

Leaders in Learning Multi Academy Trust

(A Company Limited by Guarantee)

Annual Report and Financial Statements

Period of Account:

01 February 2016 to 31 August 2016



Winterhill School
Founder of Leaders in Learning Multi Academy Trust

Company Registration Number:
09482529 (England and Wales)

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REFERENCE AND ADMINISTRATIVE DETAILS**Members**

R Cater-Whitham
A Hinds
M Povey

Trustees

A Booth
R Burman (CEO, Staff Trustee and Accounting Officer) – resigned as at 03 April 2016
R Cater-Whitham
A Hinds
S Rhodes (Staff Trustee and Accounting Officer)

Senior Leadership Team

R Burman, CEO – resigned as at 03 April 2016
S Rhodes, Acting Headteacher, Accounting Officer from 01 June 2016, Headteacher from 08 November 2016
J Cater-Whitham, Deputy Headteacher and Accounting Officer to 31 May 2016
F Turner, Chief Financial Officer

Company Detail

Company Name: Leaders in Learning Multi Academy Trust

Principal and Registered Office: Winterhill School
High Street
Kimberworth
Rotherham
South Yorkshire
S61 2BD

Company Registration Number: 09482529 (England and Wales)

Independent Auditor: Mazars LLP
Mazars House
Gelderd Road
Gildersome
Leeds
LS27 7JN

Bankers: The Royal Bank of Scotland
5 Church Street
Sheffield
South Yorkshire
S1 2GF

Solicitors: Irwin Mitchell LLP
Wellington Place
Leeds
LS1 4BZ

TRUSTEES' REPORT

The trustees present their annual report together with the financial statements and auditor's report of the charitable company for the period 01 February 2016 to 31 August 2016. As a new academy trust, it should be noted that the date of incorporation is 10 March 2015 and the date of academy conversion is 01 February 2016. Accounts for a dormant company were made up to the 31 January 2016. The annual report serves the purposes of both a trustees' report and a directors' report under company law.

Winterhill School converted to academy status on the 01 February 2016 as the founder of Leaders in Learning Multi Academy Trust. The academy trust currently operates one academy (Winterhill School) for students aged 11 to 16 serving a catchment area in Rotherham, South Yorkshire. It has a student capacity of 1350 and had a roll of 1182 in the school census on 06 October 2016.

1. Structure, Governance and Management**Constitution**

The academy trust is a company limited by guarantee and an exempt charity. The charitable company's memorandum and articles of association are the primary governing documents of the academy trust.

The trustees of Leaders in Learning Multi Academy Trust are also the directors of the charitable company for the purposes of company law. The charitable company is known as Leaders in Learning Multi Academy Trust.

Details of the trustees who served during the period are included in the reference and administrative details on page 3.

Members' Liability

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

Trustees' Indemnities

Subject to the provisions of the Companies Act 2006 and Article 6.3 of the academy trust's Articles, every trustee or other officer or auditor of the academy trust shall be indemnified out of the assets of the academy trust against any liability incurred by him in that capacity in defending any proceedings, whether civil or criminal, in which judgment is given in favour or in which he is acquitted or in connection with any application in which relief is granted to him by the court from liability for negligence, default, breach of duty or breach of trust in relation to the affairs of the academy trust.

Since the incorporation of Leaders in Learning Multi Academy Trust on the 01 February 2016, the trustees have been insured in respect of governors' liability, the limit of indemnity is £2,000,000.

2. Method of Recruitment and Appointment or Election of Trustees**Appointment of Trustees**

The members of the academy trust may appoint by ordinary resolution up to twelve trustees. The members may appoint staff trustees through such process as they may determine. The total number of trustees including the chief executive officer (if they so choose to act as trustee under the academy trust Articles) who are employees of the academy trust shall not exceed one third of the total number of trustees.

Trustees' Report (continued)

Appointment of Parent Trustees

In circumstances where the trustees have not appointed local governing bodies in respect of the academies as envisaged in Article 100a of the academy trust Articles, or if no provision is made for at least two parent local governors on each established local governing body pursuant to the Articles, there shall be a minimum of two parent trustees and otherwise such number as the members shall decide who shall be appointed or elected in accordance with the Articles.

Chief Executive Officer and Headteacher

The trustees shall appoint the chief executive officer of the academy trust and headteachers of academies within the academy trust.

The chief executive officer may, if they agree to so act and their appointment is ratified by the members, be a trustee.

Co-opted Trustees

The trustees may appoint co-opted trustees.

A 'co-opted trustee' means a person who is appointed to be a trustee by being co-opted by trustees who have not themselves been so appointed. 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 chief executive officer to the extent he or she is a trustee.

Policies and Procedures Adopted for the Induction and Training of Trustees

The trust promotes good practice and has an induction procedure which ensures essential information is given to the trustee, as well as gathering information with regard to the trustee. In order to be fully prepared for their duties, new trustees must ensure all necessary procedures and checks contained within the trust's governance checklist document are followed.

The procedure ensures that the trust is fully aware of the skills and knowledge of the new trustee and potential areas for training and improvement are identified. Before undertaking their duties, new trustees will ensure all areas of concern have been covered.

The trust sources governance training via an annual subscription with Learners First Schools Partnership.

3. Organisational Structure

The organisational structure of Leaders in Learning Multi Academy Trust consists of a board of trustees and members and an appointed accounting officer who is the acting headteacher of Winterhill School. It is the intention of the trust that once it grows and the number of academies increases, a chief executive officer will be appointed and they will undertake the role of accounting officer. Until such time as a chief executive officer is appointed, the board undertakes the role and responsibilities and delegates to the acting headteacher as it deems acceptable.

The trust appointed a chief financial officer who is also the school business manager of Winterhill School.

Trustees' Report (continued)

Winterhill School has an established senior leadership team, consisting of an acting headteacher, two deputy headteachers, a school business manager, assistant headteachers and associates.

The trust has an agreed accountability framework and scheme of delegation. The framework provides clarity about the duties, roles and responsibilities of all partners and is imperative to secure effective systems of leadership, management and operation, to manage risk effectively and secure required outcomes. The accountability framework addresses:

- a) Who in the organisation has the power to make decisions.
- b) The decisions individuals or groups are empowered to make.
- c) Where and with whom consultation needs to take place before decisions are made.
- d) Where and with whom advice should be sought before decisions are made.

The framework clarifies arrangements for monitoring and where appropriate, intervention and how this will work in practice. An overview of the accountabilities is provided in the framework in a diagrammatic/table format. The table sets out the ways in which trustees fulfil their responsibilities for leadership and management of the academy trust, the respective roles and responsibilities of the trust board and committees, the trust's chief executive officer, local governing bodies and academy headteachers.

Power of delegation as per the academy trust's policy is as follows:

- The starting point for the accountability framework needs to be a shared understanding across the academy trust that, in accordance with the Department for Education, academy trust Articles and the Master Funding Agreement (MFA), sole decision making power resides with the board acting on behalf of the academy trust in accordance with the sponsor's vision and values.
- The academy trust and not individual academies is the legal entity, as such, only the board on behalf of the academy trust and not local governing bodies has the legal authority to make decisions about:
 - i) Employment issues
 - ii) Finance issues
 - iii) Land ownership or leases and;
 - iv) Contracts
- The academy trust is the admissions authority for all trust academies. Therefore, the board must determine and keep under review the admissions arrangements for all academies, ensuring that they are compliant with the national Admissions Code.
- The presumption therefore, is that all legal and strategic decision making authority lies with the academy trust. However, while the academy trust (via the trust board) holds this ultimate authority, the Department for Education, trust Articles and Master Funding Agreement make clear that the board has the power to delegate decision making as it deems appropriate to sub-committees, to the academy trust's chief executive officer, local governing bodies and academy headteachers.

Trustees' Report (continued)

- The framework must be approved and regularly reviewed by the board. Individual officers within the academy trust and local governing bodies should not make decisions or take unilateral action outside of this framework unless this approval has been given. To do so could lead to legal challenge and significantly increase risk. By approving the accountability framework, the board, in effect, gives this permission.
- Where delegated decisions are made by the academy trust's chief executive officer or senior officers on their behalf, they should be formally recorded in a decision record so that an audit trail of decisions taken, when and by whom, can be maintained. Local governing bodies should record decisions in the minutes of their meetings.

4. Arrangements for Setting Pay and Remuneration of Key Management Personnel

Trustees undertake their role on a voluntary basis. Determining pay scales and progression for senior leaders employed by the trust is carried out in accordance with the trust's pay policy. Determination of starting salaries and pay ranges on appointment is as follows:

Headteachers – Decisions on setting or amending pay ranges for headteachers will be taken in accordance with the relevant paragraphs of the current School Teachers Pay and Conditions Document, which deal with the determination of the school's headteacher group and headteacher pay range. The pay may exceed the maximum of the headteacher group and headteacher pay range, whereby the relevant body determines that circumstances specific to the role or candidate warrant a higher than normal payment. The headteacher's pay and any additional payments should not exceed the maximum more than 25%, unless in exceptional circumstances and supported by a business case. Additional payments can be made to a headteacher for temporary and/or fixed term responsibilities and/or duties that are in addition to the post for which their salary has been determined.

- **Headteachers accountable for more than one school** – where the school joins, or has joined more schools to form a permanent or temporary partnership under one single headteacher, governance arrangements will be established to oversee the pay and also the appraisal/performance management of the headteacher for the duration of the partnership.
- **Deputy headteachers and assistant headteachers** – decisions on setting or amending pay ranges for deputy and assistant headteachers will be taken in accordance with the relevant paragraphs of the current School Teachers Pay and Conditions Document, which deal with the determination of the pay ranges for those staff. The pay range for a deputy or assistant headteacher should only overlap the headteacher's pay range in exceptional circumstances.

With regard to pay progression for the senior leadership team, the relevant body must consider annually whether members of the senior leadership team are to be awarded an incremental rise within the relevant pay range. In agreeing movement up the pay scale, the governing body will consider whether the individual has demonstrated sustained high quality performance, having regard to the results of the most recent appraisal.

5. Related Parties and other Connected Charities and Organisations

The academy trust is not part of a wider network, such as a soft federation. The academy trust confirms that there are no related parties and/or other connected charities and organisations to disclose within the account return for period ended 31 August 2016.

Trustees' Report (continued)

6. Objectives and Activities

The principle objective of Leaders in Learning Multi Academy Trust is to establish and maintain academies in accordance with the Master Funding Agreement. The principle activity of the academy trust is to provide a high quality, free education, offering a broad and balanced curriculum for students aged 11 to 16.

7. Objects and Aims

The aim is to create academies with an outstanding environment for learning which allows all to aspire, to achieve and enables all to be included. As a result, children and young people within the academy trust will make the best possible progress and receive an outstanding education. The academy trust will support and challenge academies to:

- Ensure high quality teaching and learning is at the heart of everything they do.
- Provide a rich, broad and balanced curriculum.
- Provide a wide range of enrichment opportunities that excite and connect their local communities and life beyond the classroom.
- Support and challenge all students to be the best they can be.
- Ensure all students progress onto the next stage.
- Work closely with families and community partners to support learning.
- Value and seek collaboration and the sharing of best practice.
- Provide outstanding training and professional development opportunities and between schools.

Currently the academy trust comprises of the founder institution; Winterhill School.

8. Objectives, Strategies and Activities

Winterhill School, founding institution of the academy trust, is centred in its community and the beliefs that valuing diversity, embracing collaboration and seeking genuine partnership with families, communities and other educational partners, is the best way to improve the life chances of the young people we serve.

Specific objectives and related activities for 2015/2016 were as follows:

8.1 Attainment and Progress 8

- Review and development of the Key Stage 4 curriculum in light of specification/assessment changes.
- Develop the tracking, analysis, recording and reporting of Attainment 8 and Progress 8 measures.
- Develop a range of appropriate interventions to ensure students maximise Attainment 8 and Progress 8.
- Reduce subject variation.

Trustees' Report (continued)

8.2 Closing the gap

- Improve the impact of interventions to close the gap between disadvantaged and other students for:
 - Attainment, particularly English and Mathematics
 - Attendance
 - Behaviour
 - Engagement with school life including enrichment and homework
- Develop a range of practical and effective teaching and learning strategies to accelerate the progress of underachieving disadvantaged students.
- Introduce an intensive active mentoring programme for underachieving disadvantaged students.
- Closer tracking of disadvantaged attendance, behaviour, completion of homework and engagement with enrichment activities.

8.3 Increase attainment and progress of the more able

- Closer tracking of more able attendance, behaviour, completion of homework and engagement with enrichment activities.
- Promote further and higher education careers, increasing the take up of 'A' levels.
- Improve the impact of academic mentoring for the more able.
- Develop effective pedagogy that challenges the more able; higher order thinking skills, questioning, A* – A exemplar materials, etc.

8.4 Strengthen personal development, behaviour and welfare

- Ensure students attitude towards learning is outstanding by:
 - Development of focus weeks to emphasise key areas of behaviour for learning
 - Targeting low level behaviour that disrupts learning
 - Ensuring that reward systems focus on developing student independence and resilience
 - Strengthening the detention system
 - Embedding strategies to ensure that all students are equipped and ready to learn
- Establish and maintain the highest expectations of conduct around the school and during social times, for example, before and after school, breaks and between lessons.
- The report system is consistently applied across all year groups and students.

Trustees' Report (continued)

- Implement a student pledge for enrichment/responsibility posts/prefects.
- Improve the effectiveness of tracking and recording the impact of SMSC (Spiritual, Moral, Social, Cultural Values) at student level.

8.5 Increase the proportion of outstanding teaching

- Ensure that at least 50% of all lessons are outstanding.
- Personalise Continuing Professional Development to increase the proportion of outstanding teaching over time.
- Continue rigour of tracking and developmental support for teachers who are not consistently good.
- Professional Learning Communities to reflect on and debate teaching approaches that are key elements of outstanding lessons – improving degree of challenge, engagement and independence for all students.

8.6 Curriculum and Assessment Development

- Implementation and evaluation of the IMYC (International Middle Years Curriculum) in Year 7 and Year 8.
- Embed consistent pedagogy in Year 7 and Year 8 through the IMYC.
- Develop a sustainable approach to Assessment Without Levels (AWL) across the year groups.
- Develop school assessment policy according to national best practice (for example, Chartered – Institute of Educational Assessors).
- Ensure consistency in approach to examinations in all year groups.
- Develop subject area assessment practices in-line with school policy.
- Develop appropriate, user-friendly reporting systems for students and parents/carers.

8.7 Parental engagement

- Deliver training to all staff in good practice strategies for engaging with parents/carers.
- Further develop the role of parents/carers in supporting student achievement, for example, transition, IMYC links, aspirations, etc.
- Strengthen the involvement with parents/carers and families in community engagement.
- Improve the impact of parent/carer voice and influence.
- Actively engage parents/carers in school life through a wider range of media, for example, website, academy trust magazine, etc.

Trustees' Report (continued)

8.8 Development of Leaders in Learning Multi Academy Trust

- Strengthen links within the learning community through the promotion of the academy trust.
- Develop services, for example, Information Communication Technology (ICT), data management, school improvement for the academy trust.
- Continue to develop leadership skills and qualities within staff at all levels.
- Further development of system leadership roles within the academy trust, Teaching School Alliance and through National Support School status.

9. Public Benefit

The trustees have considered the Charity Commission's guidance on public benefit. The key public benefit delivered by Leaders in Learning Multi Academy Trust is the maintenance and development of high quality education provided by the academy trust.

The academy trust not only offers a broad and balanced academic education, it also aims to prepare young people for their next life stage by means of a comprehensive programme of extra-curricular activities, educational visits, community and business links.

10. Strategic Report Achievements and Performance

Winterhill School is a larger than average secondary school serving a multicultural, diverse community in North West Rotherham. The school caters for approximately 1200 students, currently on roll. The proportion of students who receive Pupil Premium funding is above average, as is the number of students identified with Special Educational Needs and Disability (SEND). Attainment on entry is significantly below average. An increasing population of students are new arrivals with language skills that require development and limited experience of education.

Educational performance remains strong. The school's current Ofsted rating is good overall, with outstanding leadership and management. Value added measures, now replaced by Progress 8, have been significantly above average for the last three years. Attainment and progress in English is outstanding. Although progress is good in Mathematics, attainment needs to improve. Other key indicators are good or improving securely.

11. Key Performance Indicators

Measure	2016 Outcome %	National Comparison %
Progress 8	+0.36	0.00
Attainment 8	49.60	48.20
% A* – C English and Mathematics	56.00	58.70
% Expected progress English	90.00	(2015) 69.00
% Expected progress Mathematics	67.00	(2015) 66.00
% 3 A* – A	23.00	23.00
% Achieving English Baccalaureate (EBacc)	7.00	22.80
% Entered English Baccalaureate (EBacc)	9.00	36.60
% Sustained educational destination	93.00	94.00

Trustees' Report (continued)

Improvements were made against all key measures and overall progress remains significantly above the national average.

The school roll reflects the local demographic and is predicted to increase by approximately 25 students over the next three years.

12. Going Concern

After making appropriate enquiries, the board of trustees has a reasonable expectation that the academy trust has adequate resources to continue in operational existence for the foreseeable future. For this reason, it continues to adopt the going concern basis in preparing the financial statements.

Further details regarding the adoption of the going concern basis can be found in the Statement of Accounting Policies.

13. Financial Review

The majority of the academy trust's income is funding received in grants from the Department for Education, Education Funding Agency and Local Authority. The grants received during for the period ended 31 August 2016 and associated expenditure are shown as restricted funds in the Statement of Financial Activities.

The academy trust also receives grants for fixed assets from the Education Funding Agency. In accordance with the Charities SORP (FRS 102), such grants are shown in the Statement of Financial Activities as restricted income in the fixed asset fund. The restricted fixed asset fund balance is reduced by annual depreciation charged over the expected useful life of the assets concerned.

The total expenditure of £4,774,105 as at period ended 31 August 2016 was covered by grant funding from the Education Funding Agency together with other incoming resources.

The total income was £18,679,777, which included funds inherited on conversion to a value of £14,133,476.

The net book value of fixed assets as at period ended 31 August 2016 was £15,440,486. There were no additions purchased within the period.

The assets were used exclusively for providing education and associated support services to the students of the academy trust.

The academy trust currently has £419,000 of unrestricted reserves. The trustees have decided that all unrestricted reserves will be utilised in helping the trust achieve its objectives.

The trustees will endeavour to keep an appropriate level of General Annual Grant (GAG) in reserve that it considers necessary for future operations and any capital projects or capital replacement.

The actuarial valuation of the pension scheme and the corresponding liability does not result in an immediate cash flow impact to the academy trust. The trustees are confident that any liabilities can be met as they fall due.

The current level of reserves is considered to be appropriate for the academy trust. The reserves policy is subject to annual review.

Trustees' Report (continued)

14. Reserves Policy

14.1 Reserves

The trustees review the reserve levels of the academy trust regularly. This review encompasses the nature of income and expenditure streams, the need to match income with commitments and the nature of reserves. In its first period of operation, the academy trust met a minimum reserve of £419,000 of unrestricted funds.

Trustees consider the level of reserves held at period ended 31 August 2016 to be at the right level for the first period of operation. For the year ended 31 August 2017, trustees aim to maintain reserves of mainly unrestricted funds at 5% of the gross revenue.

14.2 Capital

Purpose:

Academies within the academy trust are expected to create reserves from their annual General Annual Grant (GAG) funding. During the early years of operation, GAG funding levels create little opportunity to achieve a surplus.

Currently, the Department for Education provides minimal funding in the way of Devolved Formula Capital grant. In addition, academies are able to bid for a share of the Academies Capital Maintenance Fund.

Leaders in Learning Multi Academy Trust requires each academy to identify projects and opportunities to acquire a capital reserve.

Scope:

The school business manager and/or finance manager within each academy, in conjunction with the headteacher, is responsible for ensuring compliance with academy trust policies and procedures.

Procedure:

- The school business manager and/or finance manager should propose a capital reserve schedule to the board of trustees identifying the need to replace assets and the related sums required.
- Trustees should agree the value of capital reserves to be created in a year as part of the budget approval process.
- Funds should be identified as a capital reserve within the accounts at such a time that is clear that to do so would not create a deficit cash flow situation.
- Spend of the capital reserve fund should only occur as agreed budgeted spend, which is approved by the trustees as part of the budget process.

14.3 Revenue

Purpose:

Academies are expected to hold contingency reserves from their annual GAG funding or other income.

Trustees' Report (continued)

Leaders in Learning Multi Academy Trust require a revenue reserve to be created in each academy to fund future expenditure related to the strategic long-term aims and developments.

Scope:

The school business manager and/or finance manager within each academy, in conjunction with the headteacher, is responsible for ensuring compliance with academy trust policies and procedures.

Procedure:

Policy of the academy trust is to carry forward a prudent level of resources designed to meet the long-term cyclical needs of renewal and any other unforeseen contingencies, subject to the constraint that the level of resources does not exceed the level permitted by the Department for Education and Education Funding Agency, if such a level is published for each relevant year.

15. Investment Policy

The academy trust Articles gives trustees the power to expend the funds of the trust in such manner as they shall consider most beneficial for the achievement of the Objects and to invest in the name of the trust such part of the funds as they may see fit and to direct the sale or transposition of any such investments and to expend the proceeds of any such sale in furtherance of the Objects. In the exercise of their powers and functions, the trustees may consider any advice given by the chief executive officer to the extent he or she is not a trustee and any other executive officer.

In accordance with the academy trust's financial rules and procedures, investments must be made only in accordance with the written approval of the trustees. All investments must be recorded in sufficient detail to identify the investment and to enable the current market value to be calculated. Additional procedures may be required to ensure any income receivable from the investment is received.

16. Principal Risks and Uncertainties

Trustees have identified and put in place control measures to terminate, treat, transfer or tolerate the following major risks:

- Failure to meet education objectives
- Deficit budget and inability to meet financial obligations
- Failure to comply with statutory legislation
- Failure to insure and indemnify against insurable risks
- Maintenance of student numbers, as funding is linked directly to student numbers

Trustees identify and review risk by means of a risk register. The academy trust has appointed independent auditors to undertake a review of risk management. The risk register is updated accordingly.

17. Plans for Future Periods

In order to sustain the current success of Winterhill School, the following four key areas form the basis of the 2016/2017 school improvement plan:

Trustees' Report (continued)

1. Curriculum Standards and Assessment

- Review and development of the Key Stage 4 curriculum in light of specification/assessment changes. This is to include a focus on the provision for the more able and closing gaps in progress/attainment-of-the-disadvantaged.
- Develop the tracking, analysis, recording and reporting of Attainment 8 and Progress 8 measures for use with the whole-school quality assurance systems.
- Implementation and evaluation of the IMYC (International Middle Years Curriculum) in Year 7 and Year 8 and the three-year Key Stage 4 curriculum.
- Develop a sustainable approach to Assessment Without Levels (AWL) across all year groups.
- Develop school assessment policy according to National best practice (for example, Chartered Institute of Educational Assessors).
- Develop appropriate, user-friendly reporting systems for students and parents/carers.

2. Teaching and Learning

- Ensure long and medium term plans meet cohorts' needs in all year groups and external assessment requirements.
- Ensure short term planning individualises provision for students enabling all to achieve and make progress, closing gaps rapidly and accelerating the more able.
- Monitor standards of teaching and learning, implementing intervention to improve quality and reduce within school variation for students and subjects.

3. Personal Development, Behaviour and Welfare

- Ensure students' attitude toward learning is good or outstanding by:
 - The development and consistent application of behaviour for learning systems, with clear consequences for low level disruptive behaviour.
 - Ensuring that reward systems focus on developing student resilience.
 - Establish and maintain the highest expectations of conduct around the school and during social times, for example, before and after school, breaks and between lessons.
- Closer tracking of students' attendance, behaviour and attitude toward learning, particularly disadvantaged and more able cohorts and better communication of interventions by key stakeholders.
- Coordinate learning experiences for students that develop them as effective, resilient learners, with high aspirations and an understanding of SMSC (Spiritual, Moral, Social, Cultural Values), Keeping Safe and future progression.

Trustees' Report (continued)

4. Leadership and Staff Development

- Development of Leaders in Learning Multi Academy Trust through strengthening external partnerships.
- Ensure that leaders and governors have a deep, accurate understanding of the academy trust's effectiveness.
- Leaders promote equality of opportunity and diversity and create a culture that enables students and staff to excel.
- Provide personalised CPD to increase the proportion of outstanding teaching, learning and assessment over time.

The growth strategy for the academy trust can be summarised as follows:

- Year one: Seek strong partners committed to the values of Leaders in Learning Multi Academy Trust. Initially this may be some of our partner primary schools. In addition, there should be engagement with another secondary school (either as a converter or standalone academy) to provide support and challenge. The trust board will be strengthened through this process.
- Year two to three: Aim to sponsor a primary school in difficulty using the capacity built with the academy trust's strong primary partners. The secondary partnership should develop sufficient capacity by this stage to support other schools. At this point, partnership arrangements should be reviewed and formal solutions considered. The trust board should be fully reviewed and strengthened in-line with the academy trust structure.
- Year four to five: The trust comprises of a mixed phase core of strong schools with sufficient capacity to formally support other schools (through sponsorship arrangements if necessary). A central executive team will be fully established. It is the clear aim that all schools improve faster as a result of targeted improvement work and that all schools maintain improvements and move onto the next level.

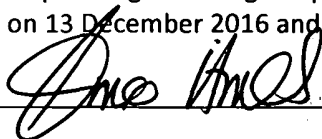
18. Auditor

Insofar as the trustees are aware:

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

Trustees' report, incorporating a strategic report, was approved by order of the board of trustees, as the company directors, on 13 December 2016 and signed on the board's behalf by:

Sign:



Print name: A Hinds

Date: 13 December 2016

GOVERNANCE STATEMENT**1. Scope of Responsibility**

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

The board of trustees has delegated the day-to-day responsibility to the acting headteacher, as accounting officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between Leaders in Learning Multi Academy Trust and the Secretary of State for Education. They are also responsible for reporting to the board of trustees any material weaknesses or breakdowns in internal control.

2. 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 has formally met three times during the period ended 31 August 2016. Attendance during the period at meetings of the board of trustees was as follows:

Trustee	Meetings attended	Out of a possible
A Booth	3	3
R Burman (staff trustee) – resigned as at 03 April 2016	1	3
R Cater-Whitham	3	3
A Hinds	3	3
S Rhodes (staff trustee) – appointed 07 June 2016	2	3

R Burman was appointed accounting officer and chief executive officer upon academy conversion (effective 01 February 2016), following receipt of R Burman's resignation, a recruitment strategy is underway, duties were delegated to two deputy headteachers. J Cater-Whitham was appointed accounting officer effective April to May 2016, following which, S Rhodes was elected as acting headteacher and accounting officer as from the 01 June 2016. The board appointed S Rhodes as Headteacher from the 08 November 2016.

3. Governance Reviews

Due to the current number of trustees, the board meets in its entirety for the purposes of audit, finance and general purposes. Attendance at meetings in the year was as follows:

Trustee	Meetings attended	Out of a possible
A Booth	3	3
R Burman (staff trustee) – resigned as at 03 April 2016	1	3
R Cater-Whitham	3	3
A Hinds	3	3
S Rhodes (staff trustee) – appointed 07 June 2016	2	3

Upon formation, the board sought independent, consultancy advice on processes and procedures. This advice provided suitable guidance for the first phase of operation as an academy trust.

Governance Statement (continued)

The board is actively seeking to recruit additional trustees, to gain a broader range of skills and experience, to ensure that appropriate and robust challenge of academies is achieved. This strategy, alongside training and development for current trustees and the clerk, will strengthen the academy trust's governance within the 2016/2017 academic year.

4. Review of Value for Money

As accounting officer, the acting headteacher has responsibility for ensuring that the academy trust delivers good value in the use of public resources. The accounting officer understands that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

The accounting officer considers how the trust's use of its resources has provided good value for money during each academic year and reports to the board of trustees where value for money can be improved, including the use of benchmarking data where appropriate. The accounting officer for the academy trust has delivered improved value for money during the year by:

- Value for Money (VfM): a review of services provided on conversion to academy status has resulted in increased effectiveness and efficiency. Key examples are going through a quote process for HR and payroll services, resulting in cost saving alongside an increase with regard to the quality of provision.
- Curriculum led financial planning: the school continues to use best practice benchmarks from other successful trusts and professional bodies such as the Association of School and College Leaders (ASCL) on curriculum delivery. Key Performance Indicators (KPIs) such as student/teacher ratios, staff contact ratio and average class size, influence curriculum design and timetabling, which is reviewed annually.

5. The Purpose of the System of Internal Control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can, therefore, only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of academy trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in Leaders in Learning Multi Academy Trust for the period 01 February 2016 to 31 August 2016 and up to the date of approval of the annual report and financial statements.

6. Capacity to Handle Risk

The board of trustees has reviewed the key risks to which the academy trust is exposed, together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The board of trustees is of the view that there is a formal ongoing process for identifying, evaluating and managing the academy trust's significant risks that has been in place for the period 01 February 2016 to 31 August 2016 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the board of trustees.

Governance Statement (continued)

7. The Risk and Control Framework

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

- Comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports, which are reviewed and agreed by the board of trustees.
- Regular reviews by the finance, audit and general purposes committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes.
- Setting targets to measure financial and other performance.
- Clearly defined purchasing (asset purchase or capital investment) guidelines.
- Delegation of authority and segregation of duties.
- Identification and management of risks.

The board of trustees considered the need for a specific internal audit function and decided to appoint Mazars LLP as internal auditor.

8. Review of Effectiveness

As accounting officer, the acting headteacher has responsibility for reviewing the effectiveness of the system of internal control. During the period in question, the review has been informed by:

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

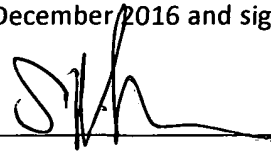
The accounting officer has been advised of the implications of the result of their review of the system of internal control by the board of trustees and a plan to address weaknesses and ensure continuous improvement of the system is in place.

Approved by order of the members of the board of trustees on 13 December 2016 and signed on its behalf by:

Sign: _____
A Hinds
Trustee



Sign: _____
S Rhodes
Accounting Officer



Date: 13/12/16

Date: 13/12/16



STATEMENT OF REGULARITY, PROPRIETY AND COMPLIANCE

As accounting officer of Leaders in Learning Multi Academy Trust, I have considered my responsibility to notify the academy trust board of trustees and the Education Funding Agency (EFA) of material irregularity, impropriety and non-compliance with EFA terms and conditions of funding, under the funding agreement in place between the academy trust and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academies Financial Handbook 2015.

I confirm that I and the academy trust board of 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 2015.

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 EFA.

Sign: 

Print name: S Rhodes

Date: 

STATEMENT OF TRUSTEES' RESPONSIBILITIES

The trustees (who act as governors of Leaders in Learning Multi Academy Trust and are also the directors of the charitable company for the purposes of company law) are responsible for preparing the Trustees' Report and the financial statements in accordance with the Annual Accounts Direction published by the Education Funding Agency (EFA), 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 2015 and the Academies Accounts Direction 2015 to 2016.
- Make judgments and accounting estimates that are reasonable and prudent.
- State whether applicable UK Accounting Standards (FRS 102) have been followed, subject to any material departures disclosed and explained in the financial statements.
- Prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

The trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the charitable company's transactions and disclose with reasonable accuracy at any time the financial position of the charitable company and enable them to ensure that the financial statements comply with the Companies Act 2006.

They are also responsible for safeguarding the assets of the charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The trustees are responsible for ensuring that in its conduct and operation the charitable company applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from the Educational Funding Agency and Department for Education 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 13 December 2016 and signed on its behalf by:

Sign:



Print name: A Hinds

Date: 13 December 2016

INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENTS TO THE TRUSTEES OF LEADERS IN LEARNING MULTI ACADEMY TRUST

We have audited the financial statements of Leaders in Learning Multi Academy Trust for the period ended 31 August 2016 which comprise the Statement of Financial Activities, the Balance Sheet, the Statement of Cash Flows and the related notes. The financial reporting framework that has been applied in their preparation is applicable law, the Academies Accounts Direction 2015 to 2016 issued by the Education Funding Agency and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) including the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102) ((Charities SORP 2015 (FRS 102))).

Respective responsibilities of trustees and auditor

As explained more fully in the Trustees' Responsibilities Statement set out on page 21, the trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view.

Our responsibility is to audit and express an opinion on the financial statements in accordance with applicable law and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's (APB's) Ethical Standards for Auditors. This report is made solely to the trustees as a body. Our audit work has been undertaken so that we might state to the 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 Trust and the members as a body for our audit work, for this report, or for the opinions we have formed.

Scope of the audit of the financial statements

A description of the scope of an audit of financial statements is provided on the Financial Reporting Council's web-site at www.frc.org.uk/auditscopeukprivate.

Opinion on the financial statements

In our opinion the financial statements:

- give a true and fair view of the state of the charitable company's affairs at 31 August 2016 and of its incoming resources and application of resources, including its income and expenditure, for the Period] then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- have been prepared in accordance with the requirements of the Companies Act 2006; and
- have been prepared in accordance with the Charities SORP 2015 and Academies Accounts Direction 2015 to 2016 issued by the Education Funding Agency.

Opinion on the other matter prescribed by the Companies Act 2006

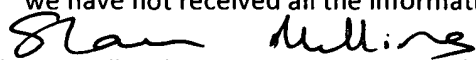
In our opinion the information given in the Trustees' Annual Report including the incorporated strategic report for the Period for which the financial statements are prepared is consistent with the financial statements.

Independent Auditor's Report on the Financial Statements to the Trustees of Leaders in Learning Multi Academy Trust (continued)

Matters on which we are required to report by exception

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
- 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.



Shaun Mullins (Senior Statutory Auditor)

for and on behalf of Mazars LLP

Chartered Accountants and Statutory Auditor

Mazars LLP

Mazars House

Gelderd Road

Gildersome

Leeds

LS27 7JN

Date: 16.12.16

INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO LEADERS IN LEARNING MULTI ACADEMY TRUST AND THE EDUCATION FUNDING AGENCY

In accordance with the terms of our engagement letter dated 17 October 2016 and further to the requirements of the Education Funding Agency (EFA) as included in the Academies Accounts Direction 2015 to 2016, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Leaders in Learning Multi Academy Trust during the period 1 February 2016 to 31 August 2016 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 Leaders in Learning Multi Academy Trust and the EFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Leaders in Learning Multi Academy Trust and the EFA those matters we are required to state to it in a report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than Leaders in Learning Multi Academy Trust and the EFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of Leaders in Learning Multi Academy Trust's accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of Leaders in Learning Multi Academy Trust's funding agreement with the Secretary of State for Education dated 1 December 2014 and the Academies Financial Handbook, extant from 1 September 2015, 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 2015 to 2016. We report to you whether anything has come to our attention in carrying out our work which suggests that in all material respects, expenditure disbursed and income received during the period 1 February 2016 to 31 August 2016 have not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Approach

We conducted our engagement in accordance with the Academies Accounts Direction 2015 to 2016 issued by the EFA. We performed a limited assurance engagement as defined in our engagement letter.

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

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

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

Independent Reporting Accountant's Assurance Report on Regularity to Leaders in Learning Multi Academy Trust and the Education Funding Agency (continued)

A summary of the work we have undertaken is as follows:

- Planned our assurance procedures including identifying key risks;
- Carried out sample testing on controls;
- Carried out substantive testing including analytical review; and
- Concluded on procedures carried out.

Conclusion

In the course of our work, nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the period 1 February 2016 to 31 August 2016 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Mazars LLP
Reporting Accountant

Shaun Mullins

Mazars LLP

16 December 2016

STATEMENT OF FINANCIAL ACTIVITIES FOR THE PERIOD ENDED 31 AUGUST 2016 (INCLUDING INCOME AND EXPENDITURE ACCOUNT)

	Note	Unrestricted Funds	Restricted General Funds	Restricted Fixed Asset Funds	Total 2016	Total 2015
		£000	£000	£000	£000	£000
Income and endowments from:						
Donations and capital grants	2	-	-	25	25	-
Transfer from local authority on conversion	28	442	(1,924)	15,615	14,133	-
Charitable activities:						
Funding for the academy trust's educational operations	3	33	4,487	-	4,520	-
Other trading activities	4	2	-	-	2	-
Investments	5	1	-	-	1	-
Total		478	2,563	15,640	18,681	-
Expenditure on:						
Charitable activities:						
Academy trust educational operations	7	59	4,516	199	4,774	-
Total		59	4,516	199	4,774	-
Net income / (expenditure)		419	(1,953)	15,441	13,907	-
Other recognised losses:						
Actuarial losses on defined benefit pension schemes	15,24	-	(1,345)	-	(1,345)	-
Net movement in funds		419	(3,298)	15,441	12,562	-
Reconciliation of funds						
Total funds brought forward		-	-	-	-	-
Total funds carried forward		419	(3,298)	15,441	12,562	-

The academy trust's activities derive from acquisitions in the current financial period.

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

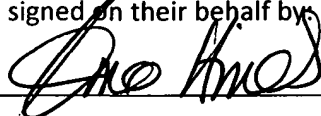
The notes on pages 29 to 46 form part of these financial statements.

BALANCE SHEET AS AT 31 AUGUST 2016**Company Number 01234567**

	Note	2016 £000	2016 £000	2015 £000	2015 £000
Fixed assets					
Tangible assets	12		15,441		-
Current assets					
Debtors	13	315		-	
Cash at bank and in hand		983		-	
		<u>1,298</u>		<u>-</u>	
Liabilities					
Creditors: Amounts falling due within one year	14	(879)		-	
Net current assets			<u>419</u>		<u>-</u>
Total assets less current liabilities			15,860		-
Net assets excluding pension liability			<u>15,860</u>		<u>-</u>
Defined benefit pension scheme liability	24		(3,298)		-
Total assets			<u>12,562</u>		<u>-</u>
Funds of the academy trust:					
Restricted funds					
Fixed asset fund	15	15,441		-	
Pension reserve	15	(3,298)		-	
Total restricted funds			<u>12,143</u>		<u>-</u>
Unrestricted income funds	15		<u>419</u>		<u>-</u>
Total funds			<u>12,562</u>		<u>-</u>

The financial statements on pages 26 to 46 were approved by the trustees and authorised for issue on the 13 December 2016 and are signed on their behalf by

Sign:



Print name: A Hinds

Date: 13 December 2016

STATEMENT OF CASH FLOWS FOR THE PERIOD ENDED 31 AUGUST 2016

	Note	2016 £000	2015 £000
Cash flows from operating activities			
Net cash provided by operating activities	19	957	-
Cash flows from investing activities	21	26	-
Change in cash and cash equivalents in the reporting period		983	-
Cash and cash equivalents at 1 September 2015		-	-
Cash and cash equivalents at the 31 August 2016	22	983	-

NOTES TO THE FINANCIAL STATEMENTS FOR THE PERIOD ENDED 31 AUGUST 2016**1. STATEMENT OF ACCOUNTING POLICIES**

A summary of the principal accounting policies, adopted 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 2015 to 2016 issued by Education Funding Agency (EFA), the Charities Act 2011 and the Companies Act 2006.

Leaders in Learning Multi Academy Trust meets the definition of a public benefit entity under FRS 102.

Going Concern

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

Income

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

Grants

Grants are included in the Statement of Financial Activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the balance sheet.

Where income is received in advance of meeting any performance related conditions there is not unconditional entitlement to the income and its recognition is deferred and included in creditors as deferred income until the performance related conditions are met. Where entitlement occurs before income is received, the income is accrued.

General Annual Grant (GAG) is recognised in full in the Statement of Financial Activities in the period 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.

Notes to the Financial Statements for the period ended 31 August 2016 (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 is 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 is 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.

Donated Goods, Facilities and Services

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

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

Expenditure

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

Expenditure on Raising Funds

This includes all expenditure incurred by the 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. All resources expended are inclusive of irrecoverable VAT.

Notes to the Financial Statements for the period ended 31 August 2016 (continued)

Tangible Fixed Assets

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

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

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

- | | |
|------------------------------------|----------|
| • Freehold buildings | 60 years |
| • Long leasehold buildings | 60 years |
| • Fixtures, fittings and equipment | 5 years |
| • Computer hardware | 3 years |
| • Motor vehicles | 4 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.

Notes to the Financial Statements for the period ended 31 August 2016 (continued)

Leased Assets

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

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 part 11, chapter 3 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

Pensions Benefits

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

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the academy trust in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll.

The contributions are determined by the Government Actuary on the basis of quadrennial valuations using a prospective unit credit method. As stated in note 24, the TPS is a multi-employer scheme and there is insufficient information available to use defined benefit accounting. The TPS is therefore, treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

The LGPS is a funded 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 benefit liability/asset is also recognised in the Statement of Financial Activities and comprises the interest cost on the defined benefit obligation and interest income on the scheme assets, calculated by multiplying the fair value of the scheme assets at the beginning of the period by the rate used to discount the benefit obligations. The difference between the interest income on the scheme assets and the actual return on the scheme assets is recognised in other recognised gains and losses.

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

Fund Accounting

Unrestricted income funds represent those resources which may be used toward meeting any of the charitable objects of the academy trust at the discretion of the trustees.

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

Notes to the Financial Statements for the period ended 31 August 2016 (continued)

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

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 period are discussed below.

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions.

The assumptions used in determining the net cost (income) for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 24, will impact the carrying amount of the pension liability. Furthermore, a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2013 has been used by the actuary in valuing the pensions liability at 31 August 2016. 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.

2. DONATIONS AND CAPITAL GRANTS

	Unrestricted Funds £000	Restricted Funds £000	Total 2016 £000	Total 2015 £000
Capital Grants	-	25	25	-
	-	25	25	-

Notes to the Financial Statements for the period ended 31 August 2016 (continued)**3. FUNDING FOR THE ACADEMY TRUST'S EDUCATIONAL OPERATIONS**

	Unrestricted Funds £000	Restricted Funds £000	Total 2016 £000	Total 2015 £000
DfE/EFA grants				
. General Annual Grant (GAG)	-	4,196	4,196	-
. Education Services Grant (ESG)	-	61	61	-
. Other DfE/EFA grants	-	180	180	-
	-	4,437	4,437	-
Other Government grants				
. Local authority grants	-	48	48	-
. Other government grants	5	2	7	-
	5	50	55	-
Other income from the academy trust's educational operations	28	-	28	-
	33	4,487	4,520	-

Notes to the Financial Statements for the period ended 31 August 2016 (continued)**4. OTHER TRADING ACTIVITIES**

	Unrestricted Funds £000	Restricted Funds £000	Total 2016 £000	Total 2015 £000
Hire of facilities	2	-	2	-
	2	-	2	-

5. INVESTMENT INCOME

	Unrestricted Funds £000	Restricted Funds £000	Total 2016 £000	Total 2015 £000
Short term deposits	1	-	1	-
	1	-	1	-

Notes to the Financial Statements for the period ended 31 August 2016 (continued)**6. EXPENDITURE**

	Staff Costs	Non Pay Expenditure		Total	Total
		Premises	Other	2016	2015
	£000	£000	£000	£000	£000
Academy's educational operations:					
. Direct costs	3,050	-	334	3,384	-
. Allocated support costs	329	624	437	1,390	-
	3,379	624	771	4,774	-

Net income/(expenditure) for the period includes:

	2016	2015
	£000	£000
Operating lease rentals	3	-
Depreciation	174	-
Fees payable to auditor for:		
- audit	12	-

7. CHARITABLE ACTIVITIES

	Total	Total
	2016	2015
	£000	£000
Direct costs – educational operations	3,384	-
Support costs – educational operations	1,390	-
	4,774	-

Analysis of direct costs	Total	Total
	2016	2015
	£000	£000
Teaching and learning staff costs	3,049	-
Educational supplies and services	232	-
Staff training and development	2	-
Academy trust operations	101	-
Total direct costs	3,384	-

Analysis of support costs	Total	Total
	2016	2015
	£000	£000
Support staff costs	329	-
Depreciation	174	-
Premises costs	624	-
Other support costs	251	-
Governance costs	12	-
Total support costs	1,390	-

Notes to the Financial Statements for the period ended 31 August 2016 (continued)**8. STAFF****a. Staff costs**

Staff costs during the period were:

Staff costs during the period were:	Total 2016 £000	Total 2015 £000
Wages and salaries	2,713	-
Social security costs	249	-
Operating costs of defined benefit pension schemes	417	-
	3,379	-
Supply staff costs	72	-
	3,451	-

b. Non statutory/non-contractual staff severance payments

There are no staff restructuring costs to report for the period ended 31 August 2016.

c. Staff numbers

The average number of persons employed by the academy during the period was as follows:

	2016 No.	2015 No.
Teachers	84	-
Administration and support	92	-
Management	8	-
	184	-

d. Higher paid staff

For the period ended 31 August 2016, no employees exceeded £60,000 in employee benefits (excluding employer pension costs).

e. Key management personnel

The key management personnel of the academy trust comprise of the senior leadership team listed on page 3 of this report.

The total amount of employee benefits (including employer pension contributions) received by key management personnel for their services to the academy trust was £201,661.

Notes to the Financial Statements for the period ended 31 August 2016 (continued)

9. RELATED PARTY TRANSACTIONS – TRUSTEES’ REMUNERATION AND EXPENSES

One trustee has been paid remuneration or received other benefits from an employment with the academy trust. The acting headteacher only receives remuneration in respect of services he provides undertaking the role of acting headteacher.

There are no remuneration contributions to report. No travel and subsistence expenses have been made by trustees or the acting headteacher (staff trustee).

10. TRUSTEES AND OFFICERS INSURANCE

In accordance with normal commercial practice, the academy has purchased insurance to protect trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business.

The insurance provides cover up to £2,000,000 on any one claim and the cost for the period ended 31 August 2016 was £576. The cost of this insurance is included in the total insurance cost.

11. INTANGIBLE FIXED ASSETS

There are no intangible fixed assets to report.

12. TANGIBLE FIXED ASSETS

	Freehold Land and Buildings	Motor Vehicles	Total
	£000	£000	£000
Cost			
At 1 February 2016			
Transfer on conversion	15,600	15	15,615
At 31 August 2016	15,600	15	15,615
Depreciation			
At 1 February 2016	-	-	-
Charged in year	170	4	174
At 31 August 2016	170	4	174
Net book values			
At 31 August 2016	15,430	11	15,441

Notes to the Financial Statements for the period ended 31 August 2016 (continued)**13. DEBTORS**

	2016	2015
	£000	£000
Trade debtors	6	-
VAT recoverable	94	-
Other debtors	189	-
Prepayments and accrued income	26	-
	315	-

14. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2016	2015
	£000	£000
Trade creditors	576	-
Other taxation and social security	110	-
Other creditors	91	-
Accruals and deferred income	102	-
	879	-

Notes to the Financial Statements for the period ended 31 August 2016 (continued)**15. FUNDS**

	Balance at 1 February 2016 £000	Income £000	Expenditure £000	Gains, losses and transfers £000	Balance at 31 August 2016 £000
Restricted general funds					
General Annual Grant (GAG)	-	4,196	(4,196)	-	-
Education service grant	-	61	(61)	-	-
Pupil premium	-	178	(178)	-	-
Other grants	-	52	(52)	-	-
Pension reserve	-	(1,924)	(29)	(1,345)	(3,298)
	-	2,563	(4,516)	(1,345)	(3,298)
Restricted fixed asset funds					
Transfer on conversion		15,615	(174)	-	15,441
DfE/EFA capital grants	-	25	(25)	-	-
		15,640	(199)	-	15,441
Total restricted funds		18,203	(4,715)	(1,345)	12,143
Total unrestricted funds		478	(59)	-	419
Total funds		18,681	(4,774)	(1,345)	12,562

The specific purposes for which the funds are to be applied are as outlined in the fund accounting policy.

Leaders in Learning Multi Academy Trust sets no limits as to the amount of GAG carried forward from one year to the next. It is the trustees' intention to allocate all funds granted to the pursuit of its objects and use their allocated current funding for the full benefit of their current students, save a contingency and/or reserves policy in accordance with the academy trust's accounting policies.

Notes to the Financial Statements for the period ended 31 August 2016 (continued)**16. ANALYSIS OF NET ASSETS BETWEEN FUNDS**

Fund balances at 31 August 2016 are represented by:

	Unrestricted Funds	Restricted General Funds	Restricted Fixed Asset Funds	Total Funds
	£000	£000	£000	£000
Tangible fixed assets	-	-	15,441	15,441
Current assets	419	879	-	1,298
Current liabilities	-	(879)	-	(879)
Pension scheme liability	-	(3,298)	-	(3,298)
Total net assets	419	(3,298)	15,441	12,562

17. CAPITAL COMMITMENTS

There are no capital commitments for the period ended 31 August 2016.

18. COMMITMENTS UNDER OPERATING LEASES

At 31 August 2016 the total of the academy trust's future minimum lease payments under non-cancellable operating leases was:

	2016 £000	2015 £000
Amounts due within one year	5	-
Amounts due between one and five years	7	-
	12	-

Notes to the Financial Statements for the period ended 31 August 2016 (continued)**19. RECONCILIATION OF NET INCOME TO NET CASH FLOW FROM OPERATING ACTIVITIES**

	2016 £000	2015 £000
Net income for the reporting period (as per the Statement of Financial Activities)	13,907	-
Adjusted for:		
Depreciation charges (note 12)	174	-
Capital grants from DfE and other capital income	(25)	-
Interest receivable (note 5)	(1)	-
Defined benefit pension scheme obligation inherited	1,924	-
Defined benefit pension scheme cost less contributions payable (note 24)	(10)	-
Defined benefit pension scheme finance cost (note 24)	39	-
Increase in debtors	(315)	-
Increase in creditors	879	-
Transfer on conversion	(15,615)	-
Net cash provided by Operating Activities	957	-

20. CASH FLOWS FROM FINANCING ACTIVITIES

There are no financing activities for the period ended 31 August 2016.

21. CASH FLOWS FROM INVESTING ACTIVITIES

	2016 £000	2015 £000
Dividends, interest and rents from investments	1	-
Capital grants from DfE/EFA	25	-
Net cash provided by / (used in) investing activities	26	-

22. ANALYSIS OF CASH AND CASH EQUIVALENTS

Analysis cash and cash equivalents	At 31 August 2016 £000	At 31 August 2015 £000
Cash in hand and at bank	983	-
Total cash and cash equivalents	983	-

23. 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.

Notes to the Financial Statements for the period ended 31 August 2016 (continued)

24. PENSION AND SIMILAR OBLIGATIONS

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

The latest actuarial valuation of the TPS related to the period ended 31 March 2012 and of the LGPS 31 March 2013.

Contributions amounting to £65,575 were payable to the schemes at 31 August 2016 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' Pensions Regulations (2010) and from 01 April 2014 by the Teachers' Pension Scheme Regulations 2014. Membership is automatic for full-time teachers in academies and from 01 January 2007, automatic for teachers in part-time employment following appointment or a change of contract, although they are able to opt out.

The TPS is an unfunded scheme and members contribute on a 'pay as you go' basis – these contributions along with those made by employers are credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

Valuation of the Teachers' Pension Scheme

Not less than every four years 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. 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 2012 and in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014. The valuation report was published by the Department for Education on 9 June 2014. The key elements of the valuation and subsequent consultation are:

- Employer contribution rates set at 16.48% of pensionable pay (including a 0.08% employer administration charge (currently 14.1%).
- Total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £191,500 million and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £176,600 million giving a notional past service deficit of £14,900 million.
- An employer cost cap of 10.9% of pensionable pay will be applied to future valuations.

Notes to the Financial Statements for the period ended 31 August 2016 (continued)

- The assumed real rate of return is 3.0% in excess of prices and 2% in excess of earnings. The rate of real earnings growth is assumed to be 2.75%. The assumed nominal rate of return is 5.06%.

During the previous year the employer contribution rate was 14.1%. The TPS valuation for 2012 determined an employer rate of 16.4%, which was payable from September 2015. The next valuation of the TPS will be as at March 2016, whereupon the employer contribution rate is expected to be reassessed and will be payable from 1 April 2019.

The employer's pension costs paid to TPS in the period amounted to £312,295. A copy of the valuation report and supporting documentation is on the Teachers' Pensions website.

Under the definitions set out in FRS 102, the TPS is a multi-employer pension scheme. The 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.

Local Government Pension Scheme

The LGPS is a funded defined benefit pension scheme, with the assets held in separate trustee-administered funds. The total contribution made for the period ended 31 August 2016 was £149,606 of which employer's contributions totalled £104,993 and employees' contributions totalled £44,613. The agreed contribution rates for future years are 14.5% for employers and for employees:

Pay bands	Contribution rate
Up to £13,600	5.5%
£13,601 - £21,200	5.8%
£21,201 - £34,400	6.5%
£34,401 - £43,500	6.8%
£43,501 - £60,700	8.5%
£60,701 - £86,000	9.9%
£86,001 - £101,200	10.5%
£101,201 - £151,800	11.4%
Over £151,800	12.5%

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.

The last independent full actuarial valuation of the scheme was as at the 31 March 2013.

Principal actuarial assumptions	At 31 August 2016	At 31 August 2015
Rate of increase in salaries	3.55%	N/A
Rate of increase for pensions in payment/inflation	1.90%	N/A
Discount rate for scheme liabilities	2.10%	N/A
Inflation assumption (CPI)	1.80%	N/A
Commutation of pensions to lump sums	50.00%	N/A

Notes to the Financial Statements for the period ended 31 August 2016 (continued)

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

	At 31 August 2016	At 31 August 2015
<i>Retiring today</i>		
Males	23.0	N/A
Females	25.7	N/A
<i>Retiring in 20 years</i>		
Males	25.4	N/A
Females	28.5	N/A

The academy trust's share of the assets in the scheme were:

	Fair value at 31 August 2016 £000	Fair value at 31 August 2015 £000
Equity instruments - equities	1,637	-
Cash	48	-
Other	216	-
Debt instruments - other bonds	174	-
Government bonds	420	-
Property	308	-
Total market value of assets	2,803	-

The actual return on scheme assets was £402,000.

Amount recognised in the Statement of Financial Activities

	2016 £000	2015 £000
Current service cost (net of employee contributions)	(157)	-
Net interest cost	(39)	-
Benefit changes, loss on curtailment and loss on settlement	(3)	-
Total operating charge	(199)	-

Notes to the Financial Statements for the period ended 31 August 2016 (continued)

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

	2016 £000	2015 £000
At 1 February 2016		
Upon conversion	4,113	-
Current service cost	157	-
Interest cost	89	-
Employee contributions	45	-
Actuarial (gain)/loss	1,697	-
At 31 August	6,101	-

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

	2016 £000	2015 £000
At 1 February 2016		
Upon conversion	2,189	-
Interest income	50	-
Actuarial gain/(loss)	352	-
Employer contributions	170	-
Employee contributions	45	-
Administration expenses	(3)	-
At 31 August	2,803	-

25. RELATED PARTY TRANSACTIONS

Owing to the nature of the academy trust 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.

No related party transactions took place during the period.

26. CENTRAL SERVICES

No central services were provided by the academy trust to its academy during the period and no central charges arose. Leaders in Learning Multi Academy Trust currently consists of one academy; Winterhill School.

27. MULTI ACADEMY TRUST FUNDS

As Leaders in Learning Multi Academy Trust currently consists of one academy, please refer to note 15 contained within this report.

Notes to the Financial Statements for the period ended 31 August 2016 (continued)**28. CONVERSION TO AN ACADEMY TRUST**

On the 01 February 2016 Winterhill School converted to academy status under the Academies Act 2010 and all the operations, assets and liabilities were transferred to Leaders in Learning Multi Academy Trust from Rotherham Metropolitan Borough Council Local Authority for £nil consideration.

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

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

	Unrestricted Funds	Restricted General Funds	Restricted Fixed Asset Funds	Total
	£000	£000	£000	£000
Tangible fixed assets				
· Freehold land and buildings	-	-	15,600	15,600
· Other tangible fixed assets	-	-	15	15
Budget surplus on LA funds	320	-	-	320
Budget surplus on other school funds	122	-	-	122
LGPS pension deficit	-	(1,924)	-	(1,924)
Net assets / (liabilities)	442	(1,924)	15,615	14,133

29. STATEMENT OF ACCOUNTING POLICIES: BASIS OF PREPARATION**29.1 First time adoption of FRS 102**

These financial statements are the first financial statements of Leaders in Learning Multi Academy Trust prepared in accordance with Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (FRS 102) and the Charities SORP 2015 (SORP 2015).

The trustees have implemented accounting policies to comply with FRS 102 and SORP 2015.

29.2 Explanation of transition to FRS 102

Due to the period ended 31 August 2016 being the first operating period of Leaders in Learning Multi Academy Trust, there has been no transition to FRS 102.

For note purposes, the date of incorporation for Leaders in Learning Multi Academy Trust was the 10 March 2015, however, the academy conversion did not take place until the 01 February 2016. Therefore, dormant financial statements were filed with Companies House for the period ending 31 January 2016.