bridge to the Future'. This is a set of 50 enrichment activities designed to help children, play, explore and experience new things. At The Bridge, we want children to not only be happy and healthy but to lead a fulfilling life. It is important that they enjoy learning, are excited about activities and curious about the world and people around them. 'Bridge to the Future' has been developed by stakeholders, taking inspiration from a variety of sources including the DfE Activity passport and The National Trust 50 things to do before you're aged 11%.</p> <p>We aim to support children to have the chance to try things out, to see and do things that they would not normally do, or go to places they would not normally go, and to meet people they would not normally meet. These things are important because education is not only about academic progress: it is also about character and wellbeing. We develop our character from taking on challenges and pursuing our interests, by doing things that we feel are worth doing.</p>
Highlights	<p>The implementation of our play-based approach to learning has been recognised as a strength both internally and externally (School reviews/OFSTED April 2025).</p> <p>The appointment of our own Occupational Therapist has added further support for pupils and staff in ensuring pupils are regulated and engaged in learning. Attendance at The Bridge continues to improve, we hit national average for special schools (87.1%) and we are continuing our drive with the implementation of inclusive attendance.</p> <p>The purchase of two new minibuses has further supported educational visits for pupils at The Bridge for them to experience new and exciting opportunities.</p> <p>A plethora of parental workshops has further strengthened parental engagement. Most noticeably our Christmas fayre / celebration was attended by 92% of parents and carers. 100% of parents who accessed the Ofsted Parent View questionnaire would recommend the Bridge to other parents.</p> <p>The opening of our Sunshine room, where pupils can experience life skills such as cooking, cleaning and the use of ICT, has given pupils valuable support in their learning that will benefit them in later life.</p> <p>The well-being of staff and pupils is paramount, and we continue to support at all times. The opening of our staff wellbeing room and direct access to 4 mental health first aiders has been beneficial for all.</p>

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Developments for 2025/26	<ul style="list-style-type: none"> To continue the drive for good attendance by fully embedding inclusive attendance within the Bridge. To further develop middle leadership To support staff pedagogy on the play-based approach To ensure pupils can go on a residential To further enhance provision for pupils with ASD To further enhance behaviour and relationships at the Bridge
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Hallmoor School 2024/25	
Context	<p>Hallmoor School has 217 pupils from Early Years Foundation Stage to Year 11, and an additional 76 pupils in the post-16 department.</p> <p>Our school is dedicated to supporting pupils with a range of learning disabilities, including ASC, ADHD and children with Downs Syndrome. All students have moderate to severe learning disabilities and the majority of our pupils have language and communication as a primary need.</p> <p>In addition, the school has a higher-than-average number of children in receipt of Pupil Premium and with EAL.</p> <p>The school provides pupils with access to outdoor playgrounds, including grassed areas, a sensory movement space and an outdoor gym. Inside there are two sports halls, one with a climbing frame and a trampoline, used for Rebound Therapy.</p> <p>The school offers three main pathways for the children based on need: semi formal, bridge and formal. The classes are stage not age based but all children make the transitions from primary to secondary and secondary to sixth form in line with mainstream children i.e. at Year 6 and Year 11.</p>
Curriculum	<p>The school offers a broad and balanced curriculum which is sequenced throughout the phases, with a focus on children develop life skills as well as basic skills such as English and maths.</p> <p>The curriculum is designed to develop the children's independence and prepare them for adulthood.</p> <p>As expected in the primary phase, children follow a primary style curriculum and are based with their class teacher for most lessons. As children move to Key Stage 3 some lessons such as phonics and enrichment are taught in different groups.</p> <p>In KS4 and Post 16, pupils have opportunities to study with specialist teachers for some vocational subjects.</p> <p>Children in Key Stage 4 will study formal qualifications in English, maths and science.</p> <p>At Key Stage 5 students chose a vocational course to follow on a Friday, which may lead to accreditation, and all students have the opportunity to go to college on a Friday for half a term.</p>

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	<p>The curriculum is designed to develop independence for all pupils to maximise their independence in adulthood, with opportunities for enrichment and real-life experiences built into the curriculum. Children may go to the supermarket, prepare food or work with animals. Work Experience and careers are a key part of the curriculum.</p> <p>Underpinning the curriculum and running throughout the school is communication. Staff are trained by the Speech and Language therapist to be able to support the development of language and communication skills. This includes the use of Makaton, visual timetables and symbols throughout the school and Assistive Language Displays and communication books.</p>
Highlights	<p>The school has successfully managed a transition in leadership with the appointment of a new headteacher, interim deputy and pastoral assistant headteacher</p> <p>Parental engagement continues to be good, with support for the school fair, the weekly coffee mornings and Cygnet training. Attendance at Parents Evening was over 80% and the parental survey showed that all parents who responded would recommend the school and that their child was happy and felt safe in school.</p> <p>Enrichment and opportunities have been wide ranging, with all of the primary children going to Drayton Manor, the older children having the opportunity to take part in the school production, Ali Baba and the Bongo Bandits, trips to London and Stratford as well as Forest School, swimming and outdoor adventures. The school also has two new minibuses to support the enrichment programme</p> <p>The older children in Key Stage 4 achieved some excellent results with over 80% achieving accreditation in maths, English and science</p> <p>Three students achieved entry level 3 in English, maths and science and a further entry level 3 in a vocational subject. All 3 students were successful in securing a college place for September 2025.</p> <p>At Key Stage 5</p> <ul style="list-style-type: none"> ○ Nineteen students achieved an Entry Level 3 qualification or unit awards ○ Twenty-five students achieved an Entry Level 2 qualification or unit awards ○ Seven students achieved an Entry Level 1 qualification or unit awards <p>The school support 6 Year 11 students to transition to college and 4 Year 12 and 13 students, ensuring that they were on the right pathway and ready for the next step in their journey.</p>
Developments for 2025/26	<ul style="list-style-type: none"> • To review the curriculum to ensure it is adapted to meet the changing needs of the children • To continue to develop leadership at all levels • To strengthen further the whole school approach to communication • To improve attendance

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	<ul style="list-style-type: none"> To improve play spaces and sensory rooms
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The Heights Academy 2024/25	
Context	<p>The Heights Academy, a Free School, opened in September 2023. Initially, Year 7 pupils were accommodated in temporary facilities at Sans Souci, Shirley. In late October 2023, we transitioned to our permanent building and subsequently welcomed pupils in Key Stage 2 alongside our Year 7 pupils, in November 2023. Admission to The Heights Academy requires an EHCP with a primary diagnosis of Autism with associated Social, Emotional, and Mental Health (SEMH) needs. Originally the vision was that pupils should also be working at or no more than 2 years below age-related expectations and we have some children who meet these criteria and above. Like all schools, the cohorts are changing, and we are beginning to see pupils with a wider range of needs. In the first academic year, there were 32 available places for Key Stage 2 pupils, 8 per year group, 16 for Year 7. There is a plan to be full by September 2026, we currently have 63 pupils on roll and aim to be at 80 in this academic year. on reaching full capacity, the Planned Admission Number (PAN) will be 116 pupils across Key Stages 2 to 4.</p>
Curriculum	<p>The curriculum at The Heights Academy is designed in 3 Pathways - Adventurers are working around age-related expectations (ARE), Navigators are approximately 2 years below and Explorers are at earlier levels. The curriculum is based on the national curriculum and tailored to meet the needs of pupils. Lessons are adapted to ensure that gaps in learning and misconceptions are addressed through robust and regular assessment and personalised learning goals.</p> <p>An emphasis is placed on personal development and acquisition of skills that will support lifelong successful learners, confident individuals and respectful citizens. Alongside the National Curriculum we also offer a range of interventions, wellbeing and personal development opportunities, which work on pupils' holistic skills. Pupils have access to a Personal Development afternoon once a week and access to a wide range of activities.</p>
Highlights of the year	<ul style="list-style-type: none"> A new leadership team is in place to support the school to become successful Pupils are able to represent the school well Changes to school organisation are supporting the progress of children External support to The Heights is having a positive impact on the work of the pupils
Developments for 2025/26	<ul style="list-style-type: none"> - Complete the creation of the curriculum in 3 pathways and start to move towards maturity - Complete preparation for a KS 4 curriculum, including external qualifications - Further develop the skills of staff in ASD and behaviour management - Introduce systematic approaches to tackle areas such as attendance and behaviour management - Further enhance safeguarding practices, as the cohort increases.

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High Point Academy 2024/25	
Context	<p>High Point Academy is a Secondary Free School in Sandwell exclusively for pupils with a diagnosis of Autism and an EHCP.</p> <p>The school has a capacity to educate of 90 pupils, but this offer has extended within the academy year 24-25 to 108 pupils. Pupil numbers are being increased to 118 for the academic year 25-26, by temporary agreement with the Local Authority, but this is not a permanent change to PAN.</p> <p>The school caters for two formal learning pathways:</p> <ul style="list-style-type: none"> • Connector Pathway pupils (Around Age Related Expectations (ARE)-2 years below ARE) • Developer Pathways pupils (Around year 2 ability upon entry in year 7) <p>There are approximately 8-10 pupils in each class however some connector classes house up to 12 pupils. Each year we have one class per pathway from year 7-year 11.</p>
Curriculum	<p>Our curriculum is based upon the National Curriculum, for all our learners. Our curriculum builds upon skills taught within the Primary sector and supports pupils to progress onto further education. At High Point Academy our curriculum prepares pupils for life beyond High Point Academy by promoting independence. Our curriculum aims to:</p> <ul style="list-style-type: none"> • Offer a high-quality level of literacy and numeracy skills throughout all elements of the curriculum which encourages enquiring minds with the desire to learn more every day • Promote independent pupils who are confident, willing to accept change and able to cooperate with others • Develop imaginative and creative learners • Develop pupils who are inclusive of our multi-cultural society who are tolerant and respect others' values • Develop pupils who are proud of their achievements and desire to celebrate success • Develop a love for learning • Be a curriculum which enables pupils to excel in all areas of their learning and achieve the best possible outcome to equip them for the future <p>Throughout the school year we offer 'WOW' days, which focus on key skills and cultural aspects of learning.</p> <p>For pupils on the Connector Pathway, they will be working at age related expectations to approximately two years below ARE. Each pupil will have a communication need, and their learning priorities will be identified by their teachers, with activities having a focus on the National Curriculum and accredited outcomes. Pupils' targets will be reflected as part of their EHCP Outcomes and Progress standards which are reviewed on a termly basis, which will be linked to their EHCP specifically related to communication and Numeracy/ Literacy Targets. They will have access to discrete lessons in some subject areas and where appropriate will achieve specific qualifications such as entry level, functional skills and GCSEs.</p> <p>For pupils on a Developer Pathway, Literacy, Numeracy and communication will be embedded across their curriculum. Activities focused on developing the pupils' communication skills are planned and differentiated as part of the wider curriculum, ensuring that each pupil has ample opportunity to develop their skills in</p>

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	Literacy in a way which is personalised and relevant for them as individuals. Pupils' targets will be reflected as part of their PLGs on a termly basis which will be linked to their EHCP specifically related to communication and Numeracy/ Literacy Targets. Developer Pupils will access all aspects of the curriculum, but it will be adapted and differentiated to meet their needs to enhance their independence. Accredited courses which focus on the range of areas may be considered as a preferred accredited outcome at Key Stage Four.
Highlights	<ul style="list-style-type: none"> All pupils entered for GCSE English and Maths year 11 obtained a qualification Obtaining Secondary School of the year award in the 2025 Education Awards Achieving the Sandwell Well-being Charter mark
Developments for 2025/26	<ul style="list-style-type: none"> To become a Trauma informed school To complete the autism accreditation To further develop the school's approach to improving attendance, taking onboard the Trust-wide Inclusive Attendance initiative. Continue to develop the behaviour and relationships approach in school alongside the Trust-wide initiatives.

At High Point Academy, during the academic year 2024/25, our year 11 group who were the final group that joined us in year 8 reached the stage of formal examinations. Their GCSE results and qualifications were a fantastic achievement, a credit to the children and our staff. All of these pupils had been out of education for a period of time in their school life, due to Covid and the fact that some pupils had been accessing part-time education prior to starting at High Point.

The table below shows the number of pupils who achieved the different qualifications:

Subject/ Exam	English	Maths	Biology	BTEC Creative iMedia	Creative Media and Performing Arts	Preparing for work	Employability (college)
ELC 1 (Entry Level)	1	1					
ELC 2 (Entry level)	1	6		1 pupils Distinction Level 1			
ELC3 (Entry level)	6	1		3 pupils Pass Level 2	3 pupils ENT 3	5 Pupils P3	3 Pupils "Certificate"
GCSE 1	1	3	2				
GCSE 2	3		2				
GCSE 3	3	3	2				
GCSE 4							
GCSE 5							
GCSE 6							

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Lea Hall Academy 2024/25	
Context	<p>Lea Hall is a school for boys only in year 2 to year 9 who are primarily identified as having Social, Emotional and Mental Health (SEMH) needs.</p> <p>Access to outdoor playground space remains limited. During the year, with the Trust, school continued to look at plans for improvement, with some small initiatives around outdoor spaces having been implemented and impactful.</p> <p>Lea Hall has a high percentage of Free School Meals (FSM) when compared to the national average for children with an EHCP.</p> <p>A high percentage of pupils are eligible for the pupil premium grant, the percentage is higher than the national average for pupils with an EHCP.</p> <p>Recruitment, induction and retention of staff has remained a critical issue across the last academic year.</p>
Curriculum	<p>Pupils are organised according to age and their social ability. A clearly defined timetable across both Primary and Key Stage 3 ensures that pupils receive a broader and more balanced curriculum offer to address some of the issues raised by Ofsted in July 2023.</p> <p>Expectations around assessment have been established and monitored throughout the year and standardised assessment has been used to develop accurate baseline data for pupils so that next steps can be more accurately identified, and curriculum delivery is more purposeful.</p> <p>A curriculum vision and overview have been further developed to give clarity over the curriculum purpose.</p> <p>Work has been done to develop a sequenced curriculum that builds knowledge and skills over time as pupils progress from year 2 through to year 9. As a part of this development specific learning journeys were developed for Maths, Science and PE and other areas of the curriculum are in development.</p> <p>As well as the ongoing use of the White Rose Maths and Science schemes we have reviewed other schemes of work to build our curriculum, particularly focusing on ensuring that Key Stage 3 have an age appropriate and robust curriculum. We have chosen to use Oak Academy as the basis for our curriculum delivery.</p>
Highlights	<p>The school was subject to a monitoring visit in December 2024, as a result of which Ofsted judged "leaders have made progress to improve the school". It was acknowledged that the school and trust leaders had maintained a focus on improving behaviour. The visit also confirmed we had built on the curriculum developments in early reading, English and mathematics. School was in the process of designing and implementing the curriculum for foundation subjects.</p> <p>Via the Education Advisory Board, the Trust was supported by external leaders, to maintain close oversight of progress in school.</p>

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Developments for 2025/26	<p>During the course of 2024/25 the Trust was asked to move responsibility for Lea Hall Academy to another Trust and the Trust worked effectively to achieve a transfer, at the same time as continuing to deploy resources to support the school.</p> <p>The transfer to Thrive Education Partnership was achieved on 1st September 2025 and in future the school will be known as Kitts Green Academy.</p>
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Leycroft Academy 2024/25	
Context	<p>Leycroft Academy is for primary-aged children aged 4-11 years. The school location deprivation indicator was in quintile 5 (most deprived) and the pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.</p> <p>Leycroft was formally established in September 2021, having previously being a satellite provision of Brays School, but following de-amalgamation Leycroft became a school in its own right.</p> <p>The school's capacity is 170. All pupils have a diagnosis of autistic spectrum disorder (ASD) and an education, health and care plan (EHCP). 53% of pupils are eligible for free school meals, which is higher than the national average. The school building is an old secondary school, so some aspects of the building continue to be in the process of being improved. Improvements over recent years include two outside playground areas, two movement rooms and one sensory room, and communication pathway signage to support pupils' movement and transition around the building. Work is scheduled to improve parts of the building that are not currently accessed by pupils.</p>
Curriculum	<p>A deliberate decision has been made to move away from age-related expectations to stages. Age-related expectations are focused on a pathway neuro-typical learners would follow through the National Curriculum. The curriculum content has been organised into sequenced stages. This allows for a provision that is respectful of neurodiversity and encourages learning opportunities that are bespoke to individual needs.</p> <p>Leycroft caters for a range of learners who are all at different points of their individual learning journey. Broadly speaking children at Leycroft will either be at a stage where they acquire knowledge and skills:</p> <ul style="list-style-type: none"> • through explorational opportunities. • Or through a more formal approach, where acquired knowledge is applied in new contexts to deepen understanding and develop competency. <p>Seekers</p> <p>The Seekers Pathway at Leycroft Academy supports EYFS and KS1 autistic learners in early development stages through a child-led, play-based environment that promotes active engagement and exploration. Learning occurs via continuous provision across four adult-led stations focusing on Communication and Language, Literacy, Mathematics, Understanding the World, and Expressive Arts and Design, with a floating adult supporting individual SALT and PSED targets. Using a 4-Part Interaction Model—Engage, Model, Demonstrate, Consolidate — teaching staff deliver personalised, meaningful learning aligned with EYFS statutory requirements, emphasising prime areas of Communication and</p>

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	<p>Language, Physical Development, and Personal, Social, and Emotional Development. Structured storytelling and sensory-rich experiences further support communication, cognition, and early reading skills, ensuring foundational knowledge and skills are built to prepare children for future learning progression.</p> <p>Explorer</p> <p>The Explorers Pathway at Leycroft Academy supports Key Stage 2 autistic learners through a sensory, child-led, and exploratory curriculum that fosters cognition, communication, emotional regulation, and essential life skills for future independence. Learning is delivered via immersive, hands-on activities personalised to each child's interests and needs, guided by adults using a dynamic 4-Part Interaction Model—Connect, Model, Demonstrate, Consolidate—across varied classroom and outdoor zones. Weekly activities include teacher-led sessions, carousel provision for skill practice, sensory circuits for self-regulation, and independence areas with visual supports. Grounded in values of individuality, emotional safety, strong relationships, and communication in preferred modes, the pathway creates supportive, responsive environments and encourages community integration, enabling learners to build resilience, confidence, and autonomy progressively.</p> <p>Unity</p> <p>The Unity Pathway at Leycroft Academy supports pupils who struggle in traditional classrooms by providing a safe, calm, and personalised learning environment that reduces sensory overload and social anxiety. It rekindles enthusiasm for learning; addresses disrupted education and rebuilds confidence through smaller groups and individualised support. Pupils access the same curriculum content as the Explorers Pathway across six key areas—Physical Development, Communication, Cognition, Physical Wellbeing and Independence, Creativity, and My World—with all activities aligned to individual SALT targets. Learning is hands-on, supported by visual and concrete resources, and takes place in structured, clutter-free spaces including classrooms, breakout rooms, corridors, and outdoors, integrating purposeful movement and personalised themes to enhance engagement and motivation.</p> <p>Connectors</p> <p>The Connectors Pathway at Leycroft Academy offers a personalised, broad, and balanced curriculum for learners with autism, focusing on thematic learning and individual personal development targets to prepare them for future independence. Delivered through small group work with concrete, pictorial, and abstract content, adults scaffold learning to support independent skill, recall and generalisation across contexts. The curriculum covers Mathematics, English, Phonics/Reading, Physical Education, Science, Topic, PSHE, and Life Skills, emphasising life skills acquisition, strong positive relationships, partnership with families, and the importance of children's voices through their preferred communication methods. This pathway integrates adapted National Curriculum knowledge with opportunities for learners to generalise skills and actively participate in their communities.</p>
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Trustees' Report For the year ended 31 August 2025

Highlights	<p>In the 2024-25 academic year, Leycroft Academy has seen significant successes, including improved pupil attendance which rose from 88% to 91%, alongside a notable reduction in persistent absence from 47% to 28%</p> <p>Engagement with the wider school community has strengthened, with 90% of children participating in at least one off-site visit</p> <p>Parent involvement through a fortnightly coffee morning that enjoys regular attendance. Our Early Help offer has been expanded to include parental workshops on key topics such as toilet training, sensory processing, sleep support, and emotional regulation, contributing to an increase in early assessments.</p> <p>The school community has celebrated cultural events, with 77 parents attending an Eid celebration with their children, and the parent group successfully raising over £5,000.</p> <p>Leaders at Leycroft Academy have proactively collaborated with an external specialist to enhance the curriculum, resulting in the successful development of two additional pathways—Seekers and Unity. This partnership has significantly enriched our curriculum offer, making it even more personalised and responsive to the diverse needs of our learners, thereby strengthening our commitment to tailored, inclusive education.</p> <p>The introduction of the new Speech and Language Therapy (SALT) team at Leycroft Academy has been a highly positive development. They have delivered comprehensive training to staff, enhancing the whole-school capacity to support communication needs effectively. The team has assessed all pupils, enabling the creation of individualised SALT targets that are tailored to each child's unique needs.</p>
Developments for 2025/26	<p>Our focus moving forward is to:</p> <ul style="list-style-type: none"> • Develop and embed specific teaching and learning (T&L) approaches tailored to the unique needs of learners across the Seekers, Explorers, Connectors, and Unity pathways. • Further enhance our teaching and learning across all pathways. Leycroft Academy will prioritise upskilling all classroom staff in play-based learning through a robust and sustained Continuing Professional Development (CPD) programme. This targeted training will build staff confidence and expertise in delivering high-quality, child-centred, play-based approaches that align with our curriculum vision and meet the diverse developmental needs of our learners. • Launch an inclusive approach to attendance that recognises and responds equitably to the diverse needs and barriers faced by all pupils and their families • Further develop sensory instigation by fostering collaborative working between staff and Occupational Therapy (OT) professionals. This partnership will focus on enhancing staff understanding and application of

Trustees' Report For the year ended 31 August 2025

	<p>sensory strategies that support learners' engagement, regulation, and access to the curriculum</p> <p>Leycroft Academy will enhance its professional development (PD) offer by facilitating arrangements that ensure all learners have access to at least one half-term block of swimming lessons</p>
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b. 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.

c. Promoting the success of the company

Under section 172 of the Companies Act 2006 the Trust ensures that any decisions made in line with its daily operations or regarding furthering its strategic aims and objectives have due regard to:

- The likely consequences of any decision in the long-term.
- The interests of the Trust's employees.
- The need to foster the Trust's business relationships with suppliers, customers and other stakeholders.
- The impact of the Trust's operations on the community and the environment.
- The desirability of the Trust maintaining a reputation for the highest standards of business conduct.
- The need to act fairly as between members of the Trust.

The strategic objectives of the Trust are agreed by the Board of Trustees, to ensure that the areas of focus are considered and their implications across the wider Trust for pupils and staff are assessed. The Trust Board engaged with the Executive Team to agree a strategic plan for the Trust with key elements including:

- Education – to develop high-quality teaching; to enable pupils to reach their full potential, through an engaging curriculum, developed through sharing of best practice, in an environment where children feel safe.
- People – aiming to staff schools fully with high calibre staff, with effective management of performance, retaining good people through career development and professional learning strategies and positive well-being programmes.
- Governance – responsible governance at all levels, with the right people around the table and an effective succession plan in place.
- Finance – able to demonstrate best value for money, long-term financial sustainability, meeting regulatory compliance deadlines.
- Estates & Facilities – safe, warm & dry, with a co-ordinated maintenance plan and regulatory compliance.

Trustees and Executive leaders recognise the importance of engagement with stakeholders, as evidenced by the strategic objectives stated above. Work to better engage with external stakeholders, business and the community starts in September 2025 and a strong plan will be developed. The Trust is developing a questionnaire to gain input from parents, which will be delivered in Spring 2026 and it is a clear objective that the Trust will establish a Trust-wide Pupil Council in Summer 2026, to ensure that it is listening to pupil voices.

Trustees' Report For the year ended 31 August 2025

Financial Review

The Trust's primary source of income is from central government funding mainly comprising of the General Annual Grant ("GAG") received directly from the DfE and is received monthly. Local Authorities in which our schools are located (currently Birmingham, Sandwell and Solihull) also commission places within our schools through an annual commissioning conversation which generate monthly funding allocations (which we refer to as Top-up Funding) from the Local Authority High Needs Block, to support children with special educational needs. Where pupils join us from Local Authorities other than the Authority in which the school is located, agreed financial arrangements are in place to claim funding in-year for those pupils. In addition, for Birmingham Schools only, there is a mechanism to apply for ESN (Exceptional Special Needs) funding (although this is being phased out) which can relate to a pupil transitioning for one setting to another or could relate to the specific needs of that child, such that an additional funding allocation is warranted.

Use of this funding is restricted to a particular purpose. The grants received from these sources during the year ended 31 August 2025 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 2025 is a surplus of £1,486,316 (2024: a surplus of £179,944). Trustees and Executive Leaders have worked to understand the Trust's complex income streams in fine detail, robust management accounting has supported Headteachers in effectively managing their allocated budgets and the Trust has taken steps to focus the people and other resources to support children, maximising efficiencies to create improved impact for children's care & education.

The Trust continued to invest in schools, either via School Condition Allocation (SCA) funding, or from retained reserves. During this financial year, the Trust maintained a cautious about spending but remained mindful of risk, as well as prioritising projects that had a direct impact on teaching & learning or the welfare of pupils. Trustees took action to spend funds by way of special grant from DfE (energy related grants) supplemented by reserve funds. Projects included:

- Completion of LED lighting refurbishment projects at Brays School, The Bridge School, Hallmoor School and Leycroft Academy.
- Investment at Brays School in playground facilities to meet the needs of children.
- Fire door and fire alarm remedials to address condition and safety issues at Brays School, The Bridge School, Lea Hall Academy and Leycroft Academy.
- Additions to the playground areas at The Heights Academy, partially utilising capital funds received in a previous year from Solihull Council.

The Trust continues to seek external advice to appraise the needs of each school on balance, to prioritise projects based on the grounds of risk, health & safety, condition and the needs of children and staff.

During the previous year 2023/24, the Trust had reviewed its position regarding management of its finances. The Trust had entered contractual arrangements with SAAF Education for an external (off-payroll CFO) and provision of finance management services to the Trust. The Trust obtained agreement from ESFA for the off-payroll CFO arrangement. During the year, this arrangement was extended, with the DfE confirming consent to the extension of the off-payroll CFO arrangement. It is the Trust's intention to bring the CFO responsibility onto payroll through a successful appointment of a suitably qualified professional.

Trustees' Report For the year ended 31 August 2025

Like consumers and businesses across the country, the Trust was subject to price movement changes for energy contracts, which had less impact of increasing costs of operations in this financial year than in previous years. The Trust actively manages energy contracts via external framework providers, to manage the impact of price fluctuations. The Trust sees a more favourable outlook, with less inflationary pressure, but this is impacted upon by world events.

The Trust is impacted upon by the general cost-of-living pressures being experienced across the country. It recognises the need for staff to maintain the family budgets, as part of our valuing the contribution that our staff teams make to the education & welfare of our pupils. The Department for Education does not fully fund all pay increases, in particular for a Trust with a high number of support staff, so these pressures add a further dynamic to the Trust's financial position, which Executive Leaders are actively managing with the support of Trustees.

a. Reserves Policy

Trustees review the level of reserves at least annually. The policy of the Trustees is to maintain a level of reserves that will be adequate to provide a stable base for the continuing operations of the Trust, whilst ensuring that excessive funds are not accumulated. The Trustees always try to closely match income with expenditure in the current year by setting a balanced budget, but where they consider that investment in resources and the curriculum is justified, they may set an in-year deficit budget, whilst maintaining an overall net positive position on reserves overall.

The total funds held at the balance sheet were £42,088,296 of which £37,392,320 was represented by fixed assets, leaving a residual reserve of £4,695,976 excluding the defined pension scheme liability of £Nil. This reserve of £4,695,976 is represented by an unspent capital reserve of £521,241 and £4,174,735 of further funds (as per note 18 of the financial statements). The unrestricted funds of the Trust total £2,054,645.

The minimum reserve level agreed by Trustees currently is £750,000. This was agreed by Trustees upon recommendation of the Accounting Officer and CEO. Trustees will review the adequacy of this reserve at regular intervals.

During the year, Trustees carefully considered both the minimum level of reserves for the Trust and, in consultation with Executive Leaders and Headteachers, a proposal to pool reserves for the Trust.

The proposal to pool reserves was considered by the Audit, Risk & Finance Committee at their meeting in March 2025, during which they discussed how pooling could assist in strategic planning, informed by the budget and risk management process. Trustees believed this would have a positive impact on investment decisions made at Trust Board level, as every school had potential access to a much larger reserve, thus strengthening the financial position of every school. Clear principles were discussed, along with an implementation plan and governance oversight.

Headteachers were consulted and agree that they welcomed the proposal, which was approved by the Board at their meeting in April and implemented at the end of this financial year.

b. Investment policy

The Trust does not make investments per se. The Trustees have agreed that surplus cash funds can be placed on deposit with Lloyds Bank on terms agreed by the Chief Executive Officer which might range between notice and no longer than 1-year fixed. Funds placed on deposit are notified to Audit, Risk and Finance and are included in the financial reports received by that sub-committee.

Day-to-day management of cashflow rests within the Executive Team.

Trustees' Report For the year ended 31 August 2025

c. Principal Risks and Uncertainties

The Trust's Risk Register is reviewed between the Trust Executive Team and the Board (including via sub-committees) on a regular basis, to ensure the assessment of risk remains relevant. The Risk Register is very much a working document. The Trust has assessed its priority risks (not ranked in order of severity) as:

1. An incident or series of incidents that has the potential to cause significant reputational damage to the Trust.

During the year, one of the Trust's schools faced a rise in adverse social media activity, parental complaints and media interest. The risk profile has changed through the year, following engagement support from the Trust with the school team and now better levels of engagement and prompt complaint resolution are evident, with further planned mitigations being deployed. The Trust is conscious that when concerns are raised, they should be reviewed and addressed swiftly and better systems and processes are now deployed to support schools, should the need arise.

By the nature of our work, safeguarding concerns do arise, but these are promptly identified, supported by the Trust and the protection of children remains our highest priority. The Trust is aware that a material safeguarding risk might arise despite the controls we have in place.

2. Finance – financial sustainability.

The Trustees are of the view that we remain in a position of going concern and can further extend their confidence beyond the next 12 months. However, due to change of Government and uncertainty around policy, particularly relating to SEND reform and funding, a degree of uncertainty exists. The Trust Board has acknowledged the need to ensure that the Trust central structure is adequate to support the network of schools and allow capacity for growth and there is a fine balance to achieve between financial risk and capacity.

Financial sustainability can be positively supported through a strategic approach to things like the estate infrastructure, digital technology accessible to staff & pupils, adequacy of curriculum resources and adoption of new technology opportunities such as AI (artificial intelligence).

3. Leadership capacity in schools, and subsequent impact on the quality of education.

Ensuring that schools have the best school leaders is a priority for the Trust. Supporting those school leaders with external capacity, bringing ideas and knowledge, will be an important facet of this Trust's future development.

Being able to respond to the changing needs of pupils in relation to admissions and the demands for capacity from local authorities will be key challenges as we move forward.

4. School Improvement capacity (internal).

Trustees will ensure that the Trust Executive have a confident, evidence-based understanding of the strengths and areas for development at each school, including monitoring and accountability systems to give assurance to Trustees. This extends to strategies to improve the quality of teaching, and our capacity within the Trust to achieve school improvement at pace and at scale. This risk continues to decrease due to successful appointment of high-quality leaders, and the external school improvement support that has been commissioned to carry out specific work in

Trustees' Report For the year ended 31 August 2025

schools. The assurance and school improvement offer has been reviewed and further strengthened, which will provide further mitigation of risk in this area as we move forward.

5. Staffing.

Recruitment and retention of great people and general staff wellbeing and job satisfaction, as well as professional development, will form part of the People Strategy which is in development. Staff absence, represented by the number of agency staff in school, can have a subsequent impact on the quality of education and on finance. This is under review by Executive Leaders, to identify new approaches to maintaining quality of provision.

Retention is of particular focus, a factor within which is the financial impact of recruitment and onboarding. Via outputs from the staff survey, we will identify at each school and for the Trust, the most effective strategies to retain good people.

Fundraising

Fundraising is limited due to the nature of the organisation. Some fundraising occurs which is donated to charities for a specific purpose such as Children in Need. The Trust does not use any external fundraisers. Any fundraising activity is notified to Trustees. There were no complaints received related to fundraising. The Trust has supported schools in identifying their own fundraising capacity and it is allowing schools to flexibly adopt the approach which best suits their setting. Voluntary contributions were not requested.

Streamlined Energy and Carbon Reporting (SECR)

UK energy use and associated greenhouse gas emissions

Annual energy usage and associated annual greenhouse gas ("GHG") emissions are reported pursuant to the Companies (Directors' Report) and Limited Liability Partnerships (Energy and Carbon Report) Regulations 2018 ("the 2018 Regulations") that came into force 1 April 2019.

Organisational boundary

In accordance with the 2018 Regulations, the energy use and associated greenhouse gas emissions are for those assets owned or operated within the UK only as defined by the operational control boundary. This includes all seven schools controlled during the reporting period and minibuses along with the mandatory inclusion of scope 3 business travel in employee-owned or hire vehicles (grey fleet). This reporting year saw the addition of The Heights Academy in September 2023.

Reporting period

The annual reporting period is 1 September to 31 August each year and the energy and carbon emissions are aligned to this period.

Trustees' Report For the year ended 31 August 2025

Quantification and reporting methodology

The 2019 UK Government Environmental Reporting Guidelines and the GHG Protocol Corporate Accounting and Reporting Standard (revised edition) were followed. The 2022 UK Government GHG Conversion Factors for Company Reporting were used in emission calculations. The report has been reviewed independently by Briar Consulting Engineers Limited.

The electricity, gas, biomass and minibus diesel consumption were compiled from invoice records. claims were used to calculate energy use and emissions associated with grey fleet and the direct comparison technique was used for the year 2021/2022. On site renewable solar photovoltaic electricity is provided for free by a third party so is included within scope 2 and excludes exported energy. Exported energy is not measured but estimated to be 50%. Generally gross calorific values were used except for grey fleet mileage energy calculations as per Government GHG Conversion Factors.

The associated emissions are divided into mandatory and voluntary emissions according to the 2018 Regulations, then further divided into the direct combustion of fuels and the operation of facilities (scope 1), indirect emissions from purchased electricity (scope 2) and further indirect emissions that occur because of Trust activities but occur from sources not owned or controlled by the organisation (scope 3).

Breakdown of energy consumption used to calculate emissions (kWh):

Energy type	2024/25	2023/24
<u>Mandatory:</u>		
Gas	2,552,988	2,750,573
Purchased electricity from the grid	1,089,897	1,089,897
Transport fuel	21,731	23,853
Total energy (mandatory)	3,664,256	3,970,673

Note: figures may not sum due to rounding

Intensity ratio

Two intensity ratios are reported showing emissions (tCO₂e) per pupil and per square meter floor area. Emissions per pupil is the recommended ratio for the sector for consistency and comparability and pupil numbers are based on the Autumn 2024 Census. Emissions per square meter floor area is reported to reflect the energy efficiency of the buildings, which are the source of most emissions.

Intensity ratios	2024/25	2023/24
<u>Mandatory emissions only:</u>		
Tonnes of CO ₂ e per pupil	0.782	0.924
Tonnes of CO ₂ e per square meter floor area	0.030	0.034

Trustees' Report For the year ended 31 August 2025

Energy efficiency action during current financial year

In the reporting period, September 2024 – August 2025, the Trust has taken the following energy efficiency actions:

- Let's Go Zero Climate Advisor Rosie Pincott supporting our Trust.
- Sustainability Lead appointed.
- Climate Action Plan completed for Trust with individual CAPs for each school.
- Carbon Counts established for each school – to be reviewed January 2026.

- Carbon & Energy:
 - LEDs lighting up at Brays, Bridge, Hallmoor and Leycroft over summer 2025.
 - Energy Sparks rolled out at all schools except Leycroft due to shared utilities with Tile Cross.

- Waste & Recycling:
 - Recycling bins in all schools.
 - Food waste bins at all schools with collections from Novati.

- Curriculum & Learning:
 - Environment topics embedded in Science and Assemblies across our schools.
 - Hallmoor curriculum includes biodiversity, ecosystems, animal care, and environmental science modules.
 - Bridge has reviewed curriculum medium-term plans to map sustainability links across all classes.
 - Heights incorporates climate change and environment themes into classroom learning, healthy living, and KS2 upcycling projects.

- Outdoors & Biodiversity:
 - High Point: Forest School, polytunnel horticulture, tree planting.
 - Heights: Sensory garden, water butts, vegetable, and herb planting.
 - Brays: Pond and outdoor areas revitalised.
 - Hallmoor: Forest school, allotment growing vegetables for use in food tech and sales to fund site planting.
 - Bridge: Forest school trips, sustainability art projects, local litter picking.

- People & Culture:
 - Green Teams in place at High Point, Brays, Bridge, and Heights, with regular meetings and updates.
 - Eco Councils active (e.g. High Point, Bridge).
 - Whole-school participation in litter picking, Blue Peter eco badge projects, and recycling campaigns.

- This year, four of our schools (Brays, Bridge, Hallmoor and Leycroft) have installed energy-efficient LED lighting as part of a wider commitment to reducing our carbon footprint and promoting sustainability. By switching to LEDs, the schools are cutting its overall energy consumption, which directly lowers greenhouse gas emissions produced by electricity generation. In addition, LEDs provide better-quality lighting and require less maintenance, which helps reduce costs over time.

Trustees' Report For the year ended 31 August 2025

The changes above reflect the Trust's ongoing efforts to operate more sustainably, set an example for our community, and support global efforts to tackle climate change.

Breakdown of emissions associated with the reported energy use (tCO₂e):

Emission source	2024/25	2023/24
Mandatory:		
Scope 1		
Gas	467.1	503.1
Trust-owned vehicles (minibuses)	3.1	1.8
Scope 2		
Purchased electricity (location-based)	192.9	247.7
Scope 3		
Category 6: Business travel (grey fleet)	1.8	4.0
Total gross emissions (mandatory)	664.9	756.6

Note: figures may not sum due to rounding

Plans for future periods

The Trust Executive Leaders work effectively with Trustees to identify the key priorities. In the last year, these have moved in a positive direction and some of last year's initiatives remain current for the year ahead.

Forward Education Trust strongly advocates that our principal purpose (for students and staff) is to help them to be the very best version of themselves that they possibly can be. We recognise, value and celebrate the unique talents and expertise within our community and aim to create a culture of dignity, inclusivity, respect and ambition, where everyone can thrive.

The Trustees Report above clearly exhibits our ambitious plans for the future, but it would serve no purpose merely to repeat aforementioned statements here.

Funds held as custodian trustee on behalf of others

There are no funds held.

Reporting relating public bodies use of money

The Trust Board is aware of the requirements laid out in the Academy Trust Handbook, relating to use of public funds. It is aware of the limits set, beyond which approval must be obtained from ESFA. The Trust's Scheme of Delegation and Financial Procedures ensure compliance with the requirements of the ATH.

Trustees' Report For the year ended 31 August 2025

Good estate management in schools

The Trust is aware of the guidance published by the Department for Education around good estate management for schools. This includes a responsibility for health & safety, on which the Trust receives support from a qualified health & safety adviser (Workplace Risk Management). Additional advice around fire safety is received via the facilities management contract with Bellrock FM, which supports the Trust generally to ensure compliance with statutory testing & maintenance.

The Trust has successfully completed projects around LED lighting at Brays, Bridge, Hallmoor and Leycroft. We continue to pursue initiatives around energy efficiency. Two of the Trust's schools (Hallmoor and High Point) have been identified for DfE funded Solar PV projects and Trust colleagues are working with external partners to deliver these. General energy saving measures form part of our good estate management strategy.

Along with Trustees the Executive Leaders are developing and agreeing a broad approach to better estates management, including utilisation of funds in the short-term and long-term. Some of this information is highlighted in the above SECR reporting, but a broad flavour of our approach to our sustainability agenda is:

Trust-wide commitments to Let's Go Zero Climate Advisor, Sustainability Leads being appointed with Climate Action Plans developed.

Carbon & Energy related projects delivered and planned for future years.

A positive environmental approach to waste & recycling.

Development of our proposition for Curriculum & Learning to include environment topics embedded in science and assemblies across our schools.

Development of projects relating to the outdoors & biodiversity, as well as considering those aspects relating to our people & the culture of the Trust.

Disclosure of information to 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 on 4 December 2025 and signed on the Trustees' behalf by:

A handwritten signature in black ink, appearing to read "C. Canty".

Catherine Canty
Chair of Trustees

Governance Statement For the year ended 31 August 2025

Governance Statement

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. As trustees, we have reviewed and taken account of the guidance in the DfE's Academy Trust Governance Guide.

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.

Governance

The information on governance included 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:

Governance Statement For the year ended 31 August 2025

Forward Education Trust: Trustee Attendance Sept 2024 to July 2025

	Key 1= Present 0 = Absent A = Apologies * = In the committee															
	Kate Carty (Chair of Trust Board)	Helen Redican	Maria Earl	Paul Joesbury	Leanne Mahony	Ian Tuddenham	Paul Roberts	Mark Morgan (Vice Chair)	Paul McManus	Everton Burke	Alison Levey	Gail Peyton	Phil Coleman (Associate)	Attended	Apologies	Absent
Trust Board Meetings																
24.09.2024	1	1	1	1	1	1	1	1					8	0	0	
17.12.2024	1	1	1	A	A	1	1	1	1				8	2	0	
08.04.2025	1			A	1		1	1	1	1	A		6	2	0	
16.06.2025 (EO Mtg)	1			A			1	1	1	1	1		6	1	0	
15.07.2025	1			1			1	1	1	1	1	1	8	0	0	
18.07.2025 (EO Mtg)	1			A			A	1	A	1	A	A	3	5	0	
Total Attendance	6/6	2/2	2/2	2/6	2/3	2/2	5/6	6/6	4/5	5/5	2/4	1/2				
COMMITTEE Meetings																
Education Committee (EC)																
	*	*			*		*			*						
25.10.2024	A	1			1		1						3	1	0	
06.12.2024	1	1			1		1						4	0	0	
07.02.2025	1	1			1		1			1			5	0	0	
04.04.2025	1				1		1			1			4	0	0	
27.06.2025	1						A			1			2	1	0	
Total Attendance	4/5	3/3			4/4		4/5			3/3						
Audit,Risk & Finance Committee (A:RF)																
	*		*	*			*					*				
15.10.2024	1		A	1			1					1	4	1	0	
10.12.2024	1		1	1			1					1	5	0	0	
04.03.2025	1			1			A	1				1	4	1	0	
06.05.2025	1			1			1	1				1	5	0	0	
08.07.2025	1			1			1	A				1	4	1	0	
Total Attendance	5/5		1/2	5/5			4/5	2/3				5/5				
HR & Pay Committee																
	*	*	*			*	*			*						
08.11.2024	1	1	A			1							3	1	0	
21.03.2025	1						1			1			3	0	0	
04.07.2025	1						1			1			3	0	0	
Total Attendance	3/3	1/1	0/1			1/1	2/2			2/2						

The Board of Trustees has met formally 6 times during the year. The Audit, Risk and Finance Committee and the Education Committee have both met 5 times during the year. The HR and Pay committee met 3 times during the year.

The Trust maintains an up-to-date register of interests to support positive process to manage potential conflicts of interests. A standing agenda item at all Board and Committee meetings checks that there have been no changes to the register of interests since the Board start-up meeting held in September annually and that there are no additional items of potential conflict relating to items on each meeting agenda. The information on the register is maintained centrally and overseen within the Trust governance function.

The Trust conducts a skills audit via self-assessment annually at Board and Local Academy Council levels. An external review of local governance was conducted by the National Governance Association

Governance Statement For the year ended 31 August 2025

in the year 2021/22 and significant work has been undertaken to address the areas for development identified. The Trust Board believes the external review conducted enabled it to effectively regenerate the Local Academy Council tier of governance, as effective advocates for each individual school. The Trust Executive Team will continue to offer nurture and support to continuously improve the role that governance plays in holding school and Trust leaders to account.

In May 2024, the Trust Board commissioned the Confederation of School Trusts (CST) to carry out a full external review of governance. The review took place May – September 2024, and the final feedback, recommendations and report were presented to the Board in their first meeting of the 2024/25 academic year. The review highlighted key areas of strength, including the commitment of Trustees to resolve challenges, the skills of Trustees in fulfilment of their role and that effective governance of safeguarding matters was evident. Areas were identified for development and Trustees have developed and implemented a robust action plan to address the recommendations.

During the year, the Trust Board and Executive team reviewed and implemented a revised Scheme of Delegation, which remains a working, active document.

Review of Value for Money

As Accounting Officer, the Chief Executive Officer has responsibility for ensuring that the Academy Trust delivers good value in the use of public resources. The Accounting Officer understands that value for money refers to the educational and wider societal outcomes, as well as effective estates safety and management being 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.
- Proactive procurement of energy contracts and review of energy saving options including reducing usage continued to take place, making use of Crown Commercial Services frameworks, as well as competitive procurement via E3Energy.
- 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 because of legacy, monitoring natural wastage and ensuring the Head Teachers are replacing staff appropriately.
- Ensuring appropriate levels of centrally agreed staffing establishments via the finance team, with oversight of recruitment processes in conjunction with the HR team capacity.
- 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.
- Maintenance and review of agency supplier framework agreements to manage pressures on day rates and avoid temp to perm costs. The schools and the Trust Central Team work together effectively to ensure regular, accurate reporting of agency spend.
- Effective management of large contracts, including utilising dynamic procurement tender mechanisms and frameworks approved by DfE and other recognised bodies.
- 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. The Trust has particularly valued the access to

Governance Statement For the year ended 31 August 2025

resources from Forum Strategy and the Confederation of School Trust. The Trust CEO has participated in MAT CEO meetings for Birmingham schools as part of the Birmingham Education Partnership, as well as being mindful to develop relationships in Sandwell and Solihull. The CEO has also networked with other CEOs via both Forum Strategy and Confederation of School Trusts and, specifically on SEND, through the National AP/Send Network. These all positively contribute to an awareness of the issues facing Trusts, which can directly and indirectly impact on ensuring value for money.

- Executive and other school/Trust leaders have effectively networked professionally across areas such as governance, business management and human resources.
- The Trust has continued with a membership of the Greater Birmingham Chambers of Commerce (Birmingham, Solihull and Sutton Coldfield) to widen its stakeholder and community engagement in areas that it operates.

The Trust has supported operations and the HR function by developing standardised systems, policies and processes across the Trust.

In respect of the Trust's estate and ICT facility infrastructure, we have continued to update condition survey information with works undertaken, to maintain a clear picture of works still to be done. Trustees responded proactively to requests from schools and have supported reactive maintenance works, conscious of requirements to ensure that estates & facilities are safe, well maintained and compliant with legal requirements. Trustees are fully aware of the additional needs of our pupils and regularly risk assess schools, as well as considering how we can offer the best educational resources, so that our curriculum is accessible to all pupils.

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. A system of effective internal control has been in place in Forward Education Trust for the year ended 31 August 2025.

During the year, the Trustees remained mindful of the broad scope of Internal Control and during Board meetings actively reviewed guidance from DfE. Areas including finance, HR systems & processes and the catering services provided by an external provider, were all subject to review. Trustees received reports and action plans devised by Executive Leaders and Headteachers in order to address any areas for improvement.

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 2025 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Trustees.

Governance Statement For the year ended 31 August 2025

The Risk and Control Framework

The Academy Trust's system of internal 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 Audit, Risk & Finance committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes.
- setting targets to measure financial and other performance.
- clearly defined purchasing (asset purchase or capital investment) guidelines and delegation of authority and segregation of duties.
- identification and management of risks.

The Board of Trustees utilised the services of S4S as the Trust's 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. In particular the checks carried out in the current period included:

- Bank and petty cash.
- Budgets and financial monitoring.
- Expenditure (supplier payments), credit cards and procurement.
- Fixed Assets and depreciation.
- Income.
- Payroll, including employee contracts and DBS checks.
- Regularity & compliance, including payment authorisation.
- Prior year recommendations.

The internal auditor reported to the Board of Trustees, through the Audit, Risk & Finance committee on the operation of the systems of control and on the discharge of the Board of Trustees' financial responsibilities. On an annual basis the internal auditor prepares a summary report to the committee outlining the areas reviews, key findings, recommendations and conclusions to the help the committee consider actions and assess year-on-year progress.

An external review of governance was undertaken in the summer of 2024 by the Confederation of School Trusts, which presented its report to the Board of Trustees in September 2024. An action plan was devised, implemented and monitored, with significant progress having been made to develop the role of governance within the Trust. Further work is planned, following the recruitment of new trustees, who have added capacity, skill and expertise.

An internal audit of HR services and systems was agreed by the Audit, Risk & Finance Committee and Keystone Knowledge were instructed, with the review taking place in January and February. Trustees received the report and an action plan. The report confirmed positive aspects relating to processes and systems and did not highlight significant areas of risk. The action plan recommended work should be undertaken on developing a Workforce Strategy, fine-tuning of workforce succession planning and career pathway mapping, some streamlining of payroll & other operational processes to drive efficiencies and enhancement of the current well-being proposition. All these aspects are in development on a priority basis.

Governance Statement For the year ended 31 August 2025

The Trust Board will consider on an annual basis what their internal audit requirements will be and who is best placed to provide external scrutiny.

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 work of the internal 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 and a plan to ensure continuous improvement of the system is in place. The Accounting Officer draws to the attention of Trustees the broad DfE guidance regarding internal control and together possible areas of scrutiny are identified and a programme for the year is agreed.

Conclusion

Based on the advice of the Audit, Risk and Finance Committee and the Accounting Officer of the Trust, the Board of Trustees is of the opinion that the academy trust has an adequate and effective framework for governance, risk management and control.

Approved by order of the members of the Board of Trustees on 4 December 2025 and signed on its behalf by:



Catherine Canty
Chair of Trustees



Simon Dilkes
Accounting Officer

Statement of Regularity, Propriety and Compliance For the year ended 31 August 2025

Statement of Regularity, Propriety and Compliance

As Accounting Officer of Forward Education Trust, I have considered my responsibility to notify the Board of Trustees and the Department for Education of material irregularity, impropriety and non-compliance with DfE terms and conditions of all funding received by the Academy Trust, under the funding agreements 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 2023, including responsibilities for estates safety and management.

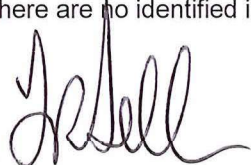
I confirm that I and the Board of Trustees are able to identify any material, irregularity and improper use of all funds by the Academy Trust, or material non-compliance with the terms and conditions of funding under the Academy Trust's funding agreements and the Academy Trust Handbook 2024.

I confirm that there are no matters of material irregularity, impropriety or compliance, previously identified which remain unresolved. If any instances are identified after the date of this statement, these will be notified to the Board of Trustees and DfE.

Reporting on fraud

I can confirm that there are no identified instances of fraud to be reported.

Simon Dilkes
Accounting Officer



Statement of Trustees' Responsibilities

For the year ended 31 August 2025

Statement of Trustees' responsibilities

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 Academies Accounts Direction published by the Department for Education, 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 period. In preparing these financial statements, the Trustees are required to.

- select suitable accounting policies and then apply them consistently.
- observe the methods and principles of the Charities SORP 2019 and the Academies Accounts Direction 2024 to 2025.
- 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.
- 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 DfE 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 and signed on its behalf by:


Catherine Canty

Chair of Trustees

Date: 4th December 2025

FORWARD EDUCATION TRUST
(A company limited by guarantee)

**INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF
FORWARD EDUCATION TRUST**

Opinion

We have audited the financial statements of Forward Education Trust (the 'academy') for the year ended 31 August 2025 which comprise the Statement of financial activities, the Balance sheet, the Statement of cash flows and the related notes, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice), including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Charities SORP 2019 and the Academies Accounts Direction 2024 to 2025 issued by the Department for Education.

In our opinion the financial statements:

- give a true and fair view of the state of the Academy's affairs as at 31 August 2025 and of its incoming resources and application of resources, including its income and expenditure for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006, the Charities SORP 2019 and the Academies Accounts Direction 2024 to 2025 issued by the Department for Education.

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 Academy in accordance with the ethical requirements that are relevant to our audit of the financial statements in the United Kingdom, including the Financial Reporting Council's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

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

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

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

FORWARD EDUCATION TRUST
(A company limited by guarantee)

**INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF
FORWARD EDUCATION TRUST (CONTINUED)**

Other information

The other information comprises the information included in the Annual report other than the financial statements and our Auditor's report thereon. The Trustees are responsible for the other information contained within the Annual report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon. Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. 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.

Opinion 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 including the Strategic Report for the financial year for which the financial statements are prepared is consistent with the financial statements.
- the Trustees' Report and the Strategic Report have been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of our knowledge and understanding of the Academy and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' Report including the Strategic 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, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of Trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

FORWARD EDUCATION TRUST
(A company limited by guarantee)

**INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF
FORWARD EDUCATION TRUST (CONTINUED)**

Responsibilities of Trustees

As explained more fully in the Statement of trustees' responsibilities, the Trustees (who are also the directors of the Academy for the purposes of company law) 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 Trustees 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 Academy'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 Academy or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

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

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

We obtained an understanding of the legal and regulatory frameworks within which the Charitable Company operates, focusing on those laws and regulations that have a direct effect on the determination of material amounts and disclosures in the financial statements. The laws and regulations we considered in this context were the Charities Act 2011 together with the Charities SORP (FRS 102), the Companies Act 2006, the Academy Accounts Direction and the Academy Trust Handbook. We assessed the required compliance with these laws and regulations as part of our audit procedures on the related financial statement items.

In addition, we considered provisions of other laws and regulations that do not have a direct effect on the financial statements but compliance with which might be fundamental to the Charitable Company's ability to operate or to avoid a material penalty. We also considered the opportunities and incentives that may exist within the Charitable Company for fraud. The key laws and regulations we considered in this context were General Data Protection Regulation, health and safety legislation, Ofsted and employee legislation.

Auditing standards limit the required audit procedures to identify non-compliance with these laws and regulations to enquire of the Governors and other management and inspection of regulatory and legal correspondence, if any.

We identified the greatest risk of material impact on the financial statements from irregularities, including fraud, to be in the following areas: the override of controls by management, including posting of unusual journals; inappropriate treatment of non-routine transactions and areas of estimation uncertainty.

FORWARD EDUCATION TRUST
(A company limited by guarantee)

**INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF
FORWARD EDUCATION TRUST (CONTINUED)**

Our audit procedures to respond to these risks included enquiries of management and the Board about their own identification and assessment of the risks of irregularities, sample testing on the posting of journals, reviewing accounting estimates for biases, reviewing regulatory correspondence with the Department for Education, and reading minutes of meetings of those charged with governance.

We are not responsible for preventing non-compliance and cannot be expected to detect non-compliance with all laws and regulations.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: www.frc.org.uk/auditorsresponsibilities. This description forms part of our Auditor's report.

Use of our report

This report is made solely to the Academy's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the Academy'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 Academy and its members, as a body, for our audit work, for this report, or for the opinions we have formed.



Helen Blundell LLB FCA FCIE DCLA (Senior statutory auditor)

for and on behalf of

Crowe U.K. LLP

Statutory Auditor

Black Country House

Rounds Green Road

Oldbury

West Midlands

B69 2DG

Date: 18 December 2025

FORWARD EDUCATION TRUST
(A company limited by guarantee)

**INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO FORWARD
EDUCATION TRUST AND THE SECRETARY OF STATE FOR EDUCATION**

In accordance with the terms of our engagement letter dated 5 September 2025 and further to the requirements of the Department for Education (DfE) as included in the extant Framework and Guide for External Auditors and Reporting Accountants of Academy Trusts 2024 to 2025, we have carried out an engagement to obtain limited assurance about whether anything has come to our attention that would suggest, in all material respects, the expenditure disbursed and income received by Forward Education Trust during the year 1 September 2024 to 31 August 2025 have not been applied to the purposes identified by Parliament and that the financial transactions do not conform to the authorities which govern them.

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

Respective responsibilities of 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 Academy Trust Handbook, extant from 1 September 2024, for ensuring that expenditure disbursed and income received is applied for the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

Our responsibilities for this engagement are established in the United Kingdom by our profession's ethical guidance and are to obtain limited assurance and report in accordance with our engagement letter and the requirements of the extant Framework and Guide for External Auditors and Reporting Accountants of Academy Trusts 2024 to 2025. 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 1 September 2024 to 31 August 2025 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 DfE. We performed a limited assurance engagement as defined in our engagement letter.

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

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

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

The work undertaken to draw our conclusion includes a review of the design and implementation of the Academy Trust's internal controls and review processes on regularity, supported by detailed tests on samples of costs incurred by the Academy Trust and specific transactions identified from our review.

FORWARD EDUCATION TRUST
(A company limited by guarantee)

INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO FORWARD
EDUCATION TRUST AND THE SECRETARY OF STATE FOR EDUCATION (CONTINUED)

Conclusion

In the course of our work, nothing has come to our attention which suggest that in all material respects the expenditure disbursed and income received during the year 1 September 2024 to 31 August 2025 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Crowe U.K. LLP

Reporting Accountant
Crowe U.K. LLP

Date: 18 December 2025

FORWARD EDUCATION TRUST
(A company limited by guarantee)

**STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT)
FOR THE YEAR ENDED 31 AUGUST 2025**

	Note	Unrestricted funds 2025 £	Restricted funds 2025 £	Restricted fixed asset funds 2025 £	Total funds 2025 £	Total funds 2024 £
Income from:						
Donations and capital grants	3	25,541	-	639,742	665,283	476,427
Other trading activities	5	9,930	-	-	9,930	2,245
Investments	6	174,439	-	-	174,439	81,100
Charitable activities	4	117,967	25,462,389	-	25,580,356	23,330,665
Total income		327,877	25,462,389	639,742	26,430,008	23,890,437
Expenditure on:						
Raising funds		-	-	-	-	577
Charitable activities	7	43,067	23,885,351	1,015,274	24,943,692	23,709,916
Total expenditure		43,067	23,885,351	1,015,274	24,943,692	23,710,493
Net income/(expenditure)		284,810	1,577,038	(375,532)	1,486,316	179,944
Transfers between funds	17	-	(31,708)	31,708	-	-
Net movement in funds before other recognised gains/(losses)		284,810	1,545,330	(343,824)	1,486,316	179,944
Other recognised gains/(losses):						
Actuarial gains on defined benefit pension schemes	23	-	3,470,334	-	3,470,334	394,000
Pension surplus not recognised	23	-	(2,216,000)	-	(2,216,000)	-
Net movement in funds		284,810	2,799,664	(343,824)	2,740,650	573,944

FORWARD EDUCATION TRUST
(A company limited by guarantee)

STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT)
(CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Note	Unrestricted funds 2025 £	Restricted funds 2025 £	Restricted fixed asset funds 2025 £	Total funds 2025 £	Total funds 2024 £
Reconciliation of funds:					
Total funds brought forward	1,769,835	(679,574)	38,257,385	39,347,646	38,773,702
Net movement in funds	284,810	2,799,664	(343,824)	2,740,650	573,944
Total funds carried forward	2,054,645	2,120,090	37,913,561	42,088,296	39,347,646

The Statement of Financial Activities includes all gains and losses recognised in the year.

The notes on pages 55 to 83 form part of these financial statements.

FORWARD EDUCATION TRUST
(A company limited by guarantee)
REGISTERED NUMBER: 10680422

BALANCE SHEET
AS AT 31 AUGUST 2025

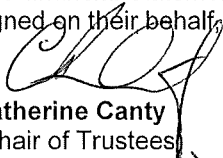
	Note	2025 £	2024 £
Fixed assets			
Tangible assets	14	37,392,320	37,569,036
Current assets			
Debtors	15	1,197,307	637,419
Cash at bank and in hand		7,635,400	5,339,298
		<u>8,832,707</u>	<u>5,976,717</u>
Current liabilities			
Creditors: amounts falling due within one year	16	(4,136,731)	(2,292,772)
Net current assets		<u>4,695,976</u>	<u>3,683,945</u>
Total assets less current liabilities		<u>42,088,296</u>	<u>41,252,981</u>
Defined benefit pension scheme liability	23	-	(1,905,335)
Total net assets		<u><u>42,088,296</u></u>	<u><u>39,347,646</u></u>

FORWARD EDUCATION TRUST
(A company limited by guarantee)
REGISTERED NUMBER: 10680422

BALANCE SHEET (CONTINUED)
AS AT 31 AUGUST 2025

	Note	2025 £	2024 £
Funds of the Academy			
Restricted funds:			
Fixed asset funds	17	37,913,561	38,257,385
Restricted income funds	17	2,120,090	1,225,760
Restricted funds excluding pension asset	17	40,033,651	39,483,145
Pension reserve	17	-	(1,905,334)
Total restricted funds	17	40,033,651	37,577,811
Unrestricted income funds	17	2,054,645	1,769,835
Total funds		42,088,296	39,347,646

The financial statements on pages 50 to 83 were approved and authorised for issue by the Trustees and are signed on their behalf, by:


Catherine Canty
(Chair of Trustees)

Date: 4th December 2025

The notes on pages 55 to 83 form part of these financial statements.

FORWARD EDUCATION TRUST
(A company limited by guarantee)

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 AUGUST 2025

	Note	2025 £	2024 £
Cash flows from operating activities			
Net cash provided by operating activities	19	2,320,479	570,918
Cash flows from investing activities	20	(24,377)	176,954
		<hr/>	<hr/>
Change in cash and cash equivalents in the year		2,296,102	747,872
Cash and cash equivalents at the beginning of the year		5,339,298	4,591,426
Cash and cash equivalents at the end of the year	21, 22	<hr/> 7,635,400 <hr/>	<hr/> 5,339,298 <hr/>

The notes on pages 55 to 83 form part of these financial statements

FORWARD EDUCATION TRUST
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

1. 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.

1.1 Basis of preparation of financial statements

The financial statements of the Academy, which is a public benefit entity under FRS 102, have been prepared under the historic cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (Charities SORP (FRS 102)), the Academies Accounts Direction 2024 to 2025 issued by DfE, the Charities Act 2011 and the Companies Act 2006.

1.2 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.

The Trustees and management are satisfied from their review of budgets and forecasts that reserves and cash flows are sufficient for a period of at least one year from the date of the authorisation for issue of the financial statements such that it remains appropriate to prepare the financial statements on a going concern basis.

1.3 Income

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

• **Grants**

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

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

Capital grants are recognised in full when there is an unconditional entitlement to the grant. Unspent amounts of capital grants are reflected in the Balance sheet 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.

FORWARD EDUCATION TRUST
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025**

1. Accounting policies (continued)

1.4 Expenditure

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

- **Expenditure on raising funds**

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

- **Charitable activities**

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

All resources expended are inclusive of irrecoverable VAT.

1.5 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.

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 and assets under construction, at rates calculated to write off the cost of each asset on a straight-line basis over its expected useful life, as follows:

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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025**

1. Accounting policies (continued)

1.5 Tangible fixed assets (continued)

Depreciation is provided on the following bases:

Freehold land	- Not depreciated
Long-term leasehold property	- 50-125 years
Freehold property	- 50 years
Furniture and equipment	- 3-10 years
Computer equipment	- 3-10 years

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

1.6 Financial instruments

The Academy only holds basic financial instruments as defined in FRS 102. The financial assets and financial liabilities of the Academy and their measurement bases 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 15. 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 note 16. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

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NOTES TO THE FINANCIAL STATEMENTS
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1. Accounting policies (continued)

1.7 Pensions

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

The TPS is an unfunded scheme and contributions are calculated to spread the cost of pensions over employees' working lives with the Academy 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 based on quadrennial valuations using a prospective unit credit method. TPS is an unfunded multi-employer scheme with no underlying assets to assign between employers. Consequently, the TPS is treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

The LGPS is a funded multi-employer scheme, and the assets are held separately from those of the Academy 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 period by the rate used to discount the benefit obligations. The difference between the interest income on the scheme assets and the actual return on the scheme assets is recognised in other recognised gains and losses.

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

1.8 Fund accounting

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

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

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

Investment income, gains and losses are allocated to the appropriate fund.

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

2. Critical accounting estimates and areas of judgement

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

Critical accounting estimates and assumptions:

The Academy 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 or income for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 23, will impact the carrying amount of the pension liability. Furthermore a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2022 has been used by the actuary in valuing the pensions asset at 31 August 2025. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

Where a scheme is in a surplus according to the accounting valuation the associated asset has not been recognised on the basis that it is not likely to be recoverable either through future reductions in contributions rates or future repayments. Further details of pension assets not recognised can be found with the pensions note to the financial statements.

3. Income from donations and capital grants

	Unrestricted funds 2025 £	Restricted fixed asset funds 2025 £	Total funds 2025 £
Donations	25,541	-	25,541
Capital Grants	-	639,742	639,742
	<u>25,541</u>	<u>639,742</u>	<u>665,283</u>

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

3. Income from donations and capital grants (continued)

	<i>Unrestricted funds 2024 £</i>	<i>Restricted fixed asset funds 2024 £</i>	<i>Total funds 2024 £</i>
Donations	8,841	-	8,841
Capital Grants	-	467,586	467,586
	<u>8,841</u>	<u>467,586</u>	<u>476,427</u>

4. Funding for the Academy's charitable activities

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total funds 2025 £
Educational Operation			
DfE grants			
General Annual Grant	-	8,330,000	8,330,000
Other DfE grants			
Pupil premium	-	553,538	553,538
Teachers Pay Grant	-	882,737	882,737
Teachers Pension Grant	-	531,231	531,231
16-19 High Needs funding	-	590,465	590,465
Core Schools Budget Grant	-	949,006	949,006
Other DfE grants	-	509,473	509,473
	<u>-</u>	<u>12,346,450</u>	<u>12,346,450</u>
Other Government grants			
Local Authority SEN funding	-	12,477,112	12,477,112
Other Government grants	-	638,827	638,827
	<u>-</u>	<u>13,115,939</u>	<u>13,115,939</u>
Other income from the Academy's educational operations	117,967	-	117,967
	<u>117,967</u>	<u>25,462,389</u>	<u>25,580,356</u>

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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025**

4. Funding for the Academy's charitable activities (continued)

	<i>Unrestricted funds 2024 £</i>	<i>Restricted funds 2024 £</i>	<i>Total funds 2024 £</i>
Educational Operation			
DfE grants			
General Annual Grant	-	8,170,000	8,170,000
Other DfE grants			
Pupil premium	-	935,164	935,164
Teachers Pay Grant	-	606,836	606,836
Teachers Pension Grant	-	155,399	155,399
16-19 High Needs funding	-	587,549	587,549
Core Schools Budget Grant	-	-	-
Other DfE grants	-	486,703	486,703
	-	10,941,651	10,941,651
Other Government grants			
Local Authority SEN funding	-	11,557,523	11,557,523
Other Government grants	-	743,388	743,388
	-	12,300,911	12,300,911
Other income from the Academy's educational operations	88,103	-	88,103
	88,103	23,242,562	23,330,665

5. Income from other trading activities

	Unrestricted funds 2025 £	Total funds 2025 £
Other income	9,930	9,930

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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025**

5. Income from other trading activities (continued)

	<i>Unrestricted funds 2024 £</i>	<i>Total funds 2024 £</i>
Other income	2,245	2,245

6. Investment income

	Unrestricted funds 2025 £	Total funds 2025 £
Investment income - bank interest	174,439	174,439

	<i>Unrestricted funds 2024 £</i>	<i>Total funds 2024 £</i>
Investment income - bank interest	81,100	81,100

7. Expenditure

	Staff Costs 2025 £	Premises 2025 £	Other 2025 £	Total 2025 £
Expenditure on fundraising trading activities:				
Direct costs	-	-	-	-
Educational Operation:				
Direct costs	16,135,806	-	1,208,791	17,344,597
Allocated support costs	2,870,946	1,633,556	3,094,593	7,599,095
	<u>19,006,752</u>	<u>1,633,556</u>	<u>4,303,384</u>	<u>24,943,692</u>

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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025**

7. Expenditure (continued)

	<i>Staff Costs</i> 2024 £	<i>Premises</i> 2024 £	<i>Other</i> 2024 £	<i>Total</i> 2024 £
Expenditure on fundraising trading activities:				
Direct costs	-	-	577	577
Educational Operation:				
Direct costs	14,895,720	-	1,077,244	15,972,964
Allocated support costs	3,451,529	2,513,434	1,771,989	7,736,952
	<u>18,347,249</u>	<u>2,513,434</u>	<u>2,849,810</u>	<u>23,710,493</u>

8. Analysis of expenditure by activities

	<i>Activities undertaken directly 2025 £</i>	<i>Support costs 2025 £</i>	<i>Total funds 2025 £</i>
Educational Operations	<u>17,344,597</u>	<u>7,599,095</u>	<u>24,943,692</u>

	<i>Activities undertaken directly 2024 £</i>	<i>Support costs 2024 £</i>	<i>Total funds 2024 £</i>
Educational Operations	<u>15,972,964</u>	<u>7,736,952</u>	<u>23,709,916</u>

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**NOTES TO THE FINANCIAL STATEMENTS
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8. Analysis of expenditure by activities (continued)

Analysis of support costs

	Total educational operations 2025 £	<i>Total educational operations 2024 £</i>
Staff costs	2,870,946	3,451,529
Depreciation	1,015,274	994,013
Technology costs	228,600	210,959
Other costs	1,356,524	1,209,770
Premises expenses	1,633,556	1,519,421
Legal and professional	439,617	293,135
Governance	54,578	58,125
	<u>7,599,095</u>	<u><i>7,736,952</i></u>

Included within Governance costs are any costs associated with the strategic, as opposed to day-to-day, management of the Trust's activities. These costs will include any employee benefits for trusteeship, the cost of Trust employees involved in meetings with Trustees, the cost of any administrative support provided to the Trustees, and costs relating to constitutional and statutory requirements including audit and preparation of statutory accounts.

9. Net income/(expenditure)

Net income/(expenditure) for the year includes:

	2025 £	<i>2024 £</i>
Operating lease rentals	16,493	17,472
Depreciation of tangible fixed assets	1,015,274	994,013
Fees paid to auditor for:		
- audit	27,800	26,500
- other services	6,580	5,300
	<u>1,050,047</u>	<u><i>1,038,285</i></u>

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

10. Staff

a. Staff costs and employee benefits

Staff costs during the year were as follows:

	2025 £	2024 £
Wages and salaries	12,247,500	11,502,480
Social security costs	1,357,136	1,091,470
Pension costs	2,587,862	2,311,116
	<u>16,192,498</u>	<u>14,905,066</u>
Agency staff costs	2,677,930	3,399,266
Staff restructuring costs	136,324	42,917
	<u><u>19,006,752</u></u>	<u><u>18,347,249</u></u>

Staff restructuring costs comprise:

Severance payments	<u><u>136,324</u></u>	<u><u>42,917</u></u>
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b. Severance payments

The Academy paid 5 severance payments in the year (2024 - 5), disclosed in the following bands:

	2025 No.	2024 No.
£0 - £25,000	3	5
£25,001 - £50,000	1	-
£50,001 - £75,000	<u><u>1</u></u>	<u><u>-</u></u>

c. Special staff severance payments

Included in staff restructuring costs are special severance payments totalling £59,278 (2024: £1,486). Individually the payments were £15,955, £3,804, £3,127 and £36,392 (2024: £1,486).

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**NOTES TO THE FINANCIAL STATEMENTS
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10. Staff (continued)

d. Staff numbers

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

	2025 No.	<i>2024 No.</i>
Teachers	104	<i>100</i>
Administration and support	349	<i>317</i>
Management	10	<i>10</i>
	463	<i>427</i>

e. Higher paid staff

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

	2025 No.	<i>2024 No.</i>
In the band £60,001 - £70,000	7	<i>9</i>
In the band £70,001 - £80,000	4	<i>5</i>
In the band £80,001 - £90,000	3	<i>3</i>
In the band £90,001 - £100,000	3	<i>1</i>
In the band £100,001 - £110,000	-	<i>1</i>
In the band £110,001 - £120,000	-	<i>1</i>
In the band £120,001 - £130,000	1	<i>-</i>

f. Key management personnel

The key management personnel of the Academy comprise the Trustees and the senior management team as listed on page 1. The total amount of key management personnel benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the Academy was £423,912 (2024 - £457,980),

Included within the above figure is £53k paid to SAAF Education in respect of the CFO, as approved by the DfE (2024: £53k).

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

11. Central services

The Academy 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 Academy charges for these services on the following basis:

The Trust recharged budgeted central costs across schools, allocated via a range of percentages based on affordability. Account was taken of GAG (General Annual Grant), Top-up income from local authorities as well as other core funding. The contribution from schools has moved in line with the level of additional costs in 2 central services represented by staff costs and non-staff contractual costs, relating to operation of the trust or bought-in services procured centrally on behalf of the schools.

The actual amounts charged during the year were as follows:

	2025 £	2024 £
Brays School	190,916	175,804
Hallmoor School	440,383	517,545
The Bridge School	169,752	168,200
Leycroft Academy	345,431	418,459
High Point Academy	187,297	134,462
Lea Hall Academy	154,800	185,523
The Heights Academy	112,337	74,517
Total	1,600,916	1,674,510

12. Trustees' remuneration and expenses

During the year ended 31 August 2025, expenses totalling £33 were reimbursed or paid directly to 1 Trustee (2024 - £Nil). Expenses were related to the reimbursement of travel costs.

13. Trustees' and Officers' insurance

In accordance with normal commercial practice, the Academy has purchased insurance to protect Trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business. The insurance provides cover up to £10,000,000 on any one claim and the cost for the year ended 31 August 2025 was £Nil (2024: £Nil).

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**NOTES TO THE FINANCIAL STATEMENTS
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14. Tangible fixed assets

	Freehold property £	Long-term leasehold property £	Furniture and equipment £	Computer equipment £	Total £
Cost or valuation					
At 1 September 2024	9,568,847	30,788,364	495,897	544,115	41,397,223
Additions	-	166,471	621,178	50,909	838,558
At 31 August 2025	9,568,847	30,954,835	1,117,075	595,024	42,235,781
Depreciation					
At 1 September 2024	494,031	2,951,236	65,297	317,623	3,828,187
Charge for the year	164,677	666,463	62,131	122,003	1,015,274
At 31 August 2025	658,708	3,617,699	127,428	439,626	4,843,461
Net book value					
At 31 August 2025	8,910,139	27,337,136	989,647	155,398	37,392,320
At 31 August 2024	9,074,816	27,837,128	430,600	226,492	37,569,036

The Trust leases the land it occupies from Birmingham City Council on long leases of 125 years. The land associated with this lease has been accounted for on the same basis as the other long term leases in order to properly reflect the substance of the arrangement.

15. Debtors

	2025 £	2024 £
Due within one year		
Trade debtors	90,726	213,103
Other debtors	114,233	93,972
Prepayments and accrued income	992,348	330,344
	1,197,307	637,419

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**NOTES TO THE FINANCIAL STATEMENTS
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16. Creditors: Amounts falling due within one year

	2025 £	2024 £
Trade creditors	659,300	477,377
Other taxation and social security	343,868	221,461
Other creditors	378,749	372,806
Accruals and deferred income	2,754,814	1,221,128
	<u>4,136,731</u>	<u>2,292,772</u>
	2025 £	2024 £
Deferred Income Breakdown		
Deferred income at 1 September 2024	(751,236)	(15,000)
Resources deferred during the year	(2,079,991)	(751,236)
Amounts released from previous periods	751,236	15,000
	<u>(2,079,991)</u>	<u>(751,236)</u>

At the balance sheet date, the Trust was holding funds received in advance for the teachers' pay additional grant and pension employer contribution grant with an aggregate total of £485,742 (2024: £503,000).

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

17. Statement of funds

	Balance at 1 September 2024 £	Income £	Expenditure £	Transfers in/(out) £	Gains/ (Losses) £	Balance at 31 August 2025 £
Unrestricted funds						
General Funds - all funds	1,769,835	327,877	(43,067)	-	-	2,054,645
Restricted general funds						
General Annual Grant (GAG)	1,225,760	8,330,000	(7,403,962)	(31,708)	-	2,120,090
Pupil premium	-	553,538	(553,538)	-	-	-
Teachers pension grant	-	531,231	(531,231)	-	-	-
16-19 High Needs funding	-	590,465	(590,465)	-	-	-
Core Schools Budget Grant	-	949,006	(949,006)	-	-	-
Teachers pay grant	-	882,737	(882,737)	-	-	-
Other DfE grants	-	509,473	(509,473)	-	-	-
LA: SEN funding	-	12,477,112	(12,477,112)	-	-	-
Other government grants	-	638,827	(638,827)	-	-	-
Pension reserve	(1,905,334)	-	651,000	-	1,254,334	-
	(679,574)	25,462,389	(23,885,351)	(31,708)	1,254,334	2,120,090

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**NOTES TO THE FINANCIAL STATEMENTS
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17. Statement of funds (continued)

	Balance at 1 September 2024 £	Income £	Expenditure £	Transfers in/(out) £	Gains/ (Losses) £	Balance at 31 August 2025 £
Restricted fixed asset funds						
Fixed assets	37,569,036	-	(1,015,274)	838,558	-	37,392,320
Capital grants	688,349	639,742	-	(806,850)	-	521,241
	<u>38,257,385</u>	<u>639,742</u>	<u>(1,015,274)</u>	<u>31,708</u>	<u>-</u>	<u>37,913,561</u>
Total Restricted funds	<u>37,577,811</u>	<u>26,102,131</u>	<u>(24,900,625)</u>	<u>-</u>	<u>1,254,334</u>	<u>40,033,651</u>
Total funds	<u>39,347,646</u>	<u>26,430,008</u>	<u>(24,943,692)</u>	<u>-</u>	<u>1,254,334</u>	<u>42,088,296</u>

The specific purposes for which the funds are to be applied are as follows:

Restricted General funds

These comprise all restricted funds other than restricted fixed asset funds and include grants from The Education and Skills Funding Agency and local authorities.

Under the funding agreement with the Secretary of State, the academy trust was not subject to a limit on the amount of GAG that it could carry forward at 31 August 2025.

Unrestricted funds

These comprise resources that may be used towards meeting any of the charitable objectives of the academy trust at the discretion of the trustees.

Restricted Fixed Asset Funds

These comprise resources which are to be applied to specific capital purposes imposed by The Education and Skills Funding Agency and local authorities, where the asset acquired or created is held for a specific purpose. These funds also include unspent amounts of capital grants also subject to restrictions imposed by The Education and Skills Funding Agency and local authorities.

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**NOTES TO THE FINANCIAL STATEMENTS
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17. Statement of funds (continued)

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

	<i>Balance at 1 September 2023 £</i>	<i>Income £</i>	<i>Expenditure £</i>	<i>Transfers in/out £</i>	<i>Gains/ (Losses) £</i>	<i>Balance at 31 August 2024 £</i>
Unrestricted funds						
General Funds - all funds	1,667,458	180,289	(77,912)	-	-	1,769,835
Restricted general funds						
General Annual Grant (GAG)	1,341,873	8,170,000	(8,046,006)	(240,107)	-	1,225,760
Pupil premium	-	935,164	(935,164)	-	-	-
Teachers pension grant	-	155,399	(155,399)	-	-	-
16-19 High Needs funding	-	587,549	(587,549)	-	-	-
Core Schools Budget Grant	-	-	-	-	-	-
Teachers pay grant	-	275,258	(275,258)	-	-	-
Other DfE grants	-	818,281	(818,281)	-	-	-
LA: SEN funding	-	11,557,523	(11,557,523)	-	-	-
Other government grants	-	743,388	(743,388)	-	-	-
Pension reserve	(2,779,334)	-	480,000	-	394,000	(1,905,334)
	<u>(1,437,461)</u>	<u>23,242,562</u>	<u>(22,638,568)</u>	<u>(240,107)</u>	<u>394,000</u>	<u>(679,574)</u>
Restricted fixed asset funds						
Fixed assets	38,213,729	-	(994,013)	349,320	-	37,569,036
Capital grants	329,976	467,586	-	(109,213)	-	688,349
	<u>38,543,705</u>	<u>467,586</u>	<u>(994,013)</u>	<u>240,107</u>	<u>-</u>	<u>38,257,385</u>

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**NOTES TO THE FINANCIAL STATEMENTS
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17. Statement of funds (continued)

	<i>Balance at 1 September 2023 £</i>	<i>Income £</i>	<i>Expenditure £</i>	<i>Transfers in/out £</i>	<i>Gains/ (Losses) £</i>	<i>Balance at 31 August 2024 £</i>
Total Restricted funds	37,106,244	23,710,148	(23,632,581)	-	394,000	37,577,811
Total funds	38,773,702	23,890,437	(23,710,493)	-	394,000	39,347,646

Total funds analysis by academy

In 2024/25 the Trust introduced a system of pooling reserves and so fund balances are not carried forward at the individual school level but instead used where need arises.

Fund balances at 31 August 2024 were allocated as follows:

	2025 £	2024 £
Brays School	-	124,159
Leycroft Academy	-	(242,848)
The Bridge School	-	309,583
Hallmoor School	-	1,544,428
Central Services	-	(141,421)
High Point Academy	-	973,407
Lea Hall Academy	-	250,684
The Heights Academy	-	177,603
Total before fixed asset funds and pension reserve	4,174,735	2,995,595
Restricted fixed asset fund	37,913,561	38,257,385
Pension reserve	-	(1,905,334)
Total	42,088,296	39,347,646

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**NOTES TO THE FINANCIAL STATEMENTS
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17. Statement of funds (continued)

Total cost analysis by academy

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

	Teaching and educational support staff costs £	Other support staff costs £	Educational supplies £	Other costs excluding depreciation £	Total 2025 £
Brays School	1,823,792	353,298	54,820	507,069	2,738,979
Leycroft Academy	3,051,645	426,049	49,032	746,491	4,273,217
The Bridge School	1,771,816	554,126	33,506	439,711	2,799,159
Hallmoor School	4,199,672	513,124	88,330	809,262	5,610,388
Central Services	466,425	477,545	9,936	701,232	1,655,138
High Point Academy	1,949,438	157,016	43,364	399,748	2,549,566
Lea Hall Academy	1,517,383	304,236	39,202	571,682	2,432,503
The Heights Academy	1,355,635	85,552	73,410	354,871	1,869,468
Academy	16,135,806	2,870,946	391,600	4,530,066	23,928,418

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

	Teaching and educational support staff costs £	Other support staff costs £	Educational supplies £	Other costs excluding depreciation £	Total 2024 £
Brays School	1,824,631	359,472	24,935	483,230	2,692,268
Leycroft Academy	2,942,267	561,989	62,348	658,011	4,224,615
The Bridge School	1,683,336	482,990	8,433	381,431	2,556,190
Hallmoor School	3,724,587	768,763	70,825	861,197	5,425,372
Central Services	419,748	637,596	5,606	581,089	1,644,039
High Point Academy	1,684,202	145,067	28,555	306,906	2,164,730
Lea Hall Academy	1,803,133	461,905	32,836	503,270	2,801,144
The Heights Academy	813,816	33,747	86,254	274,305	1,208,122
Academy	14,895,720	3,451,529	319,792	4,049,439	22,716,480

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18. Analysis of net assets between funds

Analysis of net assets between funds - current year

	Unrestricted funds 2025 £	Restricted funds 2025 £	Restricted fixed asset funds 2025 £	Total funds 2025 £
Tangible fixed assets	-	-	37,392,320	37,392,320
Current assets	2,054,645	6,256,821	521,241	8,832,707
Creditors due within one year	-	(4,136,731)	-	(4,136,731)
Total	2,054,645	2,120,090	37,913,561	42,088,296

Analysis of net assets between funds - prior year

	Unrestricted funds 2024 £	Restricted funds 2024 £	Restricted fixed asset funds 2024 £	Total funds 2024 £
Tangible fixed assets	-	-	37,569,036	37,569,036
Current assets	1,769,835	3,518,533	688,349	5,976,717
Creditors due within one year	-	(2,292,772)	-	(2,292,772)
Provisions for liabilities and charges	-	(1,905,335)	-	(1,905,335)
Total	1,769,835	(679,574)	38,257,385	39,347,646

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**NOTES TO THE FINANCIAL STATEMENTS
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19. Reconciliation of net income to net cash flow from operating activities

	2025 £	2024 £
Net income for the year (as per Statement of financial activities)	1,486,316	179,944
Adjustments for:		
Depreciation	1,015,274	994,013
Capital grants from DfE and other capital income	(639,742)	(445,173)
Interest receivable	(174,439)	(81,100)
Defined benefit pension scheme cost less contributions payable	(730,000)	(609,000)
Defined benefit pension scheme finance cost	79,000	129,000
Increase in debtors	(559,888)	(256,367)
Increase in creditors	1,843,958	659,601
Net cash provided by operating activities	2,320,479	570,918

20. Cash flows from investing activities

	2025 £	2024 £
Interest receivable	174,439	81,100
Purchase of tangible fixed assets	(838,558)	(349,319)
Capital grants from DfE Group	639,742	445,173

21. Analysis of cash and cash equivalents

	2025 £	2024 £
At 1 September	5,339,298	4,591,426
Cash flows	2,296,102	747,872
Total cash and cash equivalents	7,635,400	5,339,298

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NOTES TO THE FINANCIAL STATEMENTS
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22. Analysis of changes in net debt

	At 1 September 2024 £	Cash flows £	At 31 August 2025 £
Cash at bank and in hand	5,339,298	2,296,102	7,635,400
	<u>5,339,298</u>	<u>2,296,102</u>	<u>7,635,400</u>

23. Pension commitments

The Academy'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 Hymans Robertson LLP. Both are multi-employer defined benefit schemes.

The latest actuarial valuation of the TPS related to the period ended 31 March 2020 and of the LGPS 31 March 2022.

There were no outstanding or prepaid contributions at either the beginning or the end of the financial year.

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 full-time 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.

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23. Pension commitments (continued)

Valuation of the Teachers' Pension Scheme

The Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the TPS in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury every 4 years. The aim of the review is to ensure scheme costs are recognised and managed appropriately and the review specifies the level of future contributions.

Actuarial scheme valuations are dependent on assumptions about the value of future costs, design of benefits and many other factors. The latest actuarial valuation of the TPS was carried out as at 31 March 2020. The valuation report was published by the Department for Education on 27 October 2023, with the SCAPE rate, set by HMT, applying a notional investment return based on 1.7% above the rate of CPI. The key elements of the valuation outcome are:

- Employer contribution rates set at 28.68% of pensionable pay (including a 0.08% administration levy). This is an increase of 5% in employer contributions and the cost control result is such that no change in member benefits is needed.
- Total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £262,000 million and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £222,200 million, giving a notional past service deficit of £39,800 million

The result of this valuation was implemented from 1 April 2024. The next valuation result is due to be implemented from 1 April 2027.

The employer's pension costs paid to TPS in the year amounted to £1,487,743 (2024 - £1,193,908).

A copy of the valuation report and supporting documentation is on the Teachers' Pensions website (<https://www.teacherspensions.co.uk/-/media/documents/member/documents/factors/valuation/tps-ew-2020-valuation-results-report-261023-002.ashx>).

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

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**NOTES TO THE FINANCIAL STATEMENTS
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23. Pension commitments (continued)

Local Government Pension Scheme

The LGPS is a funded defined benefit pension scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2025 was £2,134,000 (2024 - £1,914,000), of which employer's contributions totalled £1,749,000 (2024 - £1,562,000) and employees' contributions totalled £385,000 (2024 - £352,000).

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

Principal actuarial assumptions

	2025	2024
	%	%
Rate of increase in salaries	3.70	3.65
Rate of increase for pensions in payment/inflation	2.70	2.65
Discount rate for scheme liabilities	6.10	5.00

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

	2025	2024
	Years	Years
<i>Retiring today</i>		
Males	20.8	20.5
Females	23.3	23.3
<i>Retiring in 20 years</i>		
Males	20.7	20.5
Females	24.4	24.4

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**NOTES TO THE FINANCIAL STATEMENTS
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23. Pension commitments (continued)

Sensitivity analysis

	2025 £000	2024 £000
Discount rate +0.1%	12,447	13,360
Discount rate -0.1%	12,045	14,072
CPI rate +0.1%	12,796	14,264
CPI rate -0.1%	11,696	13,168
Mortality assumption - 1 year increase	12,700	14,061
Mortality assumption - 1 year decrease	11,792	13,371

Share of scheme assets

The Academy's share of the assets in the scheme was:

	At 31 August 2025 £	At 31 August 2024 £
Equities	7,376,000	6,141,000
Gilts	5,496,000	4,133,000
Property	868,000	711,000
Other	722,000	826,000
Pension derecognition	(2,216,000)	-
Total market value of assets	12,246,000	11,811,000

The actual return on scheme assets was £638,000 (2024 - £865,000).

The amounts recognised in the Statement of Financial Activities are as follows:

	2025 £	2024 £
Current service cost	1,019,000	953,000
Net Interest cost	79,000	129,000
Total amount recognised in the Statement of Financial Activities	1,098,000	1,082,000

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23. Pension commitments (continued)

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

	2025 £	2024 £
At 1 September	13,716,000	11,991,000
Current service cost	1,019,000	953,000
Interest cost	718,000	652,000
Employee contributions	385,000	352,000
Benefits paid	(121,000)	(180,000)
Actuarial gains	(3,471,000)	(52,000)
At 31 August	12,246,000	13,716,000

Changes in the fair value of the Academy's share of scheme assets were as follows:

	2025 £	2024 £
At 1 September	11,811,000	9,212,000
Interest income	639,000	523,000
Actuarial (losses)/gains	(1,000)	342,000
Employer contributions	1,749,000	1,562,000
Employee contributions	385,000	352,000
Benefits paid	(121,000)	(180,000)
Pension derecognition	(2,216,000)	-
At 31 August	12,246,000	11,811,000

24. Operating lease commitments

At 31 August 2025 the Academy had commitments to make future minimum lease payments under non-cancellable operating leases as follows:

	2025 £	2024 £
Not later than 1 year	17,477	17,477
Later than 1 year and not later than 5 years	29,782	47,259
	47,259	64,736

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25. Members' liability

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

26. Related party transactions

Owing to the nature of the Academy and the composition of the Board of Trustees being drawn from local public and private sector organisations, transactions may take place with organisations in which the trustees have an interest. All transactions involving such organisations are conducted in accordance with the requirements of the Academy Trust Handbook, including notifying the DfE of all transactions made on or after 1 April 2019 and obtaining their approval where required, and with the Academy's financial regulations and normal procurement procedures relating to connected and related party transactions.

There were no related party transactions in the year (2024 - £Nil).

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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025**

27. Post balance sheet events

Lea Hall Academy was transferred out of the Trust on 1 September 2025.

Amounts that will be transferred out of the Trust's Balance sheet in relation to the Academy are shown below. Included within these figures is a sum of £520,852 will be paid by the Trust to the transferee to cover the school's deficit funds, the budgeted deficit for FY25/26 and other agreed costs.

	Transfer out on academy leaving the trust £
Tangible fixed assets	
Leasehold land and buildings	14,303,231
Furniture and equipment	20,831
Computer equipment	8,333
Current assets	
Debtors due within one year	263,636
Cash at bank and in hand	520,852
Liabilities	
Creditors due within one year	(326,879)
Pensions	
Pensions - pension scheme assets	571,000
Pensions - scheme assets derecognised	(122,000)
Pensions - pension scheme liabilities	(449,000)
Net assets	<hr/> 14,790,004 <hr/>