

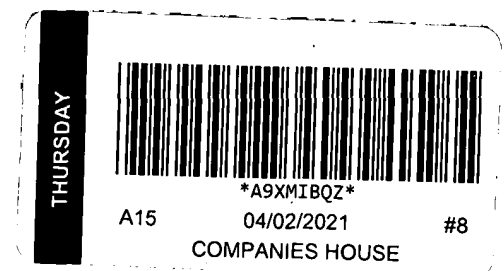
Westcountry Schools Trust

(A company limited by guarantee)

Annual Report and Financial Statements

for the Year Ended 31 August 2020

Registration number: 07398467



Westcountry Schools Trust

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Westcountry Schools Trust

Reference and Administrative Details

Members

Mrs M Alderson
Mr I Grafton
Mr D C Madge
Mr T Mitchell
Mr T Rose (appointed 4 October 2019)

Trustees (Directors)

Mr I Grafton (Chair of Trustees)
Mr J Agnew (appointed 9 October 2019 and resigned 1 March 2020)
Mr C Atkinson
Mr K J Bunt (resigned 8 October 2019)
Mrs C Farrin (Vice Chair)
Mr A Croney (appointed 26 June 2020)
Mr A Flay
Mr T Godwin
Mrs S Jenkins
Mrs A Newall
Mr M Pollard
Mr M Saltern
Mr S Scott
Mrs P Tuckett
Mrs R Wood

Company Secretary

Mr P Gregory

Senior Management Team

Mr R Haring, Chief Executive Officer
Mr P Gregory, Chief Financial Officer
Mr M Bullard, Director of Estates
Mr I Cload, Director of Primary School Improvement (retired 31 August 2020)
Mrs J Davis, Director of Human Resources
Mr R Diment, Director of Secondary School Improvement
Mrs H Tipping, Executive Primary Principal (retired 31 August 2020)
Mr N Appleby, Director, The Learning Institute
Mrs T Docking, Head Teacher, Ashburton Primary School
Mrs S Morcumb, Principal, Atrium Studio School
Mr J Scales, Head Teacher, Boringdon Primary School
Mr E Brown, Head Teacher, Buckfastleigh Primary School
Mrs W Ainsworth, Principal, Callington Community College
Miss S King, Head Teacher, Chaddlewood Primary School
Mr R Woodland, Principal, Coombe Dean School
Mrs K Patrick, Head Teacher, Dunstone Primary School
Mr A Hutchings, Head Teacher, Glen Park Primary School
Ms J Mason, Principal, Hele's School
Mrs J Rundle, Head Teacher, Holbeton Primary School
Mrs R Hutchinson, Principal, Ivybridge Community College
Mrs E Best, Head Teacher, Oreston Community Academy
Mrs S J Tustain, Head Teacher, Plympton St Maurice Primary School
Mr R Pearsall, Acting Principal, Plymstock School
Miss C Bennett, Head Teacher, Sherford Vale School
Mr K Dyke, Acting Principal, South Dartmoor Community College
Mrs S Williams, Head Teacher, Stowford School
Mrs S Evans, Head Teacher, Wembury Primary School
Mrs P Harvey, Head Teacher, Woodford Primary School
Mr S Bone, Head Teacher, Woodlands Park Primary
Mrs L Young, Head Teacher, Yealmpton Primary School

Westcountry Schools Trust

Reference and Administrative Details

Principal and Registered Office	Ivybridge Community College Harford Road Ivybridge PL21 0AJ
Company Registration Number	07398467
Independent Auditor	PKF Francis Clark, Chartered Accountants & Statutory Auditor Sigma House Oak View Close Edginswell Park Torquay TQ2 7FF
Bankers	Lloyds TSB Bank plc Fore Street Ivybridge PL21 9AD
Solicitors	Browne Jacobson LLP 1 Manor Court Dix's Field Exeter EX1 1UP

Westcountry Schools Trust

Trustees' Report for the year ended 31 August 2020

The trustees of Westcountry Schools Trust (WeST) present their annual report together with the financial statements and auditors' report of the charitable company for the year ended 31 August 2020. The annual report serves the purposes of both a trustees' report, and a directors' report under company law.

Until 31 January 2020, the Trust operated thirteen primary and five secondary academies in Plymouth, South Devon and Cornwall. This included five primary schools in Plymouth formerly known as the Plym Academy Trust who chose to join the Trust on 1 September 2019. On 1 February 2020, a further four schools (two secondary and two primary) joined the Trust from South Dartmoor Academy Trust when it was re-brokered by the ESFA. Numbers on roll at each academy per the school census undertaken in October 2020 compared to capacity were as follows:

	2020 No.	2019 No.	Capacity No.
Ashburton Primary School	193	-	210
Atrium Studio School	77	-	375
Boringdon Primary School	419	-	418
Buckfastleigh Primary School	156	-	280
Callington Community College	897	924	1,350
Chaddlewood Primary School	404	-	420
Coombe Dean School	1,022	1,023	1,180
Dunstone Primary	190	192	210
Glen Park Primary School	412	-	420
Hele's School	1,297	1,243	1,349
Holbeton Primary	45	41	105
Ivybridge Community College	2,558	2,507	2,300
Oreston Community Academy	416	412	420
Plympton St Maurice Primary School	201	-	210
Plymstock School	1,592	1,545	1,650
Sherford Vale School	173	141	210
South Dartmoor Community College	877	-	1,708
Stowford School	406	388	420
Wembury Primary School	192	196	210
Woodford Primary School	451	-	480
Woodlands Park Primary	338	315	315
Yealmpton Primary School	173	175	210
Total	12,489	9,102	14,450

In addition, Sherford Vale School, Stowford School and Oreston Community Academy operate a nursery. At census date Sherford Vale School had 27 children, Stowford School 26 children and Oreston 33 children on roll in their respective nurseries. Also transferring with Callington Community College was its School Centred Initial Teacher Training (SCITT) operation and The Learning Institute (TLI) which delivers higher education foundation degrees predominantly in association with the University of Worcester. During the 2019/20 academic year, 31 (2019: 20) students completed their teacher training and assessment with the SCITT and were awarded Qualified Teacher Status (19 primary of whom 2 were teacher apprentices, and 12 secondary one of whom was a teacher apprentice). At the same time, 320 (2019: 384) students undertook foundation degree courses delivered by TLI. There were also 12 (2019: 14) apprenticeship starts.

Structure, Governance and Management

Constitution

WeST is a company limited by guarantee and an exempt charity. The charitable company's memorandum and articles of association together with its academies' Funding Agreements entered into with the Secretary of State for Education are the primary governing documents of the Academy Trust.

Westcountry Schools Trust

Trustees' Report for the year ended 31 August 2020

The company was incorporated on 6 October 2010 as Ivybridge Academy Trust, but changed its name to recognise its growth and wider geography to Westcountry Schools Trust on 1 August 2017.

The company has up to five members who appoint the trustees. The trustees of WeST are also the directors of the charitable company for the purposes of company law. The charitable company is known as the Westcountry Schools Trust, and as previously mentioned is an amalgamation of Ivybridge Community College (from 1 November 2010), Yealmpton Primary School (from 1 April 2011), Stowford School and Woodlands Park Primary (both from 1 September 2016), Callington Community College (from 1 October 2016), Coombe Dean School, Dunstone Primary, Hele's School, Oreston Community Academy and Plymstock School (all from 1 September 2017), Wembury Primary School (from 1 October 2017), Holbeton Primary School and Sherford Vale School (both from 1 September 2018), Boringdon Primary School, Chaddlewood Primary School, Glen Park Primary School, Plympton St Maurice Primary School and Woodford Primary School (who all joined on 1 September 2019) and most recently Ashburton Primary School, Atrium Studio School, Buckfastleigh Primary School and South Dartmoor Community College who joined on 1 February 2020.

Details of the trustees who served during the year, and to the date these accounts are approved, are included in the Reference and Administrative details on page 1.

The trustees appoint a Local Governing Board at each school which serves throughout the year to assist the trustees and the school in accordance with an approved Scheme of Delegation. A similar Local Governing Board has been set up for TLI.

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 £10.00, for the debts and liabilities contracted before they ceased to be a member.

Trustees' and Governors' Indemnities

The Trust through its articles has indemnified its trustees and governors to the fullest extent permissible by law. During the period the Trust also purchased and maintained liability insurance for its trustees and governors (see note 13 to the Financial Statements).

Method of Recruitment and Appointment or Election of Members and Trustees

On 12 September 2016 the members adopted new articles of association to reflect the changing demands of the expanding Trust and latest DfE recommended best governance practice. In accordance with these amended articles, the members of the Academy Trust shall comprise:

- the signatories to the Memorandum;
- the Chair of the trustees; and
- any person appointed by the members under the passing of a special resolution

Provided that at any time the minimum number of members shall not be less than three. An employee of WeST cannot be a member of the Academy Trust.

The company must have at least three trustees. Trustees can comprise as follows:

- up to 3 trustees may be appointed by ordinary resolution of the members;
- the CEO if he/she agrees to act;
- up to 2 Executive Principals if he/she agree to act;
- the Chair of the Local Governing Body appointed by Ivybridge Community College;
- up to 6 other Chairs of the Local Governing Bodies of academies in the Trust; and
- co-opted trustees appointed by trustees who themselves have not been co-opted.

Westcountry Schools Trust

Trustees' Report for the year ended 31 August 2020

The trustees may not co-opt an employee of the Academy Trust as a co-opted trustee if thereby the number of trustees who are employees of the Academy Trust would exceed one third of the total number of trustees including the CEO to the extent he/ she is a trustee.

The term of office for any trustee is four years save that this limit does not apply to any post which is held ex-officio including the CEO and Executive Principal/s. Subject to remaining eligible to be a particular type of trustee, any trustee can be re-appointed or re-elected.

When appointing new trustees, the Board will give consideration to the skills and experience mix of existing trustees in order to ensure that the Board has the necessary skills to contribute fully to the Trust's development.

The Chairman and Vice Chairman of the trustees are elected from among their number at the first meeting of each school year. A trustee who is employed by the Academy Trust is not eligible for election as Chairman or Vice Chairman.

Following recommendations from the Trust Board, the members voted unanimously to amend these articles on 11 November 2020, the main change being to the composition of trustees which will henceforth be at least nine appointed by the members.

Policies and procedures adopted for the induction and training of Trustees

The Trust promotes trustee and local governor training and a specific budget is set aside for this purpose. An induction and training resources pack is made available to all new trustees who are encouraged to attend training events on a local, regional and national basis.

At least one trustees' and governors' away-day is organised each year which includes where appropriate training sessions to keep trustees updated on all relevant developments impacting on their role and responsibilities. Trustees and governors also participate in Trust-wide staff training sessions on core issues such as safeguarding training.

The Trust is a member of the Devon Association of Governors who can provide both advice and guidance; and a service level agreement is maintained with Devon County Council's Governor Services and Babcock LDP for further advice on policy matters. The Chair of the Trust is a National Leader of Governance and therefore well placed to inform trustees of latest governance developments.

Organisational Structure

The Board of trustees is constituted as described above. The Board provides the strategic direction overall on Trust matters and is seen as a critical friend for the Trust's Accounting Officer. It is responsible for setting general policy, adopting an annual plan and budget, monitoring performance against this plan and budget, and determining the key strategic direction of the Trust. The Board meets at least once each term to undertake its business and to receive reports from its sub-committees and the Local Governing Boards.

During the financial year there were six sub-committees of the Board of trustees. These are the Finance Committee, together with the Remuneration, Human Resources, Audit, Estates and Education Standards Committees. Trustees sit on the sub-committee best suited to their skill mix, where they are supported by governor representatives from the Local Governing Boards with the exception of the Remuneration Committee.

The Local Governing Boards of each school in the Trust are primarily responsible for teaching and learning delivery in their schools, with their responsibilities set out in a Scheme of Delegation.

With effect from 1 September 2016, Rob Haring (the former Principal of Ivybridge Community College) was appointed Chief Executive Officer (CEO) of the Trust and its Accounting Officer. The CEO is tasked with the operational running of the Trust on a day to day basis, implementing the policies laid down by the Board of trustees and reporting back to them on performance.

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Trustees' Report for the year ended 31 August 2020

The CEO is supported in his/her role by the Executive Leadership Team comprising in 2019/20 of, the Chief Financial Officer, the Director of Human Resources, the Estates Director, the Executive Primary Principal, the Directors of Primary and Secondary School Improvement, the Director of TLI and the Principals/Heads of each of the academies in the Trust. The Director of Secondary School Improvement, Mr R Diment was seconded to the role from his substantive position as Principal of Plymstock School, with Mr R Pearsall taking over as Acting Principal in his absence. Plymstock School also supported South Dartmoor Community College throughout the year seconding Mr K Dyke to the post of Acting Principal until September 2020 when Mrs J Veal joined as the new permanent Executive Principal of both South Dartmoor and the Atrium Studio School. Mrs H Tipping and Mr I Cload retired at the end of the academic year from their respective roles of Executive Primary Principal and Director of Primary School Improvement. Mr R Light joined the Executive Leadership Team in September 2020 as the new Director of Primary School Improvement, and Mr R Woodland took up post as the Trust's new Director of Inclusion. Mr K Dyke succeeded Mr Woodland as Principal of Coombe Dean School. Mrs K Patrick moved to Woodford Primary as Head following the retirement of Mrs P Harvey on 31 August 2020, and was replaced at Dunstone Primary by Mrs C Duncan. Mr C Rickard took over at Holbeton Primary from Mrs Rundle when she also retired at the end of the academic year.

The Trust promotes a leadership structure that seeks to devolve responsibility and encourage involvement in decision making at all levels. Each school within the Trust has its own Senior Leadership Team headed by its respective Principal or Head Teacher. The school's Senior Leadership Team is responsible for the day to day operation of their school, in particular, managing and quality assuring the performance of staff, students and resources. The Trust's CEO holds to account the Leadership Teams for the performance and outcomes of their schools, via the report of the Executive Primary Principal and the Director of Primary School Improvement in the case of the primary schools; and the Director of Secondary School Improvement.

Arrangements for Setting Pay and Remuneration of Key Management Personnel

All roles on the Trust Board are unpaid. The remuneration of the CEO and the other members of the senior leadership team is determined through the Trust's performance management process supported by an experienced external adviser. This is presented to the Trust Board via its Remuneration Committee for approval.

Trade union facility time

In accordance with Statutory Instrument 2017 No. 328, The Trade Union (Facility Time Publication Requirements) Regulations 2017, the information the Trust is required to publish regarding trade union facility time for the year ending 31 March 2020 is as follows:

Relevant union officials

Number of employees who were relevant union officials during the relevant period	Full-time equivalent employee number
14	1.3

Percentage of time spent on facility time

Percentage of time	Number of employees
0%	13
1% - 50%	1
51% - 99%	-
100%	-

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Trustees' Report for the year ended 31 August 2020

Percentage of pay bill spent on facility time

Provide the total cost of facility time	£1,255.56
Provide the total pay bill	£35,946,121
Provide the percentage of the total pay bill spent on facility time, calculated as: (total cost of facility time ÷ total pay bill) × 100	0%

Paid trade union activities

Time spent on paid trade union activities as a percentage of total paid facility time hours calculated as: (total hours spent on paid trade union activities by relevant union officials during the relevant period ÷ total paid facility time hours) × 100	0%
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Related Parties and Other Connected Charities and Organisations

Ivybridge Community College (ICC) is a founding member of Leading Schools South West (LSSW) which is a not-for-profit organisation originally comprising seven schools in the South West and Southern Education Leadership Trust (a charitable not-for-profit company specialising in school leadership). The CEO of Westcountry Schools Trust is a director of LSSW.

ICC is a designated National Teaching School (Cohort 1) entitling it to lead the training and professional development for staff. As a National Teaching School, the college works in close partnership with Education South West and the University of Exeter to lead an alliance of secondary, primary and special schools in the South West in order to raise standards for all students.

Callington Community College (CCC) remains a member of the South East Cornwall Learning Partnership, which is an organisation of secondary schools which works collaboratively to raise standards for all pupils in member schools and to deliver opportunities for learning to over 5,000 students across the partnership.

Cornwall County Council rent an office from CCC in its Hambly Centre on an arms-length basis, and Devon and Cornwall Police will also rent space at the site from 2020/21.

At Callington Community College, Plymstock School and South Dartmoor Community College, the Football Federation have contributed to the funding of the 3G pitches which each requires submission of an annual Monitoring and Evaluation report. Goals have use of the Plymstock's leisure facilities and there is a shared use agreement between them and the school.

Since 2015, South Dartmoor Community College has entered into a partnership arrangement with South Brent Old School Community Centre Limited to operate a community fitness centre in South Brent on a profit-sharing basis.

All primary schools in the Trust and Hele's School are supported by a parents association, each a separate legal entity whose objectives are to raise funds to be donated to the school to support the education of its pupils.

The Trust continues to offer external school-to-school support where possible when requested. In September 2019 Mr K Dyke was seconded to South Dartmoor Community College as Acting Principal for the 2019/20 academic year. This secondment was made prior to the Trust applying to sponsor the College and included a period of 5 months before the College joined the Trust.

The Trust has entered into a formal, non-exclusive partnership agreement with the University of Worcester to develop an institutional relationship whereby the two parties recognise each other as

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Trustees' Report for the year ended 31 August 2020

partner institutions. The commercial terms on which TLI delivers educational training programmes for the University are set out in individual course agreements. TLI also entered into a similar relationship with Newman University for the delivery of a post-graduate qualification PGCE for trainee teachers and two masters degrees. The SCITT has strengthened its provision through the utilisation of Plymstock School as a centre for secondary phase trainees. The commercial arrangement with Parc Eglos School in Helston continues for the delivery of primary phase SCITT services - again on an arms-length basis. The SCITT has also entered into a partnership with Broadstone Teaching School in Poole, Dorset to deliver initial teacher training.

TLI is lead partner for two Erasmus+ projects. One focuses on lessening the impact of adversity in childhood through more effective inter-professional working and concludes in the summer 2021. The second focuses on developing deeper learning outdoors. Both projects include partners from Devon and Cornwall, and from Sweden, Italy and Spain.

That apart, WeST has no formal operating relationships with other charities or organisations. It does however work with a number of other schools, colleges, and educational bodies on particular collaborative projects. There are no other related parties which either control or significantly influence the decisions and operations of the Trust. There are no sponsors of the Trust.

Engagement with employees (including disabled persons)

The Trust is committed to involve all employees in the performance and development of the Trust. Employees are encouraged to discuss with management matters of interest to the employee and subjects affecting day to day operations of the Trust. The Trust also encourages staff involvement on the Local Governing Boards.

The Trust has a weekly staff bulletin, the 'Wednesday Whistle,' where staffing-related issues are published. This includes invitations to staff to take part in the consultation process for HR policies and to provide feedback via WeST staff surveys.

The WeST Strategic Plan 2020-2025 is shared with employees in addition to their own school's School/Business Improvement Plan. The annual appraisal process provides an opportunity for employees to link their own contribution to school/business unit/Trust performance.

The Trust has a Joint Consultation and Negotiation Committee (JCNC) which is formalised via a Trade Union Recognition Agreement. The group meets at least termly, but more often if required.

In accordance with the Trust's equal opportunities policy, the Trust has long established fair employment practices in the recruitment, selection, retention and training of disabled staff. The Trust is committed to interviewing people with a disability who meet the essential criteria of the person specification and will make reasonable adjustments to help a person with a disability through the application and selection process and, if successful, to assist them in carrying out the duties of his/her job. As a result of becoming disabled the Trust's normal approach would be to involve Occupational Health and/or appropriate external agencies to advise on reasonable adjustments to assist the employee to continue in role. This may include training. The appraisal process provides an opportunity for discussion on career development and readiness for advancement for all employees. The Trust has introduced Equality Impact Assessments as a means of analysing organisational policies (including appraisal) for any negative impact on people or groups with protected characteristics

Engagement with suppliers, customers and others in a business relationship with the Trust

The Trust is keenly aware of the value of fostering good relationships with its suppliers, customers and others. All of its schools maintain regular communication with key stakeholders such as parents through newsletters, forums and open evenings. The coronavirus pandemic meant that positive engagement with its suppliers and other business relations became even more important. The Trust responded by bringing forward plans to establish a single point of email contact for its suppliers so that orders and subsequent purchase invoices could be processed as quickly as possible during the lockdown period to mitigate where possible any unnecessary financial strain on its suppliers.

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Objectives and Activities

Objects and Aims

The principal objects and activities of the charitable company are to:

- advance for the public benefit education in the United Kingdom by maintaining, managing and developing schools offering a broad and balanced curriculum, and other educational institutions including alternative provision academies, 16-19 academies and/or Special academies;
- advance for the public benefit education in the United Kingdom by providing childcare facilities and adult training to develop the capacity and skills of parents-to-be and parents with children primarily but not exclusively under five in such a way that they are better able to identify and help meet the needs of children; and
- promote for the benefit of the inhabitants of the areas in which its academies are situated the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social or economic circumstances or for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants.

The Trust aspires to provide outstanding inclusive education, constantly striving to meet the needs of all its children regardless of socio- economic background or ability. It seeks to deliver high quality education to a local family of schools working towards this common goal whilst each retains their individuality. It is confident that its schools are stronger together.

In its secondary academies the Trust aims to deliver a carefully engineered curriculum that is both broad and balanced, provides a rigorous academic pathway to future success whilst encompassing many opportunities to learn in different ways. It is determined to ensure that WeST students are able to enter the adult world with confidence, and with established skills and qualifications that enable them to flourish in the workplace. Similarly, in its primaries WeST seeks to provide its local community with high quality primary education allowing children to make a secure start to their learning journey. It is important to the Trust that all WeST schools are at the heart of their community, promoting community cohesion, high quality education and sharing facilities and expertise with other schools and the wider community.

Objectives, Strategies and Activities

The main strategic objectives and activities of the Trust during the year were:

- the constant pursuit of delivering exceptional education, in which all children are valued, recognised as individuals, given every opportunity to succeed and move in an assured fashion to their next phase of learning or employment;
- to further strengthen the curriculum offer and experience such that the classroom environment is supplemented with a flourishing extra-curricular programme that enables pupils to gain new experiences whilst developing individual and team skills;
- ensuring as smooth and seamless a transition as possible into the Trust for the five Plym Academy Trust schools and four schools from South Dartmoor Academy Trust on joining in September 2019 and February 2020 respectively;
- establishing collaborative practices that enable effective school-to-school support and challenge that drives improvement at all schools within the Trust;
- continuing our school-to-school support, with the backing of the Regional Schools Commissioner (RSC);
- ensuring that public examination results securely place pupils on a route to further success and adult life;
- development of a WeST approach to Teaching and Learning in order to achieve standards above national average in all schools in the Trust;
- ensuring that our Teaching School work continues to flourish. This includes the key areas of school to school support, leadership programmes, Initial Teacher Training (ITT) and supporting the improvement of Teaching and Learning;

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Trustees' Report for the year ended 31 August 2020

- consolidating and expanding the higher education courses and apprenticeships delivered through the TLI; and
- carefully considering opportunities for the strategic growth of the Trust particularly those involving feeder primaries of our existing secondary schools.

Public Benefit

The purpose of WeST is to work together for the good of its member schools and this depends essentially on trust and an understanding of a common purpose. WeST has adopted a code of conduct which gives the common purpose and understanding of "governorship", benefitting the education of all students, parents, legal guardians and the community at large.

With this in mind, the trustees have given careful consideration to, and complied with, the Charity Commission's guidance on public benefit. In particular, through the provision of incidental educational and other activities including the use of the Trust's sports and other facilities and resources, WeST aims to contribute a considerable benefit to its local community.

Strategic Report

Achievements and Performance

Due to the coronavirus pandemic, the government cancelled all primary and secondary statutory assessments/examinations in 2020. In secondary schools grades were awarded by the Centre Assessed Grade (CAG) or the Calculated Grade (CG), whichever was the higher. Accordingly where schools have quoted 2020 performance information below this is either based on the secondary grades awarded or in primaries on unvalidated teacher assessment judgements.

Primaries

Ashburton Primary School

Ashburton Primary School enjoyed a very successful year despite the uncertainty of the Autumn Term as it awaited transfer ultimately into WeST and the truncated academic year as a result of the pandemic. Some of its highlights include:

- joining WeST in February 2020, which has already had a noticeable impact on school improvement, procedures and stability;
- driving school improvement focused on consistencies in Teaching, Learning and Assessment, and delivering an exciting and challenging curriculum linked to the school vision. All staff and children are enthused with the new curriculum;
- many guest visitors attending the school to lead lessons on specific subjects as part of the continuous drive to raise the aspirations for the pupils and to support contextual learning. Some of these volunteers included: Jade Hunt – Mental Health Champion; Toby Strong – David Attenborough Lead Filmmaker; Philip Reeves/ Jane Cabrera - two local children's authors; and numerous local scientists supporting the science curriculum;
- successfully winning a Devon Education bid to deliver an exciting project called Old Skills New Ways. This project involves local craft makers teaching the children Design and Technology skills linked to the National Curriculum; and inspiring children to look after their environment and understand the importance of using sustainable resources. It also supports positive good mental health amongst the pupils. This project has already engaged many parents and volunteers from the community to facilitate this fantastic opportunity;
- the on-going strength of the Physical Education curriculum at the school, with its unceasing promotion of strong physical and mental health. A big highlight from this academic year was Exeter Chiefs delivering rugby lessons to years 3 and 4, alongside interactive teaching about nutrition and healthy eating. They also gave Year 5 and 6 children a tour of their stadium;
- during lockdown, the school became the base for the South Dartmoor schools. Buckfastleigh and Ashburton Primary School staff worked closely together to ensure delivery of a high quality EduCare provision at the site, with purposeful home learning and clear safeguarding procedures/processes

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Trustees' Report for the year ended 31 August 2020

to ensure all the children were catered for whilst providing support to all their families and the local community;

- in July 2020, all Key Stage One and Year 3 teaching staff participated in Read Write Inc training. Pleasingly the impact of this training has already clearly been seen on the children's progress in Phonics, Reading and Writing in the Autumn Term 2020;
- also in July 2020, the school was successful in its bid to improve the fencing around the school premises and it is hoped this work will be completed by this Christmas; and
- building on this success, the Reception in-take for 2020 was over-subscribed and there is even a waiting list for this year. Early information, suggests that the numbers for Autumn 2021 will also be over PAN.

Boringdon Primary School

Boringdon Primary School joined the Trust in September 2019 as part of the former Plym Academy Trust. It is a large school serving a very diverse area. Although the school is located in an area which places it in the first quintile for deprivation, with a school deprivation indicator of 0.09 compared to the National average of 0.24, this fails to give the picture of a school with few professional parents, nearly all of whom work, some in more than one job, meeting the demands of a mortgage/rent with little spare cash for extras, but who believe that education is important. The percentages of adults with higher educational qualifications are below the national averages. Much of the housing within its catchment area is a mixture of predominantly privately owned 2 and 3 bed flats and semi-detached houses, housing association and private rental properties. The Plympton area has lacked investment for many years and so provision of facilities within the community is poor. DfE benchmarking indicates that Boringdon Primary has historically received funding per child well below both local and national averages. This is particularly highlighted when benchmarked against comparator schools.

Presently, there are currently 418 children on roll, taught in 14 classes. The great majority of parents' state that their children are from a White British heritage. The proportion of pupils supported by pupil premium is below the national average, around 13% and pupils identified as disabled, or with special educational needs is around 8%. Attendance is very good at around 97%. The school has strong outcomes for Year 6 performance data and in the last 3 years, the average for pupils achieving the expected standard in Reading, Writing and Maths has been 87%, which is significantly above the national average.

Throughout 2019/20. Boringdon has continued to provide a broad, ambitious and flexible curriculum which is at the core of its vision and values. This is evident in the huge breadth of extra-curricular opportunities offered. Also, the school ensures PSHE and SMSC are woven throughout and all opportunities to develop learning skills essential for the 'future' are utilised including; self-motivation creativity, critical thinking, resilience, independence, collaboration and emotional intelligence.

This year the new hall was completed at a cost of some £623,000 bringing much needed extra capacity to the site. The school also invested £19,000 in new IT equipment.

Buckfastleigh Primary School

This last academic year has seen another period of change for the school. The new head teacher Mr E Brown, started at the school in September 2019 with the school adjudged as '*requires improvement*' by Ofsted. South Dartmoor Academy Trust was in the final stages of a 'Financial Notice to Improve' and its schools were being re-brokered to a new Trust. As a result, Buckfastleigh joined WeST in early 2020.

Over the previous two years, the school had gone through a turbulent time and some parents had lost confidence in it. The teaching team had seen a lot of changes in the previous two years and there had been a significant number of redundancies at the end of the previous year. This was compounded through the Autumn Term when the longest serving teacher and the school administrator both left. WeST immediately sought to support the school seconding an experienced Deputy Head from another of its primaries, and appointing a new administrator and caretaker.

Westcountry Schools Trust

Trustees' Report for the year ended 31 August 2020

When the new Headteacher started, parent confidence in the school was very low, children's behaviour was poor and the quality of education for the children needed significant improvement. Through the last academic year, mentored by WeST's Executive Primary Principal, the school has worked hard to address these issues in a number of ways including:

- developing a new Vision and Values statement in partnership with stakeholders. This now underpins everything the school is doing;
- welcoming parents to become more 'part of school life'. School events were held which parents were part of, the Head ran 'Parent Voice' groups, parents were invited into school on a daily basis and the Class Dojo learning platform was introduced. The benefits of this greater engagement are really being felt already in 2020-21;
- designing a new, inspiring curriculum. Parts of this began to be integrated into classroom practice in the Spring term and the whole curriculum offer was completed during lockdown to be ready for September 2020;
- introducing a new Behaviour Policy in Autumn 2019. This has since been refined and improved in partnership with WeST and the response has been positive after a difficult start to the year when there were higher than normal fixed term exclusions and regrettably one permanent exclusion;
- impactful CPD such as the teacher INSET day on Rosenshine's '10 Principles of Effective Teaching & Learning' which help develop classroom pedagogy; or the Floppy Phonics training which improved all staff's subject knowledge and greatly improved the delivery of phonics teaching;
- a focused push on reading, celebration of the library and the introduction of whole class guided reading in KS2;
- Talk for Writing training for all teachers – this developed a greater consistency in the teaching of writing;
- focused support to improve provision for SEND children – clearer systems and expectations for staff led to improvements in provision for children; and
- Attachment Based Mentoring training which gave staff a better understanding of children's needs.

Through the school closure period, all staff worked very hard to support the children and parent confidence in the school is now growing. Over the summer term, the school recruited well and was able to put in place the building blocks needed for 2020-21. Behaviour was much improved on the children's return in June and the school is now in an excellent position to make the improvements it needs to in the coming year.

Chaddlewood Primary School

Chaddlewood Primary School has had a successful year, with the following highlights to share:

- a section 8 Ofsted inspection in September 2019 under the terms of the new, more challenging Ofsted framework in which the school was adjudged to remain Good. Senior leadership have worked hard since the visit on addressing areas identified where the school could make improvements;
- the key data headlines for academic year 2019/20 included 69% of children achieving expected standard in Reading, Writing, Maths (RWM) at the end of KS1 and 80% of children achieving expected standard in KS2 RWM and 18% achieving Greater Depth of standard based on teacher assessments;
- there were many sporting achievements this year such as retaining the Gold award for its PE offer and becoming Plymouth Major School indoor rowing champions;
- the induction and employment of new key members of staff who have had a very positive impact on school life and outcomes;
- beginning a curriculum review process that lead to changing many aspects of teaching, assessment and planning to support the knowledge and skills based curriculum now offered. Feedback so far has been positive from all stakeholders;
- the Jigsaw scheme of work being embedded across the school to strengthen our delivery of PSHE;
- the successful delivery of EduCare to a large cohort of children as Chaddlewood acted as the hub school for local primary and secondary schools in WeST;

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- consolidating the use of the Google Classroom as part of the remote learning approach during lockdown with very positive outcomes as evidenced by all stakeholders and the attainment of the children on their return in September 2020; and
- utilising SCA funding to renovate the car park surface, improve the front gates, fit a water heater, re-carpet areas of the school and soon, to install a new canopy.

Dunstone Primary School

Dunstone Primary School has the following highlights and outcomes to share this year:

- the key data headlines based on teacher assessment were 65% of children achieving expected standard in Reading, Writing, Maths (RWM) at the end of KS1 and 77% of children achieving expected standard in KS2 RWM with 10% of these children achieving the greater depth standard;
- developing mathematical fluency has been embedded throughout the school using 'Fluency in Five' and the My Maths programme;
- oracy approaches were further established. This was supported through a higher profile of performance poetry throughout the school and taking part in the National Poetry Day;
- the EYFS team participated in the PTSA 'Early Excellence Early Language' project which prior to lockdown supported improvements in boys writing;
- a curriculum blue print was created which reflects the needs and values of the school supported through the introduction of Cornerstones;
- a SEND Graduated Approach was put in place and embedded across the school to support all learners;
- the Jigsaw scheme of work for PSHE was purchased and embedded across the school to strengthen delivery;
- Class Dojo was successfully used to support home learning during school closures and received very positive feedback from parents and staff;
- the Year One class began following a three term approach to learning following research from Allistair Bryce-Clegg;
- Behaviour Recovery approaches were introduced and 'Steps to Success' for behaviour responses were created;
- play-leaders/sports crew were trained and successfully supported play during break and lunch times;
- a Child Wellbeing Champion was employed and established her role within the school to support vulnerable children using PACE style and emotional logic approaches;
- a pastoral team was also established and met regularly to discuss cases within the school. This helped to ensure all parties were aware of need so the appropriate support was implemented (e.g. MAST support/referrals, home visits, and family support/EWO);
- a statement of commitment for the Arts Mark was completed;
- the school's PTA was very active with its fundraising this year and through numerous successful events, raised money to provide playground equipment for Morley Meadow for when the school relocates next year; and
- despite the lockdown, progress on the new Morley Meadow site continued very much on track and everybody looks forward to moving into this brand new facility next summer.

Glen Park Primary

Glen Park Primary is a very successful school, with a strong reputation in the local area. Its aim is simple; to ensure the best possible outcomes in terms of progress and attainment for every pupil, by providing the highest quality teaching and learning possible. It is extremely fortunate to have a highly committed staff who share the common aim of wanting to give every child the best possible start in life. Not only does the school strive to achieve the highest level in literacy, numeracy and all-round education, but it also works hard to ensure children are safe, happy and contribute to its excellent standards of behaviour. The 'Glen Park Essentials' ensure that leaders and governors promote a culture of high expectation and achievement for all.

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All leaders are committed unwaveringly and focus relentlessly on improving teaching and learning, the impassioned leadership and effective management of the school, all stakeholders; pupils, parents, staff, governors and supporting agencies share the school's vision and feel empowered to play their part in ensuring pupils have the opportunity to reach their full potential.

With the changes made to the 2019 Inspection framework, schools are now expected to be able to demonstrate a much clearer understanding of the rationale behind their curriculum design and delivery. In light of this Glen Park has devised and delivered a curriculum design plan within which are a number of key areas that need to be considered:

- How does the curriculum plan set out the sequence and structure of how to teach the knowledge and skills and vocabulary development in individual subjects?
- How to approach the identification of what staff want pupils to know and be able to do by the time they leave each year group?
- What strategies are being used to check and assess pupils understanding as they move through the curriculum?
- How is the school using evidence of pupils' learning to feed into planning and adaptation of the curriculum?

The school has used these key questions as the basis for the curriculum design work that it has undertaken through the 2019/20 academic year. The aim has to be to ensure that there is a 'knowledge rich' curriculum, rather than content heavy, where the knowledge and skills that children are taught are progressively built upon as they move up through the school. It is important to ensure the children acquire a body of procedural knowledge and skills that is carefully planned rather than experience different topics with little connection. Through spaced repetition, staff are able to focus upon 'teaching less in greater depth'.

During the lockdown and period of partial reopening in the summer term, the school established a remote learning policy which is based upon the key principle of using an online learning platform allowing the continued delivery of the planned curriculum during any period of closure to children. It enables staff and children to communicate with each other on a daily basis, provide challenge and work that would have been given in class and give feedback to children about their progress and learning.

The school was recently awarded with the Gold School Games Mark for the third consecutive year. The percentage of pupils attending Sports Clubs has significantly increased as the school offers a wide number of after-school clubs subsidised through PE & Sport Premium funding.

During the year £96,000 capital investment was made improving the site and its facilities including £22,000 spent on a new fire alarm system, another £22,000 on fixtures and fittings and £12,000 on IT equipment.

Holbeton School

Holbeton continues to offer a unique education with its coveted Forest Schools offer as well as a strong outdoor learning ethos. There has been a relentless drive to promote this and feedback about our ethos has reflected how strong it is. Children regularly take their learning outside which helps build their mental health and emotional resilience. The school is working on projects with the local parish, supporting the community as well as hoping to redesign the school grounds to make them an area of sustainability.

The importance of being part of the Trust was evident during the lockdown when the school was able to work in close collaboration with its Yealmpton colleagues to provide high quality EduCare to its students. The nursery provision also prospered despite the operational issues thrown up by the pandemic.

The community continues to support the school for example by taking the children running (thanks to the Holbeton Harriers) and the school is fortunate enough to be able to use Bigbury for a new Surf School!

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Over the summer holidays the school grounds were improved. The swimming pool was finally removed and in its place an all-weather astroturf was installed which is now in daily use. The school also invested in additional IT equipment to facilitate the remote learning requirements and spent £3,000 on refurbishing its kitchen and staff room.

With a new Head teacher in September 2020, Holbeton is well placed this year to drive standards forward again thanks to the support from the Trust and the network of local schools within. Pupil numbers had pleasingly risen to 41 in 2019/20, and this trend has continued into 2020/21 as more children have joined the school as the weeks have progressed with the number on roll currently standing at 46 pupils. Numbers look set to further improve as the committed staff team work hard on making Holbeton stand out as a flourishing village school at the heart of its community.

Oreston Community Academy

Oreston Community Academy has had a successful year, with the following highlights to share:

- a section 8 Ofsted inspection in January 2020 under the terms of the new, more challenging Ofsted framework in which the school was adjudged to remain Good. As Ofsted pointed out, the school has a relatively new senior leadership team which is "beginning to make a difference" and "together, staff form a cohesive team." This team is now making strides in addressing the four areas identified where the school could make improvements including phonics and its curriculum;
- the key data headlines for academic year 2019/20 at the end of KS1 and KS2 are 74% of children achieving expected standard in Reading, Writing, Maths (RWM) at the end of KS1 and 74% of children achieving expected standard in KS2 RWM and 13% achieving Greater Depth of standard. based on teacher assessment;
- embedding the school's teaching and learning principles into a new planning framework that meets the needs of all learners in all lessons to rapidly improve progress outcomes and attainment for all children;
- completing curriculum rationales for all subjects which are on the website describing the intent, implementation and impact measures for all subjects;
- the SEND Graduated Approach being in place and embedded across the school to support all learners;
- likewise the Jigsaw scheme of work is now embedded across the school to strengthen the delivery of PSHE;
- Class Dojo was also successfully introduced and utilised to support home learning during school closures with very positive feedback from parents and staff;
- Year One classes began following a blended approach to learning by utilising Continuous Provision strategies from EYFS alongside more formal teaching approaches;
- the school's many sporting achievements this year included retaining the Platinum award for its PE offer; Year 5/6 basketball tournament winners; coming a very creditable 9th in the city in the DRSE Primary Schools Gala and 3rd in the group stage of the Year 5/6 EFL Kids Cup 2020; and 1st and 3rd places in age group races of the Plymstock Road Runners Race;
- SCA funding was used to renovate the toilets across the school including making the Key Stage 1 toilets open plan. The school also relocated the Lighthouse Club offer for wraparound care to families to a dedicated space; and
- the PFOA parents body were very active with their fundraising this year and through numerous successful events, raised money to support the creation of a new sensory room for all children to access.

Plympton St Maurice Primary School

Plympton St Maurice Primary School continues to be a thriving, successful community, despite the current difficulties and challenges being faced as a result of the coronavirus pandemic. This was confirmed by a section 8 Ofsted inspection in January 2020 which affirmed that "pupils at Plympton St Maurice are cared for well. They learn in a calm and focused environment. They enjoy coming to school very much and this is reflected in their high levels of attendance."

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This inspection was undertaken under the terms of the new, more challenging Ofsted framework so it was extremely pleasing that the school received a positive report in which the school was adjudged to remain good. Senior leadership have worked hard since the visit on addressing the two areas identified where the school could make improvements.

Following the 'official' school closure on Friday 20th March 2020, the school was proud to remain open every day to provide EduCare for a large number of children whose parents were, in the main, police officers or frontline nursing staff. This was done whilst at the same time providing home-learning for all pupils that included differentiated learning and power points for pupils (and parents) across the whole curriculum. One parent was even inspired to switch careers from nursing to teaching.

When the school doors opened for all pupils in June, home-learning via MS Teams was introduced. Staff attended training, and the school's senior leadership team were well supported by Broadclyst Primary School, of the Cornerstone MAT in Exeter, who provided much-needed step by step guidance. The use of MS Teams has enabled the Learning Reviews (Parents Evenings) to take place and to deliver a Phonics workshop for parents. For those few pupils who have needed to isolate at home, MS Teams has allowed them to continue their learning remotely with 'live lessons'. The true measure of success was achieved recently in the Year 5 class which managed to undertake 'paired learning' with one pupil in class and one at home.

In July, the school said goodbye to the Year 6 leavers, with a socially distanced leavers' assembly on the playground and in September welcomed an enthusiastic group of 4 year olds to school for the first time.

During the summer 'break' the installation of a new central heating system began, and its completion is eagerly awaited. External sinks have also been installed, and the outdoor area for Foundation pupils was given the addition of a new stage area in order to further promote role play and oracy.

From September 2020, few aspects of school life remain the same - virtual ukulele lessons have not been the most successful, but at least eating lunch in classrooms has reduced the amount of food on the floor and improved lunchtime behaviour! Pupils arriving at school in their PE kit has also been a success, with the only indication of whether or not it is a PE day being by peering down at children's feet!

During the first few weeks of September, the PSHE curriculum provided pupils with time to re-adjust to school again whilst early assessments quickly showed gaps in learning. A structured approach to catch-up has enabled the school to quickly identify and target pupils' knowledge and understanding, not only for the SEND and disadvantaged but for all pupils across every year group at every academic level. The school catch-up curriculum starts at 8:30am with a group of targeted pupils accessing the ARROW (aural, read, respond, oral, write) spelling intervention.

Since the pandemic hit, measures to keep the school community open and thriving, remain relentless. The school has experienced the most remarkable dedication from staff. Parents too, seemed to have developed a much greater sense of appreciation and support of the learning that takes place and the hard work it takes to get the great results that it does.

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Sherford Vale School

2019/20 was only Sherford Vale School's second year of being open, and what a year it proved to be. It started positively with a new Head teacher, Miss C Bennett, taking over the leadership reins of a school with 7 year group classes and a full nursery. There were 141 students on roll and 22 in the nursery compared to the 57 and 8 with which it had opened one year earlier.

Some highlights from the year include:

- 2020 KS2/Y6 **16 children** unvalidated outcomes were:
Writing WTS 37%, ARE 64%, GD 0%
Reading WTS 25%, ARE 69%, GD 6%
SPAG WTS 31%, ARE 69%, GD 0%
Maths WTS 37%, ARE 32% GD 31%
- 2020/Y2 **24 children** unvalidated outcomes were:
Writing WTS 20%, ARE 64%, GD 16%
Reading WTS 25%, ARE 46%, GD 29%
Maths WTS 29%, ARE 55%, D 16%
- rates of absence were below the national average;
- Class Dojo was rolled out across the school and has 100% take up with parent/carers and children engaging very well;
- the Jigsaw scheme has been embedded across the school to strengthen the delivery of PSHE/SRE;
- Forest school was rolled out across the school starting with the Nursery;
- children went a range of diverse trips or had visitors in to broaden their understanding of the curriculum despite the truncated year such as:
 - Year 4 and 6 had a visit from Robert Falcom Smith from Blast from the Past in line with their frozen kingdom topic;
 - nursery and foundation visited the Theatre Royal Plymouth to watch the production 'The Elves and the Shoe-maker';
 - the space dome came into school and pupils all got to take a trip to space, and a piece of the moon was also brought in; and
 - the large majority of Year 3 and 4 of the children passed their National Curriculum swimming level;
- the school choir were invited to sing at Chaplins, Morrisons and some local residential homes as well as opening the Christmas Fair and supporting at the local carols around the tree concert;
- TT Rock Stars was launched in January 2020, with various school competitions and some beat the teacher challenges;
- the SENDCO obtained his National Award in SEND and two ELSA trained Teaching Assistants;
- during the pandemic, the school continued to operate as a focal point for its community whilst delivering remote and EduCare learning to its pupils.

As numbers continue to grow both in the nursery and the main school, 2020/21 has already started off on a similar positive footing despite the difficult environment in which all education is having to be delivered.

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Stowford School

2019-2020 started off as a promising year for Stowford with school development focused on closing the gap and raising standards by developing the overt teaching of vocabulary, oracy and developing cultural capital by developing outdoor education. Development planned was research based following many recommendations by the EEF.

CPD largely centred on the development of leadership and the quality of teaching for both teachers and teaching assistants. The new SENDCO completed her NaSEND award and the Assistant Head successfully completed her NPQSL+. The Deputy Head having been seconded to help the growth at Sherford Vale during the year was appointed Head of School at Holbeton Primary School at the end of the year; and in his absence the leadership team expanded with the appointment of two TLRs: one for KS1 and one for KS2.

Progress and attainment was looking strong in the Spring Term assessments just before lockdown but of course, like all schools, no statutory end of year assessments took place. Attendance before lockdown also continued to be above the national average.

As only to be expected, the staff rose to the challenge of the pandemic when it came ensuring Stowford children continued to receive a high quality education whether learning remotely from home or as part of the EduCare provision delivered on site. This has continued into the 2020/21 academic year as staff deliver 'socially distanced' education for 406 children, a very pleasing 18 more than this year.

Capital wise a SCA project bid led to the successful installation of a new boiler house and boilers. The school also invested heavily in IT spending over £24,000 on new equipment to improve the learning experience.

Wembury Primary School

Wembury Primary School continues to be a successful school. Its key highlights in 2019/20 were:

- with the drive of the Oracy/English Lead, Wembury has embedded oracy, over the past three years, improving the understanding, quality, and use of language and vocabulary across the school. As a result of this pupils' engagement and voice in their learning has transformed, impacting on their day to day outcomes and involvement in school life as well as end of year outcomes. Governors, external visitors and parents have commented on the strength and confidence in pupil voice and language;
- 2020 KS2/Y6 outcomes based on teacher assessment were strong: Writing 83% ARE, 23% GD, Reading 97% ARE, 50% GD, GSP 87% ARE, 43% GD, Maths 83% ARE, 33% GD. Combined 77% ARE, 20% GD with little variance between boys & girls. The school also saw strong outcomes for the most vulnerable students;
- 2020 KS1/Y2 outcomes also based on teacher assessment: Writing 67% ARE, 19% GD, Reading 70% ARE, 22% GD, Maths 78% ARE, 22% GD. Combined 67% ARE, 11% GD. Maths, Reading and Oracy are a strength of the school;
- the Jigsaw scheme has been embedded across the school to strengthen the delivery of PSHE/SRE;
- rates of absence and exclusions were both well below the national average. It should also be noted that at the end of the academic year the school had 3% of its pupils with an Educational Health Care Plan, which is twice the national average of 1.5%;
- Wembury was one of only 104 schools nationally (primary and secondary) to gain the first two years of Platinum Award (Sainsbury's) for sports participation and engagement in healthy lifestyles, demonstrating effective use of the PE funding and development of staff's skills-set. Wembury has maintained this and is now in its fourth year of Platinum;
- on the sporting front, some of the school's accolades and events were: Plymouth Indoor Rowing, gaining a first and second place individual boy, and first in the team event; DRSA swimming, boys' team gaining fifth place overall; and the girls' football team making it to the Devon FA quarter finals, and playing in the Argyle league. The school also engaged in Cross Country, where it has a strong uptake in distance running, gymnastics and for SEND pupils Boccia and the Inclusion games;

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- members of staff were encouraged and supported to undertake further development through apprenticeships with the TLI; one member of staff attaining a distinction in the NPQSL + programme; one member obtaining distinction in their Foundation degree, and now undertaking their teaching apprenticeship; one member of staff obtaining distinction in the TA apprenticeship. Wembury also enlisted a further two TAs on a leadership apprenticeship, and a further one on a TA level 3 apprenticeship; and
- two members of staff were also heavily involved in the development and creation of The Box, the exciting new Plymouth Museum project.

Woodford Primary School

Woodford Primary School joined the Trust as part of the former Plym Academy Trust. Its highlights during its first year in WeST include:

- the key data headlines for academic year 2019/20 based on teacher assessment at the end of KS1 and KS2 were both good with 60% of children achieving expected standard in Reading, Writing, Maths (RWM) at the end of KS1 and 78% of children achieving expected standard in KS2 RWM and 25% achieving Greater Depth of standard;
- the school was part of the Maths Mastery Hub this year. It was very fortunate to have a member of the team leading this as SLE and an NCETM mastery specialist. The school adopted a mastery approach to teaching maths and has put a lot of effort and resources into embedding this successfully across the whole school;
- the strengthening of the curriculum leadership to develop clear progression across the subjects;
- the introduction of 'Strive for Success' across the school as key values for all to aspire towards;
- starting on the oracy journey to begin to embed talk strategies in all classrooms;
- Class Dojo was successfully introduced and utilised to support home learning during school lockdown closures and had very positive feedback from parents;
- Year One classes began following a blended approach to learning by utilising Continuous Provision strategies from EYFS alongside more formal teaching approaches;
- School Parliament worked hard this year to reduce single use plastics at school. They held plastic free days and took part in many recycling challenges with the support of the Devon Wildlife Trust;
- there were many sporting achievements to celebrate too at Woodford this year including being the Year 5/6 Football Cluster League runners-up, Year 5/6 WEST Football competition runners-up, Year 5/6 Girls Football Bettinson Cup runners up, Year 3/4 girls cross country qualifying for the county finals in Exeter, Year 5/6 PSSP Basketball festival winners, Year 5/6 Quick-sticks Hockey Festival 3rd place, and Year 2 Indoor Athletics runners up;
- capital funding was used to improve fire safety and a reception refurbishment, the CIF fencing project was completed and £14,000 invested in IT equipment; and
- the PTFA were very active with their fundraising this year and through numerous successful events, raised enough money for an outdoor classroom to be built in the school grounds.

Woodlands Park Primary

Woodlands Park Primary has been on a journey since the appointment of its new Head teacher in September 2018 to maintain its outstanding OFSTED judgement whilst adapting to the changing educational landscape. Never were the challenges more demanding than this year when staff, children and their parents had to deal with school closures, remote home learning or EduCare, the cancellation of SATs and traditional Year 6 Bude residential visit along with other trips followed by partial re-opening and socially distanced education. Yet despite all these changes and challenges, the school has remained a strong and positive community. The teaching team is dedicated, reflective and challenges all learners every day. The children's conduct is exceptionally good in school and they demonstrate extremely positive learning behaviours both in class and around the school. Parents support their children in their learning and engage positively with the school.

This positivity has been reflected in the popularity of the school with number on roll continuing to grow year-on-year. In September 2019, the school began the academic year at full capacity with 315 on-roll, 14 more than the previous year. During 2019/20 working in collaboration with the other WeST primary schools Woodlands continued to review and develop its curriculum model in line with latest Ofsted

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guidance, it participated actively in WeST's Quality Assessment Reviews and its Head teacher assumed a WeST hub leader role enabling further CPD opportunities for other members of the school's leadership team. Capital investment continued in the site including £7,000 spent on an electrical upgrade and £16,000 on IT equipment including 40 I pads for the classrooms.

With 338 on-roll in September 2020, the school is introducing extra temporary classroom facilities on site in order to provide a safe teaching environment for its children whilst striving to deliver an outstanding educational experience in spite of the on-going challenges the coronavirus pandemic continues to bring.

Yealmpton Primary School

This has been a successful, yet very different year, for Yealmpton Primary School, delivering a stimulating curriculum during these extraordinary coronavirus times. Key highlights included:

- school Improvement work focussed on leaders and teachers working hard to evaluate their curriculum intent, seeking to ensure the curriculum is coherently planned, with a progression of knowledge acquisition and skills development;
- the school used the Cornerstones Curriculum as a starting point to support planning and provide a clear structure for teaching within a broad, rich curriculum ensuring that pupils' spiritual, moral, social and cultural understanding develops well and prepares them for life in modern Britain;
- the Jigsaw PSHE /health and well-being curriculum was introduced to strengthen delivery of a well structured and progressive approach across the school;
- the school is always lucky to benefit from a fantastic outdoor learning space. Wild Tribe training helped to develop an outdoor learning curriculum enabling pupils to manage challenge and risks through creative and physical activities;
- attendance before lockdown continued to be above the national average;
- prior to lockdown, a positive WeST Quality Assurance Review highlighted, 'the children get off to a flying start in the early years and continue to make good progress throughout their time in school'; and
- in 2019 the three-year average percentage of pupils achieving the expected standard in reading, writing and maths was 73% and 23% at the higher standard. Like all other schools, no statutory end of year assessments took place.

Secondaries

Callington Community College

After several years of transition at Callington Community College, 2019/20 began with the welcome arrival of newly appointed Principal, Mrs W Ainsworth. Despite having to deal with an immediate Ofsted inspection followed by a national lockdown for most of the summer term, her first year in charge has been very positive and impactful. Notable highlights include:

- the visit of Ofsted in September 2019 to undertake a Section 8 inspection which resulted in the College moving out of special measures to a requires improvement judgement. Indeed the Ofsted report identified the College's performance in 3 of the 5 reporting areas as Good. The visit came within 4 weeks of the new Principal starting, and further improvements have been made at a good rate subsequently;
- behaviour and attitudes were recognised as Good by Ofsted. The students were described as being kind, respectful and supportive of each other. The percentage of exclusions dropped by 45% from September to December between 2018 and 2019 and has dropped a further 24% this academic year (for the same time frame);
- Ofsted also recognised that the College offered a wide range of post-16 courses and that students achieve well. A positive value added was achieved. The inspectors concluded that the College provides a 'Good' quality of education for sixth form provision;
- the governing body continues to be a strength of the College, offering support and challenge in equal measure which was commended by Ofsted;

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- the support the College receives via the Trust also continues to be of great value. For example, health and safety support has been vital in the current COVID pandemic and as a result a positive outcome was achieved following a health and safety executive visit in early October 2020;
- the College was recognised as being a strong community in the Ofsted visit with a harmonious learning atmosphere and that its pupils are proud of their school. Its community links are strong and there is strong support for the College in Callington town. A parental survey conducted at the beginning of the year demonstrated that 83.7% of parents rate communication as being very good/excellent and 85% (an increase of 7% on 2019) would recommend the College to other parents;
- the College has maintained an active parent forum which is led and chaired by parents;
- the College achieved 96% attendance initially in September, and whilst this dropped back to 91.5%, it continues to be above national average;
- the College successfully ran a Summer school in August 2020 and the PSHE and tutorial program has enabled students to feel safe and secure within school;
- good relationships were forged with the primary feeders. A series of subject specific transition sessions have continued to run this year; and
- the Trust continued to invest in the site and its facilities most notably including a £208,000 refurbishment of the 3G sports facility during the year and over £75,000 expenditure on IT infrastructure and equipment.

Coombe Dean School

Coombe Dean School has had a very successful year under some very challenging circumstances. The key highlights were:

- the un-validated outcomes achieved by the students at the end of Key Stage 4 were above the national average;
- good outcomes were achieved in both English and Maths which enabled the school to achieve a strong Basics score;
- outcomes at Post-16 were in line with national average with all students being able to make the next step to their chosen university, apprenticeship or employment;
- rates of exclusions were well below the national average;
- rates of attendance at the point of lockdown were in line with national average;
- the Curriculum continues to support the needs of the learners but will be reviewed in 2020/21;
- students are provided with a wide range of experiences both within this curriculum and through additional opportunities such as The Duke of Edinburgh Award, Ten Tours and an extra-curricular programme both academic and practical;
- building positive relationships has been the school pastoral focus this academic year;
- the school also focused on 5 key Teaching and Learning strategies that are classed as non-negotiables for all members of teaching staff;
- behaviour for learning will be a focus in 2020-21 with the introduction of Ready to Learn;
- the proportion of students continuing in education, employment or training at the end of both KS4 and KS5 is well above the national average and has been for many years; and
- the school successfully underwent a WeST Quality Assurance Review and CEO Evaluation.

Hele's School

As Hele's School continues to grow from strength to strength notable achievements this academic year include:

- the best ever A Level results, achieving positive validated Value Added for the first time ever in 2019 and better still (albeit unvalidated and based on Centre Assessment Grades) in 2020;
- average grade of B- from a C+ for Academic and A Level, and a Distinction minus from a Merit for Applied;
- the school's best ever GCSE results in 2019, with attainment and progress above national and achieving a validated positive Progress 8 score for the first time ever;

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- Basics at 5+ broke the 50% benchmark for the first time ever in 2019, with 51% validated achieving A*-C 5+ EM. This trajectory of improvement continued to 2020, with 56% A*-C 5+ (based on unvalidated CAGs);
- strong A Level and GCSE results compared against WeST schools, the Plymouth Learning Trust and SWTSA;
- positive progress in English achieved for the second year running) and strong attainment against WeST schools. This is particularly pleasing as it was an action point at the last Ofsted inspection;
- DS gap reduced & HPA progress improved in both 2019 and 2020 – both previous Ofsted action points;
- sustained improvement in GCSE Science and A Level Biology and Chemistry, again an Ofsted action point in 2017;
- significant improvement in GCSE Computing & IT through changed leadership and in MFL;
- sustained strength in EBacc subjects (matched with strong uptake). EBacc entry rates at 79% are almost twice that of national, showing an ambitious curriculum intent and good progress towards meeting the Government's ambition for EBacc entry;
- a seamless recovery from a significant Ransomware attack in July 2019 which could have greatly undermined teaching and learning in the Autumn term;
- strong leadership that rose to the challenge during the Summer term lockdown delivering:
 - on-going learning (onsite and remote) and EduCare, followed by a partial re-opening phase and full return to school in July 2020;
 - a robust and fair process for generating CAGs and rankings remotely via Teams;
- positive external reviews during the year showing strong school improvement including a Quality Assurance Review, CEO evaluation visit, Babcock Pupil Premium review and safeguarding audit;
- a wide range of continuous professional development for staff including:
 - the Principal beginning an Ambition Institute's Executive Leaders course in July 2020 as part of which she will lead a School Improvement project across WeST;
 - six middle leaders completing the Ambition Institute Middle Leaders' course for 2019/20, with one Assistant Principal acting as a facilitator of the course alongside the key deliverer;
 - two middle leaders successfully completing NPQSL with a third awaiting their results;
 - an Assistant Principal undertaking the second year of the Ambition Institute Future Leaders Course, a fast-track programme to Headship;
 - the Head of Computing and IT leading Trust-wide training on MS Teams to support the remote learning strategy and acting as a regional lead for Microsoft training (MIE Fellow for the SW); and
 - the Head of Drama working with the DfE around teacher recruitment, after being shortlisted for Pearson's Secondary Teacher of the Year award in 2019;
- the school is fully staffed in all subjects and in support roles there has been a successful recruitment and induction of high calibre new staff in key positions after a period of significant change such as the Premises Manager, Operations Manager, School Business Accountant, Data Manager, Deputy SENDCo, and 3 Pastoral Support Managers;
- strong parental communication and engagement during and since lockdown;
- the School increased its PAN from 210 to 240 in Y7 in September 2019 and was full with a waiting list in both 2019 and 2020 intakes;
- post 16 numbers increased for the second year running, with 106 recruited to Year 12 and 106 in Year 13 against a Year 12 intake of 84 in September 2018
- significant work undertaken with the Principal and Governors has ensured the in-year deficit budget caused by unfunded growth has been managed successfully without a restructuring process; and
- a successful bid to The Savoy Trust was secured to redevelop two Food Technology rooms and office/storage space as part of the on-going investment in the site.

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Ivybridge Community College

Ivybridge Community College remains heavily oversubscribed school with a thriving Sixth Form with 2,507 students on roll at the Autumn 2019 census up 43 on the previous year. As in recent years it has continued to attract from outside its catchment from Plymouth and other areas in Devon and Cornwall, representing a 120 square mile catchment area. Over 1,100 students travel to the college by bus as a result which in itself added an additional dimension to most schools when the coronavirus pandemic hit and in the subsequent return to school. Some of the key school highlights in 2019/20 included:

- an Ofsted visit in January 2020 under the new and more stringent framework as a result of which the College was proud to receive a 'good' judgement in all categories. The Lead Inspector, said the College is a 'very, very good College and deserves the only category beyond good on so many levels. However, under the more challenging criteria, the Ofsted Framework gives no wriggle room in the Outstanding category, with all aspects of each criteria having to be met securely and consistently.'
- a full curriculum review was undertaken which has led to improved IAG for students taking their options in Year 8. Two further vocational courses (Enterprise and Horse Care) have been added to the curriculum offer. The continued model of students choosing their options in Year 8 allows them to have an individualised curriculum from an early starting point. The new academic performance leaders have been able to evaluate the success of the choices made and change the pathways more promptly than in previous years;
- also department leaders have evaluated their curriculum and created Curriculum Maps to ensure the sequencing of the curriculum and the learning journey from Year 7 to 13;
- as a result it was pleasing that Ofsted praised the College's broad and balanced curriculum and clear strategic vision at their inspection commenting 'leaders have constructed a very broad curriculum. This is tailored to meet the evolving needs and interests of pupils;'
- the KITE programme was embedded into tutor time working to improve student knowledge retention and retrieval and a focus on Tier 2/3 vocabulary;
- the new policy of 'live marking' and 'whole class feedback' has led to instant feedback and responsive planning to improve student progress;
- the introduction of the 'Passport to the Ivybridge Way' supported the development of the NQTs and other new staff during their first year at the College;
- the decision to remove all target grades from student reports, focussing on being an effort driven College where there is no limit to a students' potential was received positively. Interventions are effort driven and reward the hard work that students are putting in;
- the Ivybridge Learning Strategy has continued to go from strength to strength with the 7 Learning Habits becoming well-embedded in everyday teaching practice. The initial training from Doug Lemov was the perfect springboard to the new strategy based on Teach Like a Champion - having training sessions led by the founder was an inspiration for staff. At the start of the Autumn term 2020, Doug returned remotely to provide further bespoke training for colleagues;
- strengthening the pastoral system, including the College becoming a member of the Association of Character Education. Four staff received training via this national group. The key virtues are now woven into the pastoral programme and aligned carefully with the College ethos of being effort driven and our learning strategy;
- the introduction of a new PACE strategy for behaviour at the College has created a renewed focus on streamlined and consistent standards and expectations across the College to ensure that it continues to promote high standards and responds to the needs of its students;
- the successful roll out of the epraise platform which has supported the PACE system and allowed parents and carers to keep informed on praise points, demerits, interventions and home learning with ease. Continuous development of how staff use epraise has further enhanced the College's tracking and intervention systems throughout the year. At each assessment point, Conduct grades are now included alongside Effort grades;
- 2018-19 attendance was 94.59% and 5.41% absence. College attendance for September 2019-July 2020 closed at 94.6% attendance and 5.32% absence showing slight improvement in spite of the pandemic and national lockdown and in line with national averages;
- the College's overall SEND and FSM percentage attendance is just below national average, but Disadvantaged percentage attendance above the national average;

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- the continuing real success story of the destinations of Ivybridge students with the percentage in education or employment after Key Stage 4 above the national figures. The wide-ranging advice and guidance and locally renowned Careers Fair lead students to a diverse range of destinations, with those securing apprenticeships well above national averages.
- in the Sixth Form, 60% of grades were A*- B. 120 students secured places at university including two students at Oxbridge, one to study dentistry and another medicine;
- 2019/20 saw an improvement in BASICs 5-9 by 5% to 55%. The focus on effort driven interventions has resulted in a huge improvement in Middle Ability students and the gap closing for the disadvantaged learners (gap reduced by 0.3);
- despite the confusion surrounding examination results during the pandemic, the College was praised for its robust and rigorous approach to its Centre Assessed Grades;
- as ever the College provided its students with an extensive array of extra curricular opportunities in 2019/20, even with a menu of virtual events happening throughout the lockdown closure. In the autumn term, the College production of Beauty and the Beasts was simply outstanding. Students' sporting achievements went from strength to strength including the U15 Natwest Schools Rugby Cup finalists (only for the prestigious Twickenham final to be cancelled due to COVID), U13 South West Netball Champions, U15 Girls football team making College history by reaching the semi-finals in the National Cup, Ivybridge U15 Boys' and Girls' FUTSAL Regional Winners, and regional and national success for students in diving, swimming, athletics, tennis, indoor rowing, and taekwondo;
- the sustainability group helped the College to achieve the Eco-Schools award; and
- for the second consecutive year, Ivybridge Community College Sixth Form students returned triumphant from the regional European Youth Parliament debate in Exeter.

Plymstock School

Plymstock School has had a very successful year. Its key highlights were:

- overall progress at KS4 has been above national for the last three years, significantly above for 2017 and 2019. This is a consequence of good teaching and a well-planned curriculum. Outcomes in Maths and Science are exceptionally strong. The progress for individual pupil groups has been consistently above that seen nationally for the same groups over the last three years;
- the majority of key headline performance measures at KS4 have been above national for the last three years, for example: the Progress 8 figure for 2019 is significantly above national;
- where weaker areas have previously existed, actions taken by leaders have resulted in significant improvements (e.g. Attendance, Post-16, SEND, Disadvantaged, Humanities, MFL, and High prior attainment pupils);
- pupils are provided with a wide range of experiences both within the curriculum and through additional opportunities to help them develop into successful future citizens;
- the proportion of pupils continuing in education, employment or training at the end of both KS4 and KS5 is well above the national average and has been for many years. Careers education, advice and guidance remains a real strength of the school;
- Plymstock offers a broad, balanced and well-planned curriculum. The EBacc remains at the heart of its curriculum planning. The 'Plymstock Pathways' have repeatedly been recognised, including by Ofsted in 2017, as excellent practice;
- notwithstanding its previous successes, significant staff time was allocated this year to a curriculum review and development, to further secure improvement. This work continues in 2021 through a newly appointed Senior Deputy Principal on the recovery curriculum. It promotes retrieval practice through the use of knowledge organisers and independent learning methods both focussed on improving memory and retention for the new 9-1 GCSEs;
- teaching and learning has remained Plymstock's core school improvement focus based on WeST agreed principals of Kagan cooperative learning, metacognition, Behaviour for Learning through our Ready to Learn (RTL) systems and assessment feedback that moves learning forward;
- the marriage between academic and pastoral support for pupils;
- behaviour is very good, and rates of exclusion (and repeated exclusions) are below the national average. Attendance is above the national average;

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- the school successfully underwent a WeST Quality Assurance Review in 2019-20;
- Plymstock continues to be full and oversubscribed, despite increasing its PAN from 260 to 300;
- staffing wise the interim Head teacher (previously a Deputy Head teacher in the school) took up post in September 2019. Other key appointments included a new non-teaching Designated Safeguarding Lead (DSL) was appointed in the year, who works alongside the SLT;
- the school continues to provide leadership support across WeST. This capacity to lead improvement in other schools (Callington in 2018-19 and South Dartmoor this year) whilst maintaining our own standards and outcomes is a particular strength. For 2020/21 the substantive Head teacher has been seconded for a second year to an executive leadership post across WeST as the Director of School of Secondary Improvement; and
- although COVID-19 did interrupt the construction of the new Arts Centre and classrooms using the £2.1 million secured through S106 funding, the school is still look forward to the opening of the 6 new additional classrooms in April 2021 and the Arts Centre in September 2021 now that work has recommenced.

South Dartmoor Community College and The Atrium School

From September 2019 pending re-brokerage the South Dartmoor Academy Trust (SDMAT), a trust comprising of 7 schools, was being supported via DfE facilitation by two Trusts – Thinking Schools Academy Trust (TSAT) and WeST, the latter by a School Improvement funded grant. In February 2020, the SDMAT was formally re-brokered four schools into the WeST and three smaller primary schools to Link Academy Trust.

At the two SDMAT secondary schools (South Dartmoor Community College and The Atrium School which are located on the same Ashburton site), strategic planning during 2019-20 focused on three key areas, in which the following progress was made:

Improving the quality of leadership:

- support to develop leadership was provided by WeST including a new interim Principal at South Dartmoor who supported both schools' SLT in developing leadership skills including shared SEF/SDIP processes to train SLT to be more accurate in self-evaluation;
- SEF/SDIP developed in line with the college's key priorities and WeST principles;
- regular training opportunities provided for leadership staff including sharing of best practise with WeST partner schools;
- secondments were made to the SLT from middle leadership to increase capacity whilst providing CPD opportunities;
- new Quality Assurance, Appraisal, and Staff Support programmes were implemented;
- SLT walkabouts were implemented to check compliance with intended measures;
- governance leadership improved through training and restructured meetings; and
- the successful appointment of a permanent, high quality Executive Head teacher from September 2020, to lead and drive improvements across both schools.

Improving the quality of teaching and raising achievement for all pupils, particularly those who are disadvantaged and those who have special educational needs (SEN) and/or disabilities:

- all staff have been a part of a curriculum journey to reshape the vision of intent, implementation and impact with a focus on high expectations;
- specialists in Teaching and Learning from WeST have developed new teaching and learning approaches using 6 research driven principles based around TLAC and Rosenshine;
- the process has been supported through weekly training at department level and whole school CPD;
- a new marking and feedback policy was implemented resulting in more accurate assessment;
- a three-year Key Stage 3 was implemented from September 2020;
- a new support programme was introduced to close the divergent outcomes between disadvantaged and non-disadvantaged student which is already impacting positively; and

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- outcomes in 2020 showed a significant improvement on 2019, and reflected the support and stabilisation provided by both WeST and TSAT.

Improving personal development, welfare and behaviour:

- new behaviour and uniform policies have been implemented and it is clear that the vast majority of students at South Dartmoor and the Atrium School behave well;
- restorative approaches to behaviour approaches resulted in less internal exclusions;
- the new robust attendance team and policy has resulted in a reduction of persistent absence and the overall attendance has improved. This continues to be a core focus; and
- a full review of Careers and PSHE/RSE has taken place with a new programme established for careers, meeting Gatsby requirements; a new Subject Leader for PSHE/RSE has been appointed to ensure the full requirements for September 2020 are in place for teaching.

These successes have been achieved in challenging financial circumstances on a South Dartmoor site that has lacked capital investment for a long period. The Trust needed to address certain essential capital projects including a new boiler, classroom refurbishment, an IT refresh and the re-laying of the 3G football pitch. As a result, South Dartmoor has spent £320,000 since joining the Trust on capital works of which £187,000 had to be funded out of GAG revenue funding. After adjusting for this GAG to capital transfer, the two schools made a revenue surplus of £231,000 in the 7 months post joining WeST which was a significant turnaround compared to previous years deficits.

The Learning Institute/SCITT

A new governing board was formed this year for TLI within the governance framework of the Trust. This board comprises of a trustee, three independent governors, three staff governors and an associate governor from the University of Worcester. This governing board had to guide the TLI through a difficult year with the outbreak of the pandemic impacting on all aspects of its operations but crucially on its ability to grow its apprenticeship business and its recruitment of students for 2020/21. During academic year 2019/20, TLI provided a new suite of foundation degrees in *Learning and Education*, *Inclusive Education*, *Early Years Professional*, and *Mental Health and Well-being of Children and Young People*; a BA in *Professional Practice* and BSc *Children and Adolescent Mental Health*. In addition it taught the final year of two foundation degrees *Teaching and Learning* and *Children and Adolescent Mental Health* and two honours top-up degrees *BA Professional Practice* and *BSc CAMH*. All this provision was with the University of Worcester. TLI also ran one postgraduate qualification, PGCE for trainee teachers, and validated two masters degrees, *MA in Values-Led Leadership* and *MA Inclusion and SEND* with Newman University.

Further apprentices were also recruited in 2019/20 including Level 6 Teacher Apprenticeship, Level 4 Business Professional Apprenticeship, Level 3 IT Infrastructure Technician Apprenticeship, Level 3 Business Administrator Apprenticeship, Level 3 Sports Coaching apprentices and Level 3 Teaching Assistant Apprenticeship. However planning for academic professional and improvement apprenticeship was delayed by pandemic lockdowns and this area of business development has had to be deferred until next year.

Most significantly the pandemic hit at the outset of the key student recruitment season for TLI. Numbers year on year were already slightly down in 2019/20 in line with an on-going decline in enrolment on degrees by students aged 25+, but at one stage in the early summer recruitment for 2020/21 foundation degrees was expected to be below forty students. Recruitment to the new suite of undergraduate programmes for a September 2020 start did ultimately pick up to 86 new starters. However when faced with these reducing student numbers and the deferral of its apprenticeship and other new business initiatives, TLI's governing board reluctantly had to recommend to the Trust the business entering into a voluntary redundancy process at the end of the year in order to streamline its operations and preserve its financial security in these challenging times. Nine staff subsequently left through this process.

On a brighter note, the two Erasmus+ projects for which TLI is the lead partner on adverse childhood experiences and inter-professional working around trauma in childhood progressed well; and a new bid was successfully secured focusing on natural schooling and deeper learning outdoors which will begin

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next year. Also, although the pandemic meant that the ITT cohort had to complete with a reduced training programme on instruction from the DfE, the SCITT continues to go from strength-to-strength. 2019/20 numbers were already better than the previous year with 31 completing their training programme, but recruitment of starters for September 2020 grew substantially again to 66. A particular rise was in recruitment to secondary teacher training due to the involvement of Plymstock School and a new partnership with Poole Teaching School. ITT trainee numbers for 2020/21 are 48 primary in Roche and Poole (3 of whom are teacher apprentices) and 18 secondary in Plymstock (one of whom is a teaching apprentice).

Going Concern

After making appropriate enquiries, the trustees have a reasonable expectation that the Trust has adequate resources to continue in operational existence for the foreseeable future. In making these enquiries, the trustees did consider the exceptional impact of the coronavirus pandemic on its resources. As explained in the Financial Review, during the year having reviewed the sustainability of those parts of its operations financed by non-public funds the trustees decided to furlough 104 staff under the government's Coronavirus Job Retention Scheme (CJRS). Many of these staff subsequently returned to work fully or partially prior to the year end, but as a result of this action the Trust mitigated its financial losses whilst protecting jobs. As a result, the Trust ended the financial year with revenue reserves of £6,113,000 and cash of £13,088,000. Even if all of its unspent capital of £3,200,000 were expended and the Trust's worst case budgeting scenario of its reserves reducing by £2,700,000, the Trust would still have adequate cash balances. For this reason it continues to adopt the going concern basis in preparing the financial statements.

Financial Review

The main source of funding for WeST is the General Annual Grant (GAG) paid by the ESFA supplemented by other grants from the ESFA, DfE and other government bodies including the National College for Teaching and Leadership (NCTL) and the Local Authorities, Devon, Plymouth and Cornwall County Councils. With the extra schools joining the Trust, total GAG received in 2019/20 rose to £52,172,000 (2019: £39,645,000) which represented 78% of total non-capital income (2019: 77%). TLI receives the large majority of its funding from the University of Worcester, whilst the SCITT receives funding mostly from the Student Loans Company although some students do choose to self-fund their training.

This grant income is used in supporting the Trust to provide outstanding education for its pupils as well as furthering its wider charitable aims. As a rule the monies received are spent within the year that they are received. However as set out in the reserves policy, the trustees see it as prudent to maintain a reserve to contribute towards future capital needs, and to assist in the management of risk, working capital and the fluctuations in student numbers and hence funding.

The government grants received by the Trust are shown as restricted funds in the Statement of Financial Activities together with the associated expenditure as is the University of Worcester funding. Other income derived from the Trust's operations such as bank interest, catering income and income from hire of its facilities together with the related costs are shown as unrestricted funds in the Statement of Financial Activities. Much of this unrestricted income comes from parents or other non-public fund sources. In 2018/19 the Trust received unrestricted income of £3,071,000 (excluding funds transferred in from new joiners). The advent of the pandemic clearly impacted significantly on these income sources with the Trust's unrestricted income ultimately falling by £701,000 (23%) despite the new schools joining. To mitigate against these significant losses in non-public funds, and to protect the jobs of those whose salaries are funded out of these unrestricted funds, the Trust took the decision to furlough where appropriate staff whose salaries were funded entirely by such income such as in-house catering staff (particularly in the secondary schools), community sports centre employees, school bus drivers, peripatetic music tutors and staff involved in before and after school clubs. At its peak during the lockdown, 104 staff were furloughed and in total the Trust received funding of £192,000 from the government's Coronavirus Job Retention Scheme to partially off-set this lost income. This funding is shown as restricted exceptional government funding in note 3 to the accounts.

Each school receives an annual devolved capital grant from the DfE. The Trust also qualifies for School Condition Allocation (SCA) capital funding from the DfE, rather than having to make Condition

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Improvement Fund bids. Schools can generate capital income from non-DfE sources, or can augment its capital funds by transferring sums from its revenue funds to its fixed asset funds. Such capital sums are shown in the Statement of Financial Activities as restricted income in the fixed asset fund. The fixed asset fund is reduced by annual depreciation over the expected useful life of the assets concerned.

All schools within the Trust continue to operate under increasing cost pressure not only from normal inflationary causes but in pay settlements for both teaching and non-teaching staff. Teachers received a 2.75% increase in September 2019 of which only 1% was funded by a government teacher pay grant. Non-teaching staff were awarded a two year pay settlement in April 2018 that resulted in a 5.584% pay rise over the two year period which was followed by a further 2.75% increase in April 2020. None of these increases to non-teaching salaries were funded directly by the ESFA. The increase in employer's contributions to the teachers' pension scheme from 16.48% to 23.68% in September 2019 was fully funded by the government, but the rise in contributions to the Local Government Pension Scheme from 15.4% to 17.6% in Devon schools from 1 April 2020 was not. That said, before redundancy costs of £187,000 (2019: £117,000) and capital transfers from GAG of £398,000 (2019: £150,000) the Trust made a surplus of income over expenditure (excluding depreciation) of £1,486,000 (2019: deficit of £39,000). Post the redundancy and capital transfers from GAG, the Trust's income exceeded its expenditure by £901,000 in the year (2019: £304,000 deficit).

The composition of this in-year surplus by school was as follows:

	2020 £'000	2019 £'000
Ashburton Primary School	57	-
Atrium Studio School	61	-
Boringdon Primary School	63	-
Buckfastleigh Primary School	5	-
Callington Community College (including TLI/SCITT)	(143)	(299)
Chaddlewood Primary School	39	-
Coombe Dean School	63	(358)
Dunstone Primary School	50	40
Glen Park Primary	55	-
Hele's School	(71)	(257)
Holbeton School	7	6
Ivybridge Community College	334	221
Oreston Community Academy	6	49
Plympton St Maurice Primary School	18	-
Plymstock School	130	(72)
Sherford Vale School	82	130
South Dartmoor Community College	(17)	-
Stowford School	(45)	22
Wembury Primary School	12	55
Woodford Park Primary	60	-
Woodlands Park Primary	25	45
Yealmpton Primary School	(9)	3
WeST Central Services	<u>119</u>	<u>111</u>
	<u>901</u>	<u>(304)</u>

All of the schools with in-year deficits had sufficient reserves to cover these except Callington Community College and South Dartmoor Community College. The Trust inherited the deficits from both schools when they joined the Trust and continues to work closely with their leadership teams on business recovery plans. In fact Callington Community College actually made an in-year surplus of £89,000 but TLI facing extremely difficult trading conditions made its first in-year deficit since being part of the Trust of £233,000 which included £70,000 of re-structuring costs necessary to enable TLI to trade sustainably next year in the wake of falling Higher Education student numbers. South Dartmoor would also have delivered an in-year surplus where it not for a £187,000 contribution made to capital from revenue in order to fund essential building works on boilers, IT equipment, the 3G pitch and its classrooms.

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Staff cost expenditure increased by £13,318,000 to £54,244,000 (including agency supply but excluding a £2,827,000 FRS 102 adjustment (2019: £2,229,000)). This reflects both the growth of the Trust and the higher national pay increases referred to above including the full impact of the significant increase in employer contributions to teachers' and LGPS pensions. This payroll bill represented 82.7% of total expenditure excluding GAG capital transfers (2019: 79.3%) reflecting the impact of the pay settlements on the Trust coupled by the additional redundancy costs incurred as a result of the TLI restructure, and the overall lower non-staff cost base due to the pandemic.

This year WeST received £3,141,359 (2019: £1,946,227) of SCA capital income of which £760,636 (2018: £843,915) had been spent by the year end, together with a further £777,855 of previous year's funding resulting in a total spend in the year of £1,538,491 of SCA funding. Other capital income receipts during the year were from the following sources:

- £285,000 devolved capital from the ESFA
- £16,000 of other ESFA grants including Pupil Premium and the Post 16 bursary used to purchase IT and other equipment for students;
- £8,000 from Local Authorities;
- £59,000 from other bodies including the £30,000 from the Savoy Trust at Hele's and an £11,000 RPA insurance claim at Plympton St Maurice Primary for new pipework; and contributions from school Parent Teacher Associations such as £4,904 from Holbeton PTA towards a trim trail and £5,960 from Stowford PTA towards laptops; and
- a combined capital transfer from GAG reserves of £356,000.

This capital income was spent as follows:

- £820,000 on buildings including £483,000 spent on completing the new hall build at Boringdon which had begun prior them joining the Trust, and £26,000 on completion of a CIF boiler project at Glen Park, £86,000 on roof works at Plymstock, £15,000 on the driveway at Plympton St Maurice and £50,000 on fencing at Woodford;
- £257,000 on furniture and equipment including £66,000 on fire-doors at Ivybridge, £64,000 refurbishment in the Maths and English block at South Dartmoor, and £26,000 on a new outdoor canopy at Coombe Dean;
- £693,000 on plant and machinery including £60,000 resurfacing works on the East Quad at Hele's, £140,000 on the 3G pitch and £80,000 on boiler works at South Dartmoor, a further £208,000 on the 3G pitch at Callington and £33,000 on boiler works at Plympton St Maurice, £18,000 on fire alarm works at Glen Park, and £15,000 on a trim trail at Sherford;
- £588,000 on IT equipment such as £54,000 at Ivybridge, £22,000 at South Dartmoor, £20,000 at Oreston and £32,000 at Plymstock and £27,000 at Heles together with £21,000 at Stowford, £20,000 at Wembury and £15,000 at Woodlands Park (all including teacher laptops). In addition £72,000 was spent on a server upgrade at Hele's and £74,000 on a similar upgrade at Callington; and
- £605,000 on assets under construction of which £123,000 relates to the tennis dome and £73,000 to the food technology refurbishments at Heles, £65,000 relates to a canteen refurbishment and £89,000 of roof works both at Ivybridge, £11,000 to a pupil toilet block refurbishment at Oreston, £73,000 to fire safety work at Plymstock, £43,000 to replacement pipework at Plympton St Maurice, £54,000 to boiler works at Stowford and £25,000 to the new modular classroom project at Wembury.

After allowing for the £398,000 (2019: £150,000) of GAG transferred to capital, the Trust's income exceeded its expenditure by £901,000 (2019: deficit £304,000) and a further net £359,000 (2019: £41,000) of reserves were transferred in from the new schools. As a result carried forward restricted general funds at 31 August 2020 are £2,021,000 (2019: £1,416,000) and unrestricted general funds £4,092,000 (2019: £3,437,000) split between the schools as set out in note 19.

The South West has historically been under funded compared with other parts of the country, being some £400 per pupil below the national average. The increases to the minimum National Funding Formula levels in 2020/21 and 2021/22 (only for primaries) is welcome as it will address some of the imbalance in funding, but it is telling that all our schools will be funded at the national minimum funding level and our local authorities still remained significantly underfunded compared to the national average. In addition grants from the ESFA to fund increase in teachers' salaries do not cover the full cost, and

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the currently unfunded COVID costs in 2020/21 on cleaning materials, PPE, supply cover and additional support staff costs are already mounting towards £100,000. Accordingly this level of reserves is considered reasonable.

The net book value of fixed assets at 31 August 2020 increased by £38,533,000 to £156,251,000, with £39,436,000 transferred in from the new joining schools, £2,963,000 invested in new assets during the year as previously described less a depreciation charge of £3,866,000. The assets (which principally comprise of the leasehold and freehold land and buildings transferred to the Trust on conversion of its academies) are used predominantly to provide education and the associated support services to the Trust's students.

Net cash inflow for the year was £2,883,000 (2019: £193,000) leaving the Trust with cash funds of £13,088,000 at 31 August 2020. Trustees believe this to be a strong foundation on which to face the challenging financial outlook ahead.

Key financial policies adopted or reviewed during the year included the Scheme of Delegation and the individual school's Financial Procedures Manuals.

Reserves Policy

The trustees regularly review the reserve levels of the Trust as part of the management accounts reporting process and annually as part of its rolling 3 year budget setting process. The policy of the trustees is to maintain a level of reserves that is deemed adequate to provide a stable basis for the continuing activities of the Trust having regard to the principal risks identified below and the Trust's capital expenditure needs over the next few years, whilst ensuring that excessive funds are not accumulated.

The trustees' target for an ideal level of total reserves is one month of income. At 31 August 2020 the Trust held fund balances (excluding the fixed asset fund and pension fund) of £6,113,000 as set out in note 19 to the Financial Statements, including unrestricted funds of £4,092,000. Although this balance is above the total reserves target in the year of £5,572,000, the trustees are satisfied that these reserves are adequate for the Trust's continuing activity given its working capital requirements, its capital expenditure plans and the increased financial risks and uncertainties outlined below.

Investment Policy

The Trust has no investments other than cash balances. In the event that surplus funds are available which are not required for immediate working capital use in the day to day running of the Trust, these funds are invested in term bank deposits of up to twelve months with the Trust's bankers having due regard to the liquidity requirements of the Trust.

Principal Risks and Uncertainties

The trustees constantly monitor risks and uncertainties facing the Trust in accordance with the risk management procedures recommended in the Academies Financial Handbook. The Trust Board and the Local Governing Boards have an established pattern for assessing and managing risk. They have a robust system for monitoring the activities of the Trust collectively and each individual school. A diarised meeting structure, agendas and minutes support a clear accountability framework.

The Audit Committee reviews potential risks each term, assessing the likelihood of occurrence and identifying means of mitigating or transferring the risks where possible taking into account the costs relative to the potential benefits. This review is informed by reports from the Trust's Executive Leadership Team on actions to mitigate risk and changes in the risk environment. Amongst the most important strategic risks identified at present are:

- the impact of the coronavirus pandemic on the Trust's ability to deliver a rich and diverse curriculum to all its students. All Trust staff continue to work tirelessly to provide high quality teaching and learning both on-site and remotely during these challenging times investing significantly in its IT infrastructure and hardware to support this;

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- the Trust's ability to maintain facilities, key operating infrastructure and its school improvement plans at the existing levels without schools going into deficit given the combination of:
 - the minimum funding levels set out in the DfE's National Funding Formula proposals which will not be fully pass-ported to our primary schools until 2021/22;
 - increasing cost pressures including pay settlements particularly for support staff. Whilst recent grants have been provided to cover some of the increases in teachers' pay and pensions, there have been no such grants to cover significant increases in support staff pay and pension settlements; and
 - significant increased costs already being incurred in 2020/21 to deliver a return to on-site, safe and socially distanced education whilst still in the grips of the pandemic. As yet the extent to which these costs will be funded by the ESFA if at all remains unclear.
- the impact that a cyber attack, virus, corruption of data or similar information security breach could have on the Trust's operations and reputation. Following a Ransomware attack at Hele's School in July 2019 which although successfully contained by the Trust did cause disruption and some loss of data, two further attacks were prevented by the Trust at Callington and Ivybridge during 2019/20. Specific internal audit work will be undertaken in 2020/21 to give trustees assurance of the effectiveness of the improved measures already taken and to identify whether further enhancements are necessary;
- the Trust's individual academies coming under threat by other local schools merging with larger, potentially more competitive trusts as the consolidation of the education sector continues in the South West;
- mitigating against a potential health and safety breach at any one of the Trust's academies particularly given the heightened risk presented by the pandemic. WeST appointed a Trust-wide Health and Safety Manager in the summer 2020 in order to help manage this risk further;
- adequate succession planning to mitigate against the loss of a key member of staff for any reason including coronavirus;
- a related party transaction not being properly identified or reported by one of the academies due to the growing complexity of the Trust's business;
- the impact of an unfavourable Ofsted on any of the WeST academies particularly given the new, more challenging Ofsted framework introduced in September 2019; and
- a GDPR breach requiring the intervention of the Information Commissioner's Office particularly given the need for more staff and students to work remotely at the current time.

In terms of specific financial risk:

- at the year end, the Trust had limited exposure to trade or other debtors, or to its on-going liquidity although as the Trust grows so this risk increases;
- the Trust has 'inherited' a deficit of £48,075,000 at 31 August 2020 (2019: £27,665,000) relating to the Local Government Pension Scheme. Full details are set out in Note 29 to the financial statements. However, Parliament agreed with effect from 18 July 2013, at the request of the Secretary of State for Education, to a guarantee that in the event of an academy closure outstanding Local Government Pension Scheme liabilities would be met by the DfE;
- Callington's student roll has been falling since 2014/15 and is projected to continue to do so for several more years to come whilst larger year groups of 200+ students are replaced with more sustainable year 7 in-takes of 150-180. Sixth form numbers have also reduced significantly, although they are now beginning to rise again. South Dartmoor has also experienced a significant decline in numbers following its disappointing 'Requires Improvement' Ofsted inspection in March 2018 and subsequent financial problems prior to joining the Trust. Managing the resultant decline in GAG funding and other income whilst driving school improvement will be a key challenge at these two academies;
- the continued uncertainty over government funding for education. This had appeared to be moving in the right direction with confirmed increases in the minimum National Funding Formula levels for both primary and secondary schools in 2020 and 2021, only to be put in doubt again as the cost of the pandemic soars. The ESFA has already announced grants such as the year 7 catch-up funding has ended and planned increases in teachers' pay settlements may have to be deferred, with no clarity as yet as what financial help schools will receive for the significant exceptional coronavirus costs already being incurred in 2020/21;

Westcountry Schools Trust

Trustees' Report for the year ended 31 August 2020

- TLI has been facing up to a national decline in student numbers for several years and had begun to diversify its offering in a competitive market place. It had started delivering foundation degrees for Newman University since 2018/19, had been developing its apprenticeship offering whilst growing its SCITT operation working in partnership internally with Plymstock School and externally with Broadstone Teaching School in Poole. However a voluntary redundancy process had to be run this summer to streamline its operations in the even more challenging times post pandemic which is particularly impacting on student up-take and the growth of apprenticeship business opportunities; and
- potential changes in Government funding models for higher education which may either limit access to TLI's undergraduate courses or reduce further the financial support for participants on these courses.

Overall in the opinion of the trustees, the Trust has implemented appropriate and effective systems, procedures and internal controls (including the financial controls set out in the Statement of Internal Control) to allow the risks it has identified to be managed or mitigated to an acceptable level to ensure the Trust's ambitions can be delivered at present.

Fundraising

Westcountry Schools Trust does not fundraise directly with the public. There are Parent Teacher Associations in the primaries and at Hele's School which raise funds for their individual schools by running events in their school and/or local community.

The Trust does however apply for available grants where possible such as the Savoy Trust grant secured by Hele's to part fund the refurbishment of its food technology suites. The PTAs also continue to support the schools including the two capital donations received at Holbeton and Stowford as previously noted.

Streamlined Energy and Carbon Reporting

As a large company that consumes more than 40,000 KWh of energy per annum, the Trust continues to carefully monitor, and where possible improve, its energy efficiency. It is still in the process of instigating an appropriate recording system to quantify data from its transport fuel usage, but details of its UK energy use and associated greenhouse gas emissions relating to gas and purchased electricity during the period 1 April 2019 to 31 March 2020 were as follows:

Energy consumption used to calculate emissions in kWh:

Gas	8,029,553
Electricity	<u>2,722,786</u>
Total energy consumption in kWh	<u>10,752,339</u>

Emissions in metric tonnes CO2e:

Gas consumption	1,357.29
Purchased electricity	<u>680.88</u>
Total gross emissions in metric tonnes CO2e	<u>2,038.17</u>

Intensity ratio

Tonnes CO2e per pupil	0.16
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Westcountry Schools Trust

Trustees' Report for the year ended 31 August 2020

Quantification and Reporting Methodology

The Trust has followed the 2019 HM Government Environmental Reporting Guidelines for gas and electricity consumption. It has also used the GHG Reporting Protocol – Corporate Standard and has used the 2020 UK Government's Conversion Factors for Company Reporting.

Intensity measurement

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

Measures taken to improve energy efficiency

The Trust continues to take every opportunity to improve its energy efficiency when undertaking any refurbishment work on its premises such as installing LED lighting where possible, improving roof installation, upgrading boilers with new more energy efficient replacements and replacing single glazed steel windows with new double glazed PVC alternatives. During lockdown extensive use of video conferencing technology for staff meetings was used which continues to be promoted post lockdown to reduce the need for travel between sites.

Plans for Future Periods

Key plans for the future periods include:

- as the size of the Trust has grown, carefully adapt the Trust's operating model to that of a hub structure. Within the hub model, align both the school improvement function and business operations;
- further develop the work of the Trust with measured growth in line with its principles of geographical proximity within Devon and Cornwall;
- grow and enhance the Trust's central school improvement function including the appointment of a Director of Maths and an Assistant Director of Primary School Improvement;
- continue to support the Head teacher/Principals at Buckfastleigh Primary, Callington Community College, Coombe Dean and South Dartmoor Community College on their school improvement journeys towards at least Good Ofsted judgements whilst managing the financial pressures arising from reduced pupil numbers at these schools;
- continue to play a strategic role alongside the Teaching Schools Council and RSC office in supporting improvements in outcomes in Devon and Cornwall;
- as a strategic partner in the Teaching School Hub test and learn pilot, support professional development and outreach work;
- carefully manage the planned growth in student numbers at Plymstock School. This includes investing in additional education facilities, building capacity in the leadership team and ensuring the teaching profile meets curriculum need;
- Heles School has continued to grow with an upward shift in PAN to 240. The Trust will need to carefully support Hele's School as it transitions to a 1,440 student operating platform over the next 3 years;
- support Woodlands Park Primary School as it seeks to move to a PAN of 60;
- consolidate the successful opening of Sherford Vale School; supporting its drive towards outstanding educational provision for the new town and growth to a two form entry primary school;
- work alongside Plymouth City Council to secure the successful, seamless relocation of Dunstone Primary School into the new development at Saltram Meadows;
- continue to support the work of the TLI inherited from Callington and strengthen our relationship with the University of Worcester in the delivery of undergraduate foundation degrees whilst exploring diversification opportunities with new partners such as Newman University where appropriate;
- support our School Direct provision for Initial Teacher Training (ITT) which is provided in partnership with Exeter University. National teacher recruitment is a significant concern and enrolled numbers are below target. It is imperative to see an increase in ITT uptake;
- prepare for a potential Ofsted MAT inspection in the next two years; and

Westcountry Schools Trust

Trustees' Report for the year ended 31 August 2020

- support all Trust schools delivering high quality education within the restrictions and confines imposed on its delivery by the on-going coronavirus pandemic.

Funds held as Custodian Trustee on behalf of others

The Trust does not hold any funds on behalf of others.

Auditor

In so far as the trustees are aware:

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

Approved by order of the members of the Board of trustees on ...27/01/2021... and signed on its behalf by:



Mr J Grafton
Chair of Trustees

Westcountry Schools Trust

Governance Statement

Scope of Responsibility

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

The Board of trustees has delegated the day-to-day responsibility to Mr R Haring, as Accounting Officer, for ensuring financial controls conform to the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreements between Westcountry Schools Trust and the Secretary of State for Education. He is 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. The Board of trustees sets strategic direction for the Trust as a whole and monitors its progress and performance against its aims. It works through the CEO as Accounting Officer and the other dedicated committees. The Board of trustees has formally met ten times during the year. Attendance at meetings during the year was as follows:

	Number of meetings	Out of a possible
I Grafton	9	10
J Agnew	3	3
C Atkinson	9	10
A Croney	2	4
C Farrin	7	10
A Flay	7	10
T Godwin	8	10
S Jenkins	10	10
A Newall	9	10
M Pollard	8	10
M Saltern	10	10
S Scott	9	10
P Tuckett	9	10
R Wood	7	10

At the start of the year Mr K Bunt resigned as a trustee and was replaced by Mr J Agnew who subsequently also resigned in March 2020, both for personal reasons. Mr A Croney was appointed in June 2020 filling the vacancy created by the resignation of Mr J Agnew.

Westcountry Schools Trust

Governance Statement

The Finance Committee is a sub-committee of the main Board of trustees. Its purpose is to provide strategic leadership and planning in line with the Trust Board's objectives for all financial and funding matters including budget setting and to monitor the Trust's expenditure and financial systems. The Finance Committee receives reports from the Accounting Officer and the Chief Financial Officer. It contains both trustee and local governor representation and meets at least once per school term. Attendance at meetings during the year by trustees was as follows:

	Number of Meetings	Out of a possible
C Atkinson (Chair)	4	4
J Agnew	1	2
A Flay	3	4

The Audit Committee is also a sub-committee of the main Board of trustees. Its purpose is to provide assurance over the suitability of, and compliance with, the financial systems and controls and the Trust's management of risk. Again it contains trustee and local governor representation, and receives reports from the Chief Executive Officer, the Chief Financial Officer and the Estates Director. Attendance by trustees at meetings during the year was as follows:

	Meetings attended	Out of a possible
C Farrin	4	5
S Scott	5	5
P Tuckett (Chair)	5	5

The Estates Committee is the third sub-committee of the main Board of trustees, responsible for the deployment of School Condition Allocation capital funding, and considering premises related issues including estate management and health and safety. During the year it received reports from the Chief Executive Officer and the Estates Director. Like the other sub-committees, it contains trustee and local governor representation. Attendance by trustees at meetings during the year was as follows:

	Meetings attended	Out of a possible
M Pollard (Chair)	4	5
M Saltern	1	1
P Tuckett	4	5
A Newall	1	4

The Human Resources Committee is another sub-committee of the main Board of trustees. Its purpose is to provide strategic leadership and planning in line with the Trust Board's objectives for all staffing matters including policies and procedures, national pay awards, staff welfare and employment law implications. It receives reports from the Accounting Officer and the Director of Human Resources. It met three times during the year at which attendance by trustees was as follows:

	Meetings attended	Out of a possible
M Saltern (Chair)	3	3
R Wood	1	3
C Farrin	0	1

Westcountry Schools Trust

Governance Statement

The Remuneration Committee meets at least once per year to review performance management issues and associated pay awards including pay awards for the Chief Executive Officer and other senior employees. Attendance by trustees at meetings during the year was as follows:

	Meetings attended	Out of a possible
C Farrin	2	2
I Grafton (Chair)	2	2
M Saltern	1	2

The Education Standards Committee is the other sub-committee of the main Board of trustees. Its purpose is to monitor the effectiveness of actions put in place to ensure academies in the Trust set and maintain the highest possible educational standards, making where appropriate recommendations to the Board of improvements required to deliver the aspirational standards of every school in the Trust. It receives reports from the Chief Executive Officer, the Executive Primary Principal and the Directors of Primary and Secondary School Improvement respectively. Like the other sub-committees, it contains trustee and local governor representation, and Principals and Head Teachers can also attend. Attendance by trustees at meetings during the year was as follows:

	Meetings attended	Out of a possible
K Bunt	1	1
C Farrin (Chair)	4	4
S Jenkins	4	4
A Newall	1	2

Review of Value for Money

As Accounting Officer during the financial year the CEO of the Trust has responsibility for ensuring that it delivers good value in the use of public resources. The Accounting Officer understands that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

The Accounting Officer considers how the Trust's use of its resources has provided good value for money during each academic year and reports to the Board of trustees where value for money can be improved, including the use of benchmarking data where available. This year the Trust continued to use the Integrated Curriculum Financial Planning benchmarking exercise particularly for its secondary schools as part of its continuous drive for improved cost efficiencies.

Examples of how the Accounting Officer for the Trust has delivered improved value for money during the year include:

- securing grant funding where possible such as the £2.5 million of s106 capital monies secured from Local Authorities to invest in its Plymstock School and Wembury Primary sites, the Savoy Trust grant previously mentioned that is contributing to the £73,000 improvement of food technology facilities at Heles, or a Trust Capacity Fund grant secured from the ESFA that helped fund the appointments of a Trust-wide Director of English, Director of Inclusion and IT Strategy and a well-being staff survey together with school improvement materials at both primary and secondary level;
- continuing to bring services in-house that save external costs but add capacity to the Trust. TLI for example has become a registered apprenticeship provider meaning the Trust can invest in for instance Teaching Assistant and Higher Level Teaching Assistant apprenticeships internally funded by its own apprenticeship levy contributions, but also offer the service externally. In 2019/20 TLI generated income of £41,000 from such apprenticeship work which is budgeted to grow significantly in 2020/21; and
- re-organising internal service delivery to achieve more capacity for the same or less cost. So for example the Trust's secondary schools have been reviewing their pastoral support staffing models

Westcountry Schools Trust

Governance Statement

reducing the amount of time spent on this by teachers releasing more of their time back into the classrooms allowing a significant increase in the hours of specialist pastoral support administrators achieving improved efficiency and better outcomes

Next year the Trust is keen to increase procurement savings from economies of scale and volume discounts with particular focus on premises and other operational expenditure.

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 WeST 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. This system of internal control has been in place in WeST for the year ended 31 August 2020 and up to the date of approval of the annual report and financial statements.

Capacity to Handle Risk

The Board of trustees has reviewed the key risks to which the WeST 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 ending 31 August 2020 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of trustees working through the Audit Committee.

The Risk and Control Framework

The Trust's system of internal financial control is based on a framework of regular management information and administrative procedures and a system of delegation and accountability that includes:

- a financial scheme of delegation that informs the Trust's financial policies and procedures;
- comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the Board of trustees;
- regular reviews by the Finance Committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes;
- setting targets to measure financial and other performance;
- clearly defined purchasing (asset purchase or capital investment) procedures;
- delegation of authority and segregation of duties;
- identification and management of risks; and
- the work of the Audit Committee including the internal audit reports.

The Board of trustees has considered the need for a specific internal audit function and decided to appoint RSM Risk Assurance Services LLP as internal auditor during the financial year 2019/20. The internal auditor's role includes giving advice on matters of potential risk financial or otherwise and performing an agreed audit plan to evaluate the Trust's management of such risk reporting its findings to the Audit Committee on the operation of the systems of control and on the discharge of the Board of trustees' financial responsibilities. In the Autumn the Trust commissioned a review of its Single Central Record procedures and related safeguarding issues from an experienced former Local Authority Designated Officer. His reports on individual schools gave reassurance on regulatory compliance which was subsequently corroborated by Ofsted visits at Callington, Ivybridge, Chaddlewood, Plympton St Maurice and Oreston.

At the same time the Audit Committee agreed a plan of works with RSM for the spring and summer terms based on its appraisal of risk. Concerns over the coronavirus pandemic and subsequent lockdown meant this audit plan had to be scaled back and re-appraised. Of the original plan, only the review of governance and risk management arrangements was completed. The report concluded that

Westcountry Schools Trust

Governance Statement

overall the Trust's governance and risk management maturity was developing and made eight medium/low rated recommendations which the Trust is now considering.

An additional review was commissioned from RSM outside of the original plan in response to COVID 19 which reviewed the Trust's handling of the arrangements during lockdown and for the re-opening of schools in June 2020. This report reassured trustees that the Trust's toolkit provided guidance to school head-teachers, with Trust wide reporting to monitor the progress of each educational setting; and that there had been communication between the Trust, pupils, parents, staff and trade unions to inform stakeholders as the pandemic situation evolved. Overall the report was very positive, which was subsequently supported by an HSE review of arrangements at Callington Community College.

Review of Effectiveness

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


- the work of the internal auditor;
- the work of the external auditor;
- the financial management and governance self-assessment process;
- the work of the executive managers within the Academy Trust who have responsibility for the development and maintenance of the internal control framework.

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

Approved by order of the members of the Board of trustees on 27/01/2021 and signed on its behalf by:



Mr J Grafton
Chair of Trustees



Mr R Haring
Accounting Officer

Westcountry Schools Trust

Statement on Regularity, Propriety and Compliance

As Accounting Officer of Westcountry Schools Trust I have considered my responsibility to notify the Academy Trust Board of trustees and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of funding received by the academy trust, under the funding agreements in place between Westcountry Schools Trust and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academies Financial Handbook 2019.

I confirm that I and Westcountry Schools Trust Board trustees are able to identify any material irregular or improper use of funds by the Academy Trust, or material non-compliance with the terms and conditions of funding under the Academy Trust's funding agreement and the Academies Financial Handbook 2019.

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



Mr R Haring
Accounting Officer

Date: 27 January 2021

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Westcountry Schools Trust

Statement of Trustees' Responsibilities

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

Company law requires the trustees to prepare financial statements for each financial year. Under company law the trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the charitable company and of its incoming resources and application of resources, including its income and expenditure, for that 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 in the Charities SORP 2019 and the Academies Accounts Direction 2019 to 2020;
- make judgements and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

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

The trustees are responsible for ensuring that in its conduct and operation the charitable company applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from the ESFA/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 on 27/01/2021 and signed on its behalf by:



Mr J Grafton
Chair of Trustees

Westcountry Schools Trust

Independent Auditor's Report on the Financial Statements to the members of Westcountry Schools Trust

Opinion

We have audited the financial statements of Westcountry Schools Trust (the 'Academy') for the year ended 31 August 2020, which comprise the Statement of Financial Activities incorporating Income and Expenditure Account, Balance Sheet, Statement of Cashflows, and Notes to the Financial Statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland" (United Kingdom Generally Accepted Accounting Practice).

In our opinion the financial statements:

- give a true and fair view of the state of the Academy's affairs as at 31 August 2020 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, the Charities SORP 2019 and the Academies Accounts Direction 2019 to 2020; and
- have been prepared in accordance with the requirements of the Companies Act 2006.

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 UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

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

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

Other information (covers the Reference and Administrative Details, the Directors' Report and Strategic Report and the Governance Statement)

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

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

We have nothing to report in this regard.

Westcountry Schools Trust

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

Opinion on other matter 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 Strategic Report and Trustees' Report for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the Strategic Report and Trustees' 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 company and its environment obtained in the course of the audit, we have not identified material misstatements in the Strategic Report and Trustees' Report.

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

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

Responsibilities of Trustees

As explained more fully in the Statement of Trustees' Responsibilities (set out on page 41), the Trustees are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the 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.

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.

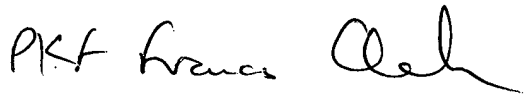
Westcountry Schools Trust

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

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's Members as a body, for our audit work, for this report, or for the opinions we have formed.

Sharon Austen FCCA (Senior Statutory Auditor)
PKF Francis Clark, Statutory Auditor
Sigma House
Oak View Close
Edginswell Park
Torquay
TQ2 7FF



Date...28 January 2021

Westcountry Schools Trust

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

In accordance with the terms of our engagement letter dated 8 October 2020 and further to the requirements of the Education & Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2019 to 2020, we have carried out an engagement to obtain limited assurance about whether, the expenditure disbursed and income received by Westcountry Schools Trust during the period 1 September 2019 to 31 August 2020 have been applied to the purposes identified by Parliament and the financial transactions conform to the authorities which govern them.

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

Respective responsibilities of Westcountry Schools Trust's Accounting Officer and the reporting Accountant

The Accounting Officer is responsible, under the requirements of Westcountry Schools Trust's funding agreement with the Secretary of State for Education dated 1 April 2011 and the Academies Financial Handbook, extant from 1 September 2019, for ensuring that expenditure disbursed and income received is applied for the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

Our responsibilities for this engagement are established in the United Kingdom by our profession's ethical guidance and are to obtain limited assurance and report in accordance with our engagement letter and the requirements of the Academies Accounts Direction 2019 to 2020. 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 from 1 September 2019 to 31 August 2020 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 Academies Accounts Direction 2019 to 2020 issued by ESFA. We performed a limited assurance engagement as defined in our engagement letter.

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

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

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

The work undertaken to draw to our conclusion includes:

- Inspection and review of documentation providing evidence of governance procedures
- Evaluation of the system of internal controls for authorisation and approval
- Performing substantive tests on the relevant transactions

Westcountry Schools Trust

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

Conclusion

In the course of our work, nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the year from 1 September 2019 to 31 August 2020 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.



Sharon Austen FCCA

PKF Francis Clark, Chartered Accountants

Sigma House

Oak View Close

Edginswell Park

Torquay

TQ2 7FF

Date: 28 January 2021

Westcountry Schools Trust

Statement of Financial Activities for the Year Ended 31 August 2020 (Including Income and Expenditure Account)

	Note	Unrestricted Funds £ 000	Designated Fixed Asset Funds £ 000	Restricted General Funds £ 000	Restricted Fixed Asset Funds £ 000	Total 2020 £ 000
Income and endowments from:						
<i>Donations and capital grants</i>	2	-	-	96	3,509	3,605
<i>Transfers of existing academies</i>	33	536	-	(11,565)	40,207	29,178
<i>Charitable activities:</i>						
Funding for the Trust's educational operations	3	1,664	-	64,394	-	66,058
<i>Other trading activities</i>	4	617	-	-	-	617
<i>Investments</i>	5	58	-	-	-	58
<i>Other income</i>	6	31	-	-	-	31
Total		2,906	-	52,925	43,716	99,547
Expenditure on:						
<i>Raising funds</i>		565	-	97	-	662
<i>Charitable activities:</i>						
Trust's educational operations	8	1,686	51	66,713	3,815	72,265
Total	7	2,251	51	66,810	3,815	72,927
Net income(expenditure)		655	(51)	(13,885)	39,901	26,620
Transfers between funds		-	-	(398)	398	-
Actuarial (losses)/gains on defined benefit pension schemes	29	-	-	(5,522)	-	(5,522)
Net movement in funds/(deficit)		655	(51)	(19,805)	40,299	21,098
Reconciliation of funds						
Total funds/(deficit) brought forward at 1 September 2019		3,437	1,126	(26,249)	118,165	96,479
Total funds/(deficit) carried forward at 31 August 2020		4,092	1,075	(46,054)	158,464	117,577

Westcountry Schools Trust

Statement of Financial Activities for the Year Ended 31 August 2019 (Including Income and Expenditure Account)

	Note	Unrestricted Funds £ 000	Designated Fixed Asset Funds £ 000	Restricted General Funds £ 000	Restricted Fixed Asset Funds £ 000	Total 2019 £ 000
Income and endowments from:						
<i>Donations and capital grants</i>	2	-	-	120	2,741	2,861
<i>Transfers from local authority on conversion</i>		41	-	(8)	1,414	1,447
<i>Transfers of existing academies</i>		-	-	-	4,868	4,868
<i>Charitable activities:</i>						
Funding for the Trust's educational operations	3	2,195	-	48,240	-	50,435
<i>Other trading activities</i>	4	823	-	-	-	823
<i>Investments</i>	5	52	-	-	-	52
<i>Other income</i>	6	1	-	-	-	1
Total		3,112	-	48,352	9,023	60,487
Expenditure on:						
<i>Raising funds</i>		595	-	123	-	718
<i>Charitable activities:</i>						
Trust's educational operations	8	2,136	53	51,489	2,960	56,638
Total	7	2,731	53	51,612	2,960	57,356
Net income(expenditure)		381	(53)	(3,260)	6,063	3,131
Transfers between funds		-	-	(150)	150	-
Actuarial (losses)/gains on defined benefit pension schemes	29	-	-	(4,972)	-	(4,972)
Net movement in funds/(deficit)		381	(53)	(8,382)	6,213	(1,841)
Reconciliation of funds						
Total funds/(deficit) brought forward at 1 September 2018		3,056	1,179	(17,867)	111,952	98,320
Total funds/(deficit) carried forward at 31 August 2019		3,437	1,126	(26,249)	118,165	96,479

Westcountry Schools Trust
(Registration number: 07398467)
Balance Sheet as at 31 August 2020

	Note	2020 £ 000	2019 £ 000
Fixed assets			
Tangible assets	14	156,251	117,718
Current assets			
Stock	15	61	39
Debtors	16	3,215	1,615
Cash at bank and in hand		13,088	10,205
		16,364	11,859
Liabilities			
Creditors: Amounts falling due within one year	17	(6,770)	(5,222)
Net current assets		9,594	6,637
Total assets less current liabilities		165,845	124,355
Creditors: Amounts falling due after more than one year	18	(193)	(211)
Net assets excluding pension liability		165,652	124,144
Defined benefit pension scheme liability	29	(48,075)	(27,665)
Total net assets		117,577	96,479
Funds of the Academy Trust:			
Restricted funds			
- Restricted income fund	19	2,021	1,416
- Fixed asset fund	19	158,464	118,165
- Pension reserve	19	(48,075)	(27,665)
		112,410	91,916
Unrestricted income funds			
- General fund	19	4,092	3,437
- Designated fund	19	1,075	1,126
		5,167	4,563
Total funds		117,577	96,479

The financial statements on pages 47 to 82 were approved by the trustees, and authorised for issue on
..... and signed on their behalf by:

27/01/2021

Mr I Grafton, Chair of Trustees

Westcountry Schools Trust

Statement of Cash Flows for the Year Ended 31 August 2020

	Note	2020 £ 000	2019 £ 000
Cash flows from operating activities			
Net cash provided by operating activities	23	201	123
Cash flows from/(used in) investing activities	25	604	(48)
Cash flows (used in)/from financing activities	24	(228)	68
Cash transferred on conversion		-	53
Cash transferred on existing academies		2,306	-
		<hr/>	<hr/>
Change in cash and cash equivalents in the reporting period		2,883	196
		<hr/>	<hr/>
Cash and cash equivalents at 1 September 2019		10,205	10,009
		<hr/>	<hr/>
Cash and cash equivalents at 31 August 2020	26	13,088	10,205
		<hr/> <hr/>	<hr/> <hr/>

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

1 Accounting Policies

Statement of accounting policies

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

Basis of preparation

The financial statements of the Academy Trust, which is a public benefit entity under FRS 102, have been prepared under the historical cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2019 to 2020 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

Transfer of existing academies into the Trust

Where assets are received on the transfer of an existing academy into the Trust, the transferred assets are measured at fair value and recognised in the balance sheet at the point when the risks and rewards of ownership pass to the Trust, which is on signing of the transfer agreement with the transferring trust. An equal amount of income is recognised for the transfer of an existing academy into the Trust within Donations and capital grant income. Further details of the transactions are set out in note 33.

Going concern

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

Income

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

Grants

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

General Annual Grant is recognised in full in the Statement of Financial Activities in the year for which it is receivable and any abatement in respect of the period is deducted from income and recognised as a liability. Capital grants are recognised when there is entitlement and are not deferred over the life of the asset on which they are expended. Unspent amounts of capital grant are reflected in the balance in the restricted fixed asset fund.

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

1 Accounting Policies (continued)

Sponsorship income

Sponsorship income provided to the Academy Trust which amounts to a donation is recognised in the Statement of Financial Activities in the period in which it is receivable (where there are no performance-related conditions), where the receipt is probable and it can be measured reliably.

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.

Other income

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

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.

All resources expended are inclusive of irrecoverable VAT.

Expenditure on raising funds

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

Charitable activities

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

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

1 Accounting Policies (continued)

Tangible fixed assets

Assets costing £1,000 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. Where assets comprise of two or more components that have substantially different lives (e.g. a boiler or a roof) these are listed separately on the fixed asset register and consequently depreciated over the individual components useful economic life.

Depreciation is provided on all tangible fixed assets other than freehold land, at rates calculated to write off the cost of each asset on a straight line basis over its expected useful lives, per the table below.

Asset class	Depreciation method and rate
Freehold buildings	Between 10 and 50 years
Long leasehold	Between 10 and 50 years
Furniture and equipment	Between 5 and 25 years
Plant and machinery	Between 5 and 25 years
Computer equipment	3 years
Motor vehicles	4 -5 years

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

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

Liabilities

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

Provisions

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

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

Leased assets

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

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

1 Accounting Policies (continued)

Financial Instruments

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

Financial assets - trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 16. Prepayments are not financial instruments. Amounts due to the charity's wholly owned subsidiary are held at face value less any impairment.

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 17 and 18. 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.

Stock

Unsold uniform, catering and stationery stocks are valued at the lower of cost or net realisable value.

Taxation

The Academy Trust is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes.

Accordingly, the Academy Trust is potentially exempt from taxation in respect of income or capital gains received within categories covered by Chapter 3 Part 11 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

Pension benefits

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

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the Academy Trust in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary on the basis of quadrennial valuations using a prospective unit credit method. As stated in the notes to the financial statements, the TPS is a multi-employer scheme and there is insufficient information available to use defined benefit accounting. The TPS is therefore treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

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

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

1 Accounting Policies (continued)

Fund accounting

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

Restricted fixed asset funds are resources which are to be applied to specific capital purposes imposed by 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 Education and Skills Funding Agency/Department for Education.

Critical accounting estimates and areas of judgement

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

Critical accounting estimates and assumptions

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

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost (income) for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 29 will impact the carrying amount of the pension liability. Furthermore a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2019 has been used by the actuary in valuing the pensions liability at 31 August 2020. 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.

The academy trust obtains use of fixed assets as a lessee. The classification of such leases as operating or finance lease requires the trust to determine, based on an evaluation of terms and conditions of the arrangements, whether it retains or acquires the significant risks and rewards of ownership of these assets and accordingly whether the lease requires an asset and liability to be recognised in the Balance Sheet.

The academy trust acts as an agent in distributing School Centred Initial Teacher Training (SCITT) bursary funds from National College for Teaching & Leadership (NCTL), and in distributing 16-19 bursary funds from ESFA. Funds received from NCTL and ESFA and subsequent disbursements to students are excluded from the Statement of Financial Activities as the academy trust does not have control over the charitable application of funds. The funds received and paid and any balances held are disclosed in note 31.

2 Donations and capital grants

	Unrestricted funds £ 000	Restricted funds £ 000	Total 2020 £ 000	Total 2019 £ 000
Capital grants	-	3,509	3,509	2,741
Other donations	-	96	96	120
	-	3,605	3,605	2,861

All the 2019 donations and capital grants income were restricted.

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

3 Funding for Academy Trust's educational operations

	Unrestricted funds £ 000	Restricted funds £ 000	Total 2020 £ 000	Total 2019 £ 000
DfE/ESFA revenue grants				
General Annual Grant	-	52,172	52,172	39,645
Rates Relief	-	270	270	221
Pupil Premium	-	2,262	2,262	1,733
Year 7 Catch Up Premium	-	93	93	87
PE Grant	-	253	253	151
UFSM Grant	-	595	595	282
Teacher Pay Grant	-	738	738	390
Teacher Pension Grant	-	2,095	2,095	-
NCTL Grants	-	5	5	8
Other DfE/ESFA Grants	-	495	495	140
	-	58,978	58,978	42,657
Other government grants				
SEN and support centre funding from LA	-	1,061	1,061	586
Pupil Premium from LA	-	60	60	-
LA Nursery Grants	-	355	355	357
Other LA Grants	-	157	157	308
Erasmus	-	6	6	176
SGO/ECORYS Grant	-	81	81	78
Student Loan Company	-	308	308	186
	-	2,028	2,028	1,691
Exceptional Government Funding				
Coronavirus Job Retention Scheme grant	-	192	192	-
Coronavirus exceptional support	-	7	7	-
	-	199	199	-
Other income from the Academy Trust's educational operations				
Catering	1,153	-	1,153	1,659
Staff secondment	30	13	43	22
Bus income	264	-	264	361
Educational trips and visits	-	453	453	1,171
Music tuition	59	-	59	112
Nursery	53	8	61	61
The Learning Institute	-	1,962	1,962	2,177
Arena/SGO/SSP	-	525	525	320
Other	105	228	333	204
	1,664	3,189	4,853	6,087
Total	1,664	64,394	66,058	50,435

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

3 Funding for Academy Trust's educational operations (continued)

Of the 2019 Funding for Academy Trust Educational operations income, £2,195,000 was unrestricted and £48,240,000 was restricted.

The Academy Trust has been eligible to claim additional funding in year from government support schemes in response to the coronavirus outbreak. The funding received is shown above under 'exceptional government funding' as follows:

- the funding received for coronavirus exceptional support covers £7,000 of hamper and free school meal voucher costs. These costs are included in notes 7 and 8 below as appropriate.
- the Trust furloughed some of its community sports centre, catering, bus driver, peripatetic music tutor, and before and after school club staff under the government's CJRS. The funding received of £192,000 relates to staff costs in respect of 104 staff which are included within note 9 below as appropriate.

4 Other trading activities

	Unrestricted funds £ 000	Restricted funds £ 000	Total 2020 £ 000	Total 2019 £ 000
Hire of facilities	299	-	299	327
School shop sales	83	-	83	104
External catering income	39	-	39	54
Other income	196	-	196	338
	<u>617</u>	<u>-</u>	<u>617</u>	<u>823</u>

All the 2019 other trading activities income was unrestricted.

5 Investment income

	Unrestricted funds £ 000	Total 2020 £ 000	Total 2019 £ 000
Short term deposits	58	58	52
	<u>58</u>	<u>58</u>	<u>52</u>

All of the 2019 investment income was unrestricted

6 Other income

	Unrestricted funds £ 000	Total 2020 £ 000	Total 2019 £ 000
Insurance proceeds	31	31	1
	<u>31</u>	<u>31</u>	<u>1</u>

All of the 2019 other income was unrestricted

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

7 Resources expended

	Non Pay Expenditure			Total 2020 £ 000	Total 2019 £ 000
	Staff costs £ 000	Premises £ 000	Other costs £ 000		
Expenditure on raising funds	415	43	204	662	718
Academy's educational operations					
Direct costs	44,109	3,866	4,447	52,422	40,889
Allocated support costs	12,457	3,071	4,315	19,843	15,749
	<u>56,981</u>	<u>6,980</u>	<u>8,966</u>	<u>72,927</u>	<u>57,356</u>

. Net incoming/outgoing resources for the year include:

	2020 £ 000	2019 £ 000
Operating leases	242	91
Depreciation	3,866	3,013
Fees payable to auditor for		
- Audit of the financial statements	33	26
- Other services	12	23
	<u>45</u>	<u>49</u>

8 Charitable activities – Academy Trust's educational operations

	Total 2020 £ 000	Total 2019 £ 000
Direct costs	52,422	40,889
Support costs	19,843	15,749
	<u>72,265</u>	<u>56,638</u>
Analysis of support costs		
Support staff costs	12,191	9,471
Technology costs	589	369
Premises costs	3,071	2,367
Other support costs	3,663	3,357
Governance costs	329	185
	<u>19,843</u>	<u>15,749</u>

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

9 Staff costs

Staff costs during the year were:

	Total 2020 £ 000	Total 2019 £ 000
Wages and salaries	40,537	31,656
Social security costs	3,931	3,051
Pension costs	11,652	7,422
	56,120	42,129
Agency supply staff costs	764	909
Staff restructuring costs	187	117
	57,071	43,155
Staff restructuring costs comprise:		
Redundancy payments	100	30
Severance payments	87	87
	187	117

Included in staff restructuring costs are non-statutory/non-contractual severance payments totaling £87,159 (2019: £86,738). Individually, the payments were £35,000, £14,667, £11,301, £8,033, £6,600, £3,254, £3,000, £2,730, £1,474, £581 and £519.

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

	2020 No	2019 No
Charitable Activities		
Teachers	676	577
Administration and support	854	680
Management	93	70
	1,623	1,327

The average headcount expressed as a full-time equivalent employed by the Trust during the year was as follows:

	2020 No	2019 No
Charitable Activities		
Teachers	574	464
Administration and support	603	434
Management	90	68
	1,267	966

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

9 Staff costs (continued)

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

	2020	2019
	No	No
£60,001-£70,000	22	11
£70,001-£80,000	8	7
£80,001-£90,000	3	3
£90,001-£100,000	2	2
£100,001-£110,000	2	1
£110,001-£120,000	3	1
£120,001-£130,000	1	-
£170,001-£180,000	1	1

Thirty seven (2019: 22) of the above employees participated in the Teachers' Pension Scheme, and five (2019: 3) of the above employees participated in the Local Government Pension Scheme. In 2019 one employee did not participate in either Scheme.

10 Key management personnel

The key management personnel of the academy trust comprise the trustees and the senior management team as listed on page 1. The total amount of employee benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the academy trust was £2,966,471 (2019: £1,888,144).

11 Central Services

Westcountry Schools Trust provided all the schools in the Trust (including the SCITT and TLI) with the following central services during the year:

- Educational school improvement support
- Governance and legal support
- Financial and business management
- Audit and accountancy
- Human resources support
- Estates management
- IT technical support

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

11 Central Services (continued)

Westcountry Schools Trust charges for these services on a flat 4.7% (2019: 4.4%) percentage basis of GAG. The actual amounts charged during the year were as follows:-

	2020 £000	2019 £000
Ashburton Primary School	20	-
Atrium Studio School	24	-
Boringdon Primary	69	-
Buckfastleigh Primary School	21	-
Callington Community College/TLI	338	298
Chaddlewood Primary School	66	-
Coombe Dean School	228	202
Dunstone Primary	36	32
Glen Park Primary	68	-
Hele's School	269	248
Holbeton School	12	11
Ivybridge Community College	536	480
Oreston Community Academy	65	56
Plympton St Maurice Primary School	35	-
Plymstock School	345	305
South Dartmoor Community College	154	-
Sherford Vale School	27	20
Stowford School	64	59
Wembury Primary School	34	32
Woodford Primary School	75	-
Woodlands Park Primary School	49	47
Yealmpton Primary School	29	28
	<hr/> 2,564	<hr/> 1,818

12 Trustees' remuneration and expenses

No employees of the Trust were trustees either in this or the previous financial year. Trustees did not receive any payments, other than expenses, from the Trust in respect of their role as trustees.

During the year ended 31 August 2020, travel and subsistence expenses totaling £1,008. (2019: £2,009) were reimbursed to one trustee (2019: one) funded by a National Leader of Governance grant.

Other related party transactions involving the trustees are set out in note 30.

13 Trustees' and officers' insurance

In accordance with normal commercial practice the Trust has purchased insurance to protect trustees, governors and officers from claims arising from negligent acts, errors or omissions occurring whilst on Trust business. The insurance provides cover up to £5,000,000 (2019: £5,000,000) on any one claim and the cost for the year ended 31 August 2020 was £1,591 (2019: £2,221).

The cost of this insurance is included in the total insurance cost.

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

14 Tangible fixed assets

	Freehold land and buildings £ 000	Leasehold land and buildings £ 000	Furniture and Equipment £ 000	Plant and Machinery £ 000	Computer Equipment £ 000	Motor Vehicles £ 000	Assets Under Construction £ 000	Total £ 000
Cost								
At 1 September 2019	44,538	76,583	2,721	2,370	2,080	122	111	128,525
Additions	87	733	257	693	588	-	605	2,963
Transfers	-	22	-	16	7	-	(45)	-
Transfers from existing academy	18,332	20,473	397	129	105	-	-	39,436
Disposals	-	-	-	-	-	(7)	-	(7)
At 31 August 2020	62,957	97,811	3,375	3,208	2,780	115	671	170,917
Depreciation								
At 1 September 2019	1,767	5,748	1,036	691	1,478	87	-	10,807
Charge for the year	1,010	1,789	374	285	395	13	-	3,866
Disposals	-	-	-	-	-	(7)	-	(7)
At 31 August 2020	2,777	7,537	1,410	976	1,873	93	-	14,666
Net book value								
At 31 August 2020	60,180	90,274	1,965	2,232	907	22	671	156,251
At 31 August 2019	42,771	70,835	1,685	1,679	602	35	111	117,718

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

15 Stock

	2020 £ 000	2019 £ 000
Books and stationery	51	27
Clothing	3	4
Catering	7	8
	<u>61</u>	<u>39</u>

16 Debtors

	2020 £ 000	2019 £ 000
Trade debtors	181	187
Prepayments	1,148	712
Accrued grant and other income	1,253	363
VAT recoverable	562	311
Other debtors	71	42
	<u>3,215</u>	<u>1,615</u>

17 Creditors: amounts falling due within one year

	2020 £ 000	2019 £ 000
Trade creditors	1,687	1,135
Other taxation and social security	964	743
Other creditors	274	470
Pension scheme creditor	1,039	621
Accruals	1,758	1,331
Deferred income	1,048	922
	<u>6,770</u>	<u>5,222</u>

	2020 £ 000	2019 £ 000
Deferred income at 1 September 2019	922	534
Resources deferred in the period	1,048	922
Amounts released from previous periods	(922)	(534)
	<u>1,048</u>	<u>922</u>

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

17 Creditors: amounts falling due within one year (continued)

At the balance sheet date the Academy Trust was holding grants received in advance for educational trips, universal infant free school meals (UIFSM), post 16 bursary, rates rebates, certain specific Local Authority grants, School Games Organiser funding and bus and music tuition income and other immaterial grants for the 2020/2021 academic year.

Included within other creditors falling due within one year is a loan of £0 (2019: £208,000) made to Callington Community College by the ESFA in September 2016 prior to it joining the Trust which was repaid in full in 2020. The ESFA provided the loan on the following terms: interest free, with re-payments due to commence from March 2019. Also included in these other creditors are 9 Salix loans (2019: 6) totaling £46,607 (2019: £39,832) made to schools by the ESFA as part of separate Condition Improvement Fund bids. These loans are provided interest free, repayable over up to eight years in equal bi-annual installments.

18 Creditors: amounts falling due after more than one year

	2020 £ 000	2019 £ 000
Other creditors	193	211
	<u>193</u>	<u>211</u>

Other creditors falling due in greater than one year of £193,000 (2019: £211,000) relates to the balance of the 9 Salix loans referred to in note 17 above.

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

19 Funds

	Balance at 1 September 2019 £ 000	Income £ 000	Expenditure £ 000	Gains, losses and transfers £ 000	Balance at 31 August 2020 £ 000
Restricted general funds					
General Annual Grant	200	51,985	(51,028)	(398)	759
Rates Relief	-	270	(270)	-	-
Pupil Premium	204	2,322	(2,234)	-	292
Year 7 Catch-Up funding	38	92	(81)	-	49
PE Grant	17	256	(184)	-	89
UIFSM	-	595	(595)	-	-
Teacher Pay Grant	-	738	(738)	-	-
Teacher Pension Grant	-	2,095	(2,095)	-	-
NCTL Grants	-	5	(5)	-	-
Other Government Grants	11	695	(694)	-	12
LA: Special Educational Needs	-	1,061	(1,061)	-	-
LA: Local Area Partnership	6	-	-	-	6
LA Nursery Grants	53	355	(281)	-	127
Other LA Grants	44	157	(146)	-	55
Erasmus	-	6	(4)	-	2
Teaching School	5	47	(31)	-	21
Training School	13	13	(9)	-	17
ECORYS SGO Grant	18	81	(88)	-	11
Educational trips and visits	27	453	(454)	-	26
Nursery Fund	22	8	(8)	-	22
The Learning Institute	638	1,962	(2,227)	-	373
SCITT	117	314	(286)	-	145
Arena/SGO/SSP	(8)	524	(527)	-	(11)
Other donations	9	96	(97)	-	8
Other restricted income	2	183	(167)	-	18
	<u>1,416</u>	<u>64,313</u>	<u>(63,310)</u>	<u>(398)</u>	<u>2,021</u>
Restricted fixed asset funds					
DfE/ESFA Capital Grants	15,711	10,668	(844)	-	25,535
Inherited LA Capital	96,758	32,649	(2,522)	-	126,885
Other LA Capital	1,030	61	(105)	-	986
Capital Expenditure from GAG	4,394	75	(305)	451	4,615
Unspent capital on conversion	-	107	-	-	107
Proceeds on sale of assets	-	15	-	-	15
Salix loan on transfer	-	(9)	-	(53)	(62)
Other Capital Grants	272	150	(39)	-	383
	<u>118,165</u>	<u>43,716</u>	<u>(3,815)</u>	<u>398</u>	<u>158,464</u>
Restricted pension funds					
Defined benefit pension liability	(27,665)	(11,388)	(3,500)	(5,522)	(48,075)
Total restricted funds	<u>91,916</u>	<u>96,641</u>	<u>(70,625)</u>	<u>(5,522)</u>	<u>112,410</u>

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

19 Funds (continued)

	Balance at 1 September 2019 £ 000	Income £ 000	Expenditure £ 000	Gains, losses and transfers £ 000	Balance at 31 August 2020 £ 000
Unrestricted funds					
Unrestricted general funds	3,437	2,906	(2,251)	-	4,092
Designated funds					
Unrestricted fixed asset funds	906	-	(51)	-	855
3G sinking fund	220	-	-	-	220
Total unrestricted funds	4,563	2,906	(2,302)	-	5,167
Total funds	96,479	99,547	(72,927)	(5,522)	117,577

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 2020.

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

	Balance at 1 September 2018 £ 000	Income £ 000	Expenditure £ 000	Gains, losses and transfers £ 000	Balance at 31 August 2019 £ 000
Restricted general funds					
General Annual Grant	858	39,645	(40,153)	(150)	200
Rates Relief	-	221	(221)	-	-
Pupil Premium	209	1,733	(1,738)	-	204
Year 7 Catch-Up funding	25	87	(74)	-	38
PE Grant	15	151	(149)	-	17
UIFSM	-	282	(282)	-	-
Teachers Pay Grant	-	390	(390)	-	-
NCTL Grants	-	8	(8)	-	-
Other DfE/ESFA Grants	21	140	(150)	-	11
LA: Special Educational Needs	-	586	(586)	-	-
LA: Local Area Partnership	6	-	-	-	6
LA Nursery Grants	-	357	(304)	-	53
Other LA Grants	73	308	(337)	-	44
Erasmus	-	176	(176)	-	-
Teaching School	-	74	(69)	-	5
Training School	9	25	(21)	-	13
ECORYS SGO Grant	18	78	(78)	-	18
Educational trips and visits	24	1,171	(1,168)	-	27
Nursery Fund	22	-	-	-	22
The Learning Institute	632	2,177	(2,171)	-	638
Student Loan Company	-	186	(186)	-	-
SCITT	122	-	(5)	-	117
Arena/SGO	13	320	(341)	-	(8)
Other donations	12	120	(123)	-	9

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

19 Funds (continued)

	Balance at 1 September 2018 £ 000	Income £ 000	Expenditure £ 000	Gains, losses and transfers £ 000	Balance at 31 August 2019 £ 000
Other restricted income	1	125	(124)	-	2
	<u>2,060</u>	<u>48,360</u>	<u>(48,854)</u>	<u>(150)</u>	<u>1,416</u>
Restricted fixed asset funds					
DfE/ESFA Capital Grants	13,798	2,466	(553)	-	15,711
Inherited LA Capital	92,316	6,282	(1,840)	-	96,758
Other LA Capital	983	90	(43)	-	1,030
Capital Expenditure from GAG	4,622	-	(378)	150	4,394
Other Capital Grants	233	185	(146)	-	272
	<u>111,952</u>	<u>9,023</u>	<u>(2,960)</u>	<u>150</u>	<u>118,165</u>
Restricted pension funds					
Defined benefit pension liability	(19,927)	(8)	(2,758)	(4,972)	(27,665)
Total restricted funds	<u>94,085</u>	<u>57,375</u>	<u>(54,572)</u>	<u>(4,972)</u>	<u>91,916</u>
Unrestricted funds					
Unrestricted general funds	3,056	3,112	(2,731)	-	3,437
Designated funds					
Unrestricted fixed asset funds	959	-	(53)	-	906
3G sinking fund	220	-	-	-	220
	<u>4,235</u>	<u>3,112</u>	<u>(2,784)</u>	<u>-</u>	<u>4,563</u>
Total unrestricted funds	<u>4,235</u>	<u>3,112</u>	<u>(2,784)</u>	<u>-</u>	<u>4,563</u>
Total funds	<u>98,320</u>	<u>60,487</u>	<u>(57,356)</u>	<u>(4,972)</u>	<u>96,479</u>

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

19 Funds (continued)

Analysis of academies by fund balance

Fund balances at 31 August 2020 were allocated as follows:

	2020 £ 000	2019 £ 000
Ashburton Primary School	57	-
Atrium Studio School	61	-
Boringdon Primary School	202	-
Buckfastleigh Primary School	5	-
Callington Community College	(650)	(507)
Chaddlewood Primary School	190	-
Coombe Dean School	759	696
Dunstone Primary School	140	90
Glen Park Primary School	168	-
Hele's School	224	295
Holbeton School	59	52
Ivybridge Community College	2,104	1,770
Oreston Community Academy	70	64
Plympton St Maurice Primary School	63	-
Plymstock School	1,214	1,084
Sherford Vale School	284	202
South Dartmoor Community College	(304)	-
Stowford School	398	443
Wembury Primary School	153	141
Woodford Primary School	256	-
Woodlands Park Primary School	284	259
Yealmpton Primary School	137	146
WeST Central Services	239	118
Total before fixed assets and pension reserve	6,113	4,853
Restricted fixed assets	158,464	118,165
Unrestricted designated fixed asset fund	1,075	1,126
Defined benefit pension liability	(48,075)	(27,665)
Total	117,577	96,479

The deficit balances at Callington Community College and South Dartmoor Community College both arose prior to them joining the Trust primarily due to their management's failure to respond to the funding implications of falling student rolls after critical Ofsted inspections. Although the school made an in-year surplus of £89,000, the Callington/TLI balance increased this year because of restructuring costs required to streamline operations at TLI following a very difficult trading year. South Dartmoor's deficit increased by £17,000 in the 7 months post joining the Trust due to the urgent need to spend £187,000 out of revenue on essential inherited capital works. The Trust continues to work closely with each school's Principal and Local Governing Boards on plans to return the colleges to surplus over the medium term despite anticipated continuing falling rolls at both.

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

19 Funds (continued)

Analysis of academies by cost

Expenditure incurred by each academy during the year excluding depreciation and central services recharge (see note 11) was as follows:

	Teaching & Educational Support Staff Costs £ 000	Other Support Staff Costs £ 000	Educational Supplies £ 000	Other Costs (excluding Depreciation) £ 000	Total £ 000
Ashburton Primary School	334	55	22	64	475
Atrium Studio School	319	40	39	67	465
Boringdon Primary School	1,185	114	106	181	1,586
Buckfastleigh Primary School	381	41	22	72	516
Callington Community College/TLI	5,408	1,297	683	909	8,297
Chaddlewood Primary School	1,167	170	92	186	1,615
Coombe Dean School	3,572	1,006	457	467	5,502
Dunstone Primary School	643	85	58	95	881
Glen Park Primary School	1,190	106	109	215	1,620
Hele's School	4,489	1,200	430	455	6,574
Holbeton School	207	53	25	51	336
Ivybridge Community College	9,324	1,144	899	1,316	12,683
Oreston Community Academy	1,343	274	127	169	1,913
Plympton St Maurice Primary School	568	113	64	113	858
Plymstock School	5,856	1,385	415	730	8,386
Sherford Vale School	494	121	45	121	781
South Dartmoor Community College	2,413	487	328	478	3,706
Stowford School	1,282	233	69	190	1,774
Wembury Primary School	620	100	54	89	863
Woodford Primary School	1,329	162	105	205	1,801
Woodlands Park Primary	859	135	81	148	1,223
Yealmpton Primary School	488	105	56	153	802
WeST Central Services	764	1,493	308	339	2,904
Academy Trust	44,235	9,919	4,594	6,813	65,561

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

20 Analysis of net assets between funds

Fund balances at 31 August 2020 are represented by:

	Unrestricted funds £ 000	Restricted general funds £ 000	Restricted fixed asset funds £ 000	Total funds £ 000
Tangible fixed assets	855	-	155,396	156,251
Current assets	4,312	8,984	3,068	16,364
Current liabilities	-	(6,770)	-	(6,770)
Non-current liabilities	-	(193)	-	(193)
Pension scheme liability	-	(48,075)	-	(48,075)
Total net assets	5,167	(46,054)	158,464	117,577

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

	Unrestricted funds £ 000	Restricted general funds £ 000	Restricted fixed asset funds £ 000	Total funds £ 000
Tangible fixed assets	906	-	116,812	117,718
Current assets	3,657	6,849	1,353	11,859
Current liabilities	-	(5,222)	-	(5,222)
Non-current liabilities	-	(211)	-	(211)
Pension scheme liability	-	(27,665)	-	(27,665)
Total net assets	4,563	(26,249)	118,165	96,479

21 Capital commitments

	2020 £ 000	2019 £ 000
Contracted for, but not provided in the financial statements	877	145
Approved but not contracted	717	968
	1,594	1,113

These capital commitments relate primarily to School Condition Allocation funded projects approved, but not all contracted at the year end, by the Estates Committee.

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

22 Financial commitments

Operating leases

At 31 August 2020 the total of the Academy Trust's future minimum lease payments under non-cancellable operating leases was:

	2020 £ 000	2019 £ 000
Amounts due within one year	236	89
Amounts due between one and five years	361	134
Amounts due after five years	2	-
	<u>599</u>	<u>223</u>

23 Reconciliation of net income to net cash flow from operating activities

	2020 £ 000	2019 £ 000
Net income for the reporting period (as per the statement of financial activities)	26,620	3,131
Depreciation	3,866	3,013
Loss on disposal of fixed assets	-	3
Capital grants	(3,509)	(2,741)
Net assets transferred on conversion to an academy trust	-	(1,447)
Net assets transferred on existing academies	(29,178)	(4,868)
Interest receivable	(58)	(52)
Defined benefit pension scheme cost less contributions payable	2,827	2,229
Defined benefit pension scheme finance cost	673	529
(Increase) in stocks	(22)	(3)
(Increase)/decrease in debtors	(487)	525
(Decrease) in creditors	(531)	(196)
Net cash provided by operating activities	<u><u>201</u></u>	<u><u>123</u></u>

24 Cash flows (used in)/ from financing activities

	2020 £ 000	2019 £ 000
Cash inflows from new borrowing	24	150
Repayments of borrowing	(252)	(82)
Net cash (used in)/provided by financing activities	<u><u>(228)</u></u>	<u><u>68</u></u>

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

25 Cash flows from/(used in) investing activities

	2020	2019
	£ 000	£ 000
Dividends, interest and rents from investments	58	52
Purchase of tangible fixed assets	(2,963)	(2,841)
Capital grants from DfE	3,442	2,466
Capital grants from others	67	275
Net cash provided by/(used in) investing activities	604	(48)

26 Analysis of cash and cash equivalents

	At 31 August 2020	At 31 August 2019
	£ 000	£ 000
Cash at bank and in hand	13,088	10,205
Total cash and cash equivalents	13,088	10,205

27 Analysis of changes in net debt

	At 1 September 2019	Cash flows	Other non-cash changes	At 31 August 2020
	£ 000	£ 000	£ 000	£ 000
Cash	10,205	2,883	-	13,088
Loans falling due within one year	10,205	2,883	-	13,088
Loans falling due after more than one year	(248)	201	-	(47)
	(211)	18	-	(193)
Total	9,746	3,102	-	12,848

28 Members' liability

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

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

29 Pension and similar obligations

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

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

Contributions amounting to £1,039,000 (2019: £621,000) were payable to the schemes at 31 August 2020 and are included within creditors.

Teachers' Pension Scheme

Introduction

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

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

Valuation of the Teachers' Pension Scheme

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

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

The next valuation result is due to be implemented from 1 April 2023.

The employer's pension costs paid to TPS in the period amounted to £6,508,000 (2019: £3,510,000).

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

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

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

29 Pension and similar obligations (continued)

Local Government Pension Scheme

Devon Pension Fund

The LGPS is a funded defined benefit scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2020 was £2,438,000 (2019: £1,512,000), of which employer's contributions totaled £1,848,000 (2019: £1,091,000) and employees' contributions totaled £590,000 (2019: £421,000). The agreed contribution rates for future years are 17.6% plus £236,404 per annum as a past deficit contribution per cent for employers. As described in the notes the LGPS obligation relates to the employees of the Academy Trust who were the employees transferred as part of the conversion from the maintained school and new employees who were eligible to, and did, join the scheme in the year. The obligation in respect of employees who transferred on conversion represents their cumulative service at both the predecessor school and the Academy Trust at the balance sheet date.

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

On 27 June 2019 the Supreme Court upheld the Court of Appeal's ruling that the government reforms made in 2015 to the pensions of judges and firefighters were unlawful on the grounds of age discrimination. This case has become known as the 'McCloud judgement' and the ruling will have wider implications for all public service schemes affected by the reforms. Accordingly, the valuation provided by the actuary at 31 August 2019 includes the expected impact of compensation payments arising from this judgement.

Principal actuarial assumptions

	At 31 August 2020 %	At 31 August 2019 %
Rate of increase in salaries	3.25	3.70
Rate of increase for pensions in payment/inflation	2.25	2.20
Discount rate for scheme liabilities	1.60	1.85

Sensitivity analysis

A sensitivity analysis for the principal assumptions used to measure scheme liabilities is set out below:

	At 31 August 2020 £ 000	At 31 August 2019 £ 000
Discount rate +0.1%	74,112	43,424
Discount rate -0.1%	77,774	45,485
Mortality assumption – 1 year increase	78,666	46,148
Mortality assumption – 1 year decrease	73,721	42,800
CPI rate +0.1%	77,578	45,104
CPI rate -0.1%	74,302	43,794

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

29 Pension and similar obligations (continued)

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

	At 31 August 2020	At 31 August 2019
Retiring today		
Males retiring today	22.90	22.50
Females retiring today	24.10	24.40
Retiring in 20 years		
Males retiring in 20 years	24.30	24.20
Females retiring in 20 years	25.50	26.20

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

	At 31 August 2020 £ 000	At 31 August 2019 £ 000
Equities	19,390	12,257
Gilts	1,153	730
Alternative assets	2,067	1,075
Infrastructure	1,306	778
Other bonds	1,530	386
Property	2,581	1,789
Cash	371	274
Target return portfolio	4,088	2,869
Private equity	n/a	372
Total market value of assets	32,486	20,530
Present value of scheme liabilities – funded	(75,920)	(44,442)
Deficit in the scheme	(43,434)	(23,912)

The expected return on assets is based on the long-term future expected investment return for each asset class at the beginning of the period. The returns on gilts and other bonds are assumed to be the gilt yield and corporate bond yield (with an adjustment to reflect the default risk) respectively at the relevant date. The returns on equities and property are then assumed to be a margin above gilt yields.

The actual return on scheme assets was £(13,000) (2019: (£848,000)).

The expected rates of return for 2020 are set equal to the discount rate.

Amounts recognised in the statement of financial activities

	2020 £ 000	2019 £ 000
Current service cost	4,362	2,717
Past service cost	-	673
Net interest expense	584	445
Administration expenses	14	12
Total operating charge	4,960	3,847

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

29 Pension and similar obligations (continued)

Changes in the present value of defined benefit obligation

	2020 £ 000	2019 £ 000
At 1 September	44,442	35,792
Conversion of academy trusts	-	8
Transferred in on existing academies joining the trust	21,323	-
Current service cost	4,362	2,717
Past service cost	-	673
Interest cost	1,113	949
Employee contributions	590	427
Actuarial (gain)/loss	2,791	4,295
Benefits paid	(735)	(463)
Effect of non-routine settlements	-	44
Experience loss/(gain)	2,034	-
	<hr/>	<hr/>
At 31 August	75,920	44,442

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

	2020 £ 000	2019 £ 000
At 1 September	20,530	18,312
Transferred in on existing academies joining the trust	9,935	-
Interest income	529	504
Actuarial gain/(loss)	(542)	344
Administration expenses	(14)	(12)
Employer contributions	1,848	1,394
Employee contributions	590	427
Benefits paid	(735)	(463)
Effect of non-routine settlements	-	24
Other actuarial gain/(loss)	345	-
	<hr/>	<hr/>
At 31 August	32,486	20,530

Cornwall Pension Fund

The LGPS is a funded defined-benefit scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2020 was £384,000 (2019: £426,000) of which employer's contributions totaled £306,000 (2019: £334,000) and employees' contributions totaled £78,000 (2019: £92,000). The agreed contribution rates for future years are 17.4% plus £73,700 per annum as a past deficit contribution per cent for employers. As described in the notes the LGPS obligation relates to the employees of the Academy Trust who were the employees transferred as part of the conversion from the maintained school and new employees who were eligible to, and did, join the scheme in the year. The obligation in respect of employees who transferred on conversion represents their cumulative service at both the predecessor school and the Academy Trust at the balance sheet date.

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.

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

29 Pension and similar obligations (continued)

Principal actuarial assumptions

	At 31 August 2020	At 31 August 2019
	%	%
Rate of increase in salaries	2.20	2.40
Rate of increase for pensions in payment/inflation	2.20	2.30
Discount rate for scheme liabilities	1.70	1.90

Sensitivity analysis

A sensitivity analysis for effect of changes to the principal assumptions on the scheme liabilities is set out below:

	At 31 August 2020	At 31 August 2019
	£ 000	£ 000
Discount rate -0.5%	1,307	1,294
Salary rate +0.5%	152	206
Pension rate +0.5%	1,131	1,062

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

	At 31 August 2020	At 31 August 2019
Retiring today		
Males retiring today	21.4	21.1
Females retiring today	23.6	23.6
Retiring in 20 years		
Males retiring in 20 years	22.3	22.3
Females retiring in 20 years	25.1	25.0

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

	At 31 August 2020	At 31 August 2019
	£ 000	£ 000
Equities	3,264	3,159
Other bonds	2,098	2,324
Property	350	417
Cash	116	60
Total market value of assets	5,828	5,960
Present value of scheme liabilities – funded	(10,469)	(9,713)
Deficit in the scheme	(4,641)	(3,753)

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

29 Pension and similar obligations (continued)

The expected return on assets is based on the long-term future expected investment return for each asset class at the beginning of the period. The returns on gilts and other bonds are assumed to be the gilt yield and corporate bond yield (with an adjustment to reflect the default risk) respectively at the relevant date. The returns on equities and property are then assumed to be a margin above gilt yields.

The actual return on scheme assets was £(549,000) (2019: £510,000).

The expected rates of return for 2020 are set equal to the discount rate.

Amounts recognised in the statement of financial activities

	2020 £ 000	2019 £ 000
Current service cost	617	564
Past service cost	2	8
Net interest expense	75	72
	<hr/>	<hr/>
Total operating charge	694	644
	<hr/>	<hr/>

Changes in the present value of defined benefit obligation

	2020 £ 000	2019 £ 000
At 1 September	9,713	7,382
Current service cost	617	564
Past service cost	2	8
Interest cost	191	215
Employee contributions	78	92
Actuarial (gain)/loss	(49)	1,511
Benefits paid	(83)	(59)
	<hr/>	<hr/>
At 31 August	10,469	9,713
	<hr/>	<hr/>

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

	2020 £ 000	2019 £ 000
At 1 September	5,960	4,935
Interest income	116	143
Actuarial gain/(loss)	(549)	510
Employer contributions	306	339
Employee contributions	78	92
Benefits paid	(83)	(59)
	<hr/>	<hr/>
At 31 August	5,828	5,960
	<hr/>	<hr/>

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

29 Pension and similar obligations (continued)

Reconciliation of Pension movements

	Devon Pension Fund	Cornwall Pension Fund	2020 £ 000	2019 £ 000
Included within pension costs in the Statement of Financial Activities				
Current service cost	4,362	617	4,979	3,281
Past service cost	-	2	2	681
Net interest expense	584	75	659	517
Administrative expenses	14	-	14	12
	<u>4,960</u>	<u>694</u>	<u>5,654</u>	<u>4,491</u>
Other movements				
Actuarial gains/(losses)	(3,333)	(500)	(3,833)	(4,952)
Experience loss / (gain)	(1,689)	-	(1,689)	-
Effect of non-routine settlements	-	-	-	(20)
	<u>(5,022)</u>	<u>(500)</u>	<u>(5,522)</u>	<u>(4,972)</u>
Balance Sheet				
Present value of defined benefit obligation	(75,920)	(10,469)	(86,389)	(54,155)
Fair value of Trust's share of scheme assets	32,486	5,828	38,314	26,490
	<u>(43,434)</u>	<u>(4,641)</u>	<u>(48,075)</u>	<u>(27,665)</u>
At 31 August				

30 Related party transactions

Owing to the nature of the Academy's operations 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 Trust has an interest. All transactions involving such organisations are conducted at arm's length and in accordance with the Trust's financial regulations and normal procurement procedures.

Mr P Grafton, the son of Mr I Grafton, a member and the Chair of the Trust, is employed as a qualified teacher and SENCO at Sherford Vale School. His appointment was made in open competition and Mr I Grafton was not involved in the decision making process. Mr P Grafton is paid within the normal pay scales for his role and receives no special treatment as a result of her relationship with the Chair of the academy trust.

Mr D Madge, a member of the Trust, and his wife, Mrs J Madge are both employed by Ivybridge Community College on a casual basis as examinations invigilators. During 2019/20 they received £92 and £75 (2019: £251 and £192) respectively in payment for these invigilator services.

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

30 Related party transactions (continued)

The son of Mr T Mitchell, a member of the Trust, is a teacher at Ivybridge Community College, but Mr T Mitchell had no influence on that appointment or salary.

Mrs Pollard, wife of Mr M Pollard, a trustee, is employed as the Exams Manager at Heles School. Mrs Pollard's appointment was made in open competition before Mr Pollard became a trustee, and Mr Pollard was not involved in the decision making process. Mrs Pollard is paid within the normal pay scales for her role and receives no special treatment as a result of her relationship with Mr Pollard as trustee.

Mr J Agnew was a trustee from 9 October 2019 to 1 March 2020 during which period his wife, Mrs L Agnew, was employed as the senior administrator at Boringdon Primary School. Mrs Agnew's appointment was made in open competition before Mr Agnew became a trustee, and Mr Agnew was not involved in the decision making process. Mrs Agnew is paid within the normal pay scales for her role and received no special treatment as a result of her relationship with Mr Agnew as trustee.

Mr R Haring is a director of Leading Schools South West. During the year, the Trust procured services totalling £8,850 (2019: £1,800) from LSSW, none of which was owing at 31 August 2020.

Ms J Pepper, wife of Mr R Haring, the CEO, is employed by the Trust as a part-time teacher at Ivybridge Community College. Ms Pepper's appointment was made in open competition and Mr Haring was not involved in the decision making process. Ms Pepper is paid within the normal pay scales for her role and receives no special treatment as a result of her relationship with the CEO

Mrs V Cload, wife of Mr I Cload, the Director of Primary School Improvement, was employed by the Trust as a teacher at Boringdon Primary School until she retired in April 2020. Ms Cload's appointment was made in open competition before Mr Cload took up his appointment with the Trust and Mr Cload was not involved in the decision making process. Mrs Cload was paid within the normal pay scales for her role and received no special treatment as a result of her relationship with the Director of Primary School Improvement.

Miss C Bennett, the Head teacher and a governor of Sherford Vale School, was a director of EOLAS+ CIC from whom the school procured services totalling £5,115 during the year, none of which was still owing at 31 August 2020.

Mr R Hutchinson, husband of Mrs R Hutchinson, the Principal and a governor of Ivybridge Community College, is employed by the Trust as a part-time Behaviour Support Specialist. Mr Hutchinson's appointment was made in open competition and Mrs Hutchinson was not involved in the decision making process. Mr Hutchinson is paid within the normal pay scales for his role and receives no special treatment as a result of his relationship with Mrs Hutchinson.

Mr A Hutchings, the Head teacher and a governor of Glen Park Primary School, is a director of Buddies Nursery who were charged £6,225 for renting facilities at the school during the year and £1,450 contribution to utility bills. No sums were outstanding at the year end.

No other related party transactions took place in the period of account.

31 Agency Arrangements

The Academy Trust distributes 16-19 bursary funds to students as an agent for the ESFA. The SCITT also distributes bursaries to its teacher trainees as an agent for NCTL. In the accounting period ending 31 August 2020 the Trust received £268,000 (2019: £92,000) and disbursed £277,000 (2019: £84,000) from these funds. An amount of £72,000 (2019: £44,000) is included in creditors relating to undistributed funds that is repayable to ESFA including £37,000 transferred in when South Dartmoor Community College joined the Trust.

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

32 Controlling party

There is no controlling party.

33 Transfer of existing academies into the Trust

Plym Academy Trust

On 1 September 2019 Plym Academy Trust was transferred to Westcountry Schools Trust. This existing academy consisted of five schools: Boringdon Primary School, Chaddlewood Primary School, Glen Park Primary School, Plympton St Maurice Primary School and Woodford Primary School.

The following table sets out the fair values of the identifiable assets and liabilities and an analysis of their recognition in the SOFA.

	Unrestricted funds £ 000	Restricted general funds £ 000	Restricted fixed asset funds £ 000	Total funds £ 000
Leasehold land and buildings	-	-	17,715	17,715
Furniture and equipment	-	-	294	294
Computer equipment	-	-	78	78
Current assets	541	875	675	2,091
Creditors	(5)	(765)	(59)	(829)
LGPS pension deficit	-	(4,443)	-	(4,443)
Net assets/(liabilities)	536	(4,333)	18,703	14,906

South Dartmoor Academy Trust

On 1 February 2020 four schools from the South Dartmoor Academy Trust were transferred to Westcountry Schools Trust. These schools were: Ashburton Primary School, Atrium Studio School, Buckfastleigh Primary School and South Dartmoor Community College.

The following table sets out the fair values of the identifiable assets and liabilities and an analysis of their recognition in the SOFA.

	Unrestricted funds £ 000	Restricted general funds £ 000	Restricted fixed asset funds £ 000	Total funds £ 000
Freehold land and buildings	-	-	18,332	18,332
Leasehold land and buildings	-	-	2,759	2,759
Furniture and equipment	-	-	231	231
Computer equipment	-	-	27	27
Current assets	-	1,174	155	1,329
Creditors	-	(1,461)	-	(1,461)
LGPS pension deficit	-	(6,945)	-	(6,945)
Net assets/(liabilities)	-	(7,232)	21,504	14,272

Westcountry Schools Trust

Notes to the Financial Statements for the Year Ended 31 August 2020

34 Teaching School trading account

	2019/20 £ 000	2018/19 £ 000
Income		
<i>Direct income</i>	308	186
<i>Other income</i>	6	-
Total income	<u>314</u>	<u>186</u>
Expenditure		
<i>Direct costs</i>		
Direct staff costs	118	75
Staff development	4	4
Other direct costs	115	70
Total direct costs	<u>237</u>	<u>149</u>
Other costs		
Support staff costs	31	31
Recruitment and support	2	2
Other support costs	16	9
Total other costs	<u>49</u>	<u>42</u>
Total Expenditure	<u>286</u>	<u>191</u>
Surplus/(Deficit) from all sources	<u>28</u>	<u>(5)</u>
Teaching school balances at 1 September 2019	<u>117</u>	<u>122</u>
Teaching school balances at 31 August 2020	<u>145</u>	<u>117</u>

35 Events after the end of the reporting period

There are no events after the end of the reporting period to disclose separately.