

Registered number: 07698631

Cumbria Education Trust

(A company limited by guarantee)

Annual report

31 August 2022



Cumbria Education Trust

(A company limited by guarantee)

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Reference and administrative details

Members	M Simpson, Chair of Members D Francis S Goodliffe (Resigned 14 January 2022) C Lewis M Payne
Trustees	G Beveridge, Chair of Trust Board and Chair of CEO Appraisal and Pay Review Sub Committee N Crewdson (Resigned 22 November 2021) L Hughes, Chief Executive A Johnson, Chair of Student Achievement and Curriculum Committee M Payne, Chair of Finance, HR and Business Development Committee Professor R Trimble, (was Co-opted, made Trustee on 20 September 2021) J Routledge, (was Co-opted, made Trustee on 20 September 2021) M Donnelly D Shaw J O'Neill, (Co-opted) Chair of Audit and Risk Committee (Appointed 16 November 2021) P Cook (Co-opted, appointed 24 March 2022) R Berry (Appointed 21 April 2022)
Company registered number	07698631
Company name	Cumbria Education Trust
Principal and registered office	Longtown Road Brampton Cumbria CA8 1AR
Company secretary	N Polmear
Chief executive officer	L Hughes

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Reference and administrative details (continued)

For the year ended 31 August 2022

Senior management team

L Hughes – Chief Executive
N Polmear – Operations Director
C Wilkins – Director of Primary Education
S Newstead – Director of Learning Provision
C Kearton – Data Manager
G Martin – Head of Finance
K Rogerson – HR Manager
D Bird – Executive Headteacher – Workington Academy / Interim Director of Secondary Education (from March 2022)
Mark Bedford – Interim Head of School – Workington Academy
C McAree – Headteacher – William Howard School
N Youngman – Headteacher – The Whitehaven Academy
A Weston – Headteacher – Caldew Lea Primary School
F Eldon – Headteacher – Hensingham Primary School
J Nicholson – Headteacher – Longtown Primary School / also seconded to support CC
L Bland – CET Headteacher (seconded externally from 28.06.2021)
C Floyd – Executive Headteacher – Tebay and Yanwath Primary Schools/ Interim Executive Principle
G Brierley – Headteacher – Yewdale Primary School/Interim Executive Headteacher Yewdale and Newtown Primary School (from 01.09.21)
V McDowell – Headteacher – Northside Primary School (appointed 5 January 2022)
M Roberts – Interim Head of School – Yewdale Primary School (appointed 01.09.21)
S Lee – Interim Head of School – Newtown Primary School (appointed 01.09.21)
H Wright – Interim Head of School – Tebay Primary School (appointed 28.06.21)

Independent auditor

UNW LLP
Chartered Accountants
Citygate
St James' Boulevard
Newcastle upon Tyne
NE1 4JE

Bankers

Barclays Bank plc
33 English Street
Carlisle
CA3 8JX

Solicitors

Schofield Sweeney
30 Market Street
Huddersfield
HD1 2HG

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Trustees' report

For the year ended 31 August 2022

The Trustees present their Annual Report together with the Financial Statements and auditor's report of the charitable company for the 1 September 2021 – 31 August 2022. The Annual Report serves the purposes of a Trustees' report and a Strategic and Directors' Report under company law.

Structure, governance and management

Constitution

The Trust is a charitable company limited by guarantee and an exempt charity.

The charitable company's memorandum of association is the primary governing document of the Trust.

The Trustees of Cumbria Education Trust are also the directors of the charitable company for the purposes of company law.

The charitable company is known as Cumbria Education Trust (CET).

Details of the Trustees who served during the year are included in the reference and administrative details of the Trust on page 1.

Members' liability

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

Trustees' indemnities

In accordance with normal commercial practice the academy has purchased insurance to protect Trustees and officers from claims arising from negligent acts, errors or omission occurring whilst on academy trust business. The insurance provides cover of up to £10,000,000 on any one claim.

Method of recruitment and appointment or election of Trustees

CET use the existing Trustees' links with the local communities and businesses to recruit Trustees with the necessary skills to bring the relevant expertise and knowledge to the Trust Board. In 2021/22 CET also used Nurole Ltd who specialise in Director requirements.

Trustees are appointed by the Members. They are people with a wide range of expertise in specific areas who are interested in working on the Board of Trustees and improving outcomes for children and young people in its family of schools.

Policies and Procedures adopted for the induction and training of Trustees

All new Trustees receive a letter of appointment and appropriate documentation for completion. The Chair conducts an induction meeting. New Trustees also meet with the Chief Executive (CE), Director of Primary/Secondary Education, and the Head of School and Local Advisory Board (LAB) Chair of their link School. Internal training on areas such as data, finance and safeguarding is arranged, supplemented in some cases by external training as appropriate.

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Trustees' report (continued) For the year ended 31 August 2022

Structure, governance and management (continued)

Organisational structure

The Trustees make up the Trust Board. There are four committees made up of Trustees. They are the Audit and Risk Committee, Student Achievement and Curriculum Committee, Finance, HR and Business Development Committee and CE Appraisal and Pay Review Sub Committee. Each committee has a Chair. The committees meet in various time cycles, reporting to the Trust Board following their meetings

Each academy has a LAB. This is, in essence, a committee of the Trust Board. The LAB carries out their function in relation to their respective school/academy on behalf of the Trust Board and in accordance with the policies and Scheme of Delegation determined by the Trust Board. The Scheme of Delegation was updated in 2021 and approved by the Trust Board in October 2021.

During 2021/22 a Lead Director was appointed to each LAB. Further meetings of Directors and Primary and Secondary LAB Chairs took place which has improved communication between the Trust Board and LABs.

Regular training sessions were arranged for the Trustees and LAB members to help them understand and make sense of the data, processes and systems used in the Trust academies, which in turn will lead to improved challenge and support.

The CE is the Accounting Officer of the Trust and a Trustee.

The Trust has a Central Leadership Team, which is made up of our Headteachers, central School Improvement staff (Director of Learning Provision, Data Manager), and senior executive staff from the Central Team.

The Central Team comprises of HR, Finance, ICT, Administration, Estates, Governance, Data and Media Services.

The Central Team staffing increased in capacity during 2021/22. Capacity was increased within the Finance Team with the introduction of a Senior Finance Manager and a further Finance Manager post with a focus on central finance operation and oversight of projects/procurement. The IT Team also saw an expansion of capacity with the introduction of a Senior IT Technician based in the Whitehaven Academy. Alongside this saw the establishment of the central admin function with the appointment of a Business Operations Manager.

During the year a new temporary post of Director of Secondary Education was made and in the primary sector, interim primary leadership roles were established, 3 x Executive Headteacher roles and temporary Heads of School at Yanwath and Tebay.

Arrangements for setting pay and remuneration of key management personnel

Headteachers and teaching staff (who are part of the Central Team) are paid in line with the Standard Teachers Pay and Conditions Document (STPCD). Three posts of the senior executive within the Central Team are paid on the Leadership Scale and the operational support staff team are paid in line with the National Joint Council (NJC) and Cumbria Local Authority pay structure. CET is continuing to work towards harmonising its support staff pay structure.

The CE's remuneration is reviewed annually according to our Pay Policy and takes in to account a range of factors including benchmarking within the sector.

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Trustees' report (continued) For the year ended 31 August 2022

Structure, governance and management (continued)

Trade union facility time

There were no relevant Union Officials during the year and as such the Trust has not incurred any costs in relation to facility time or paid trade union activities.

CET continues to pay into Cumbria County Council Facilities Time Agreement but now also has in place a separate Trade Union Recognition Agreement.

Related Parties and other Connected Charities and Organisations

The Trust academies work in collaboration with each other and their local schools and organisations. The aims and objectives are as follows:

- To improve the quality of education through collaborative working arrangements.
- To develop partnership models for all levels of self-evaluation.
- To extend our personal development offer.
- To ensure value for money by sharing resources, good practice and ensuring efficiencies of scale.

CET works in partnership with the LASLs (Local Alliance of System Leaders), CASL (Cumbrian Alliance of System Leaders), CSLC (Carlisle Secondary Learning Consortium), Western Headteachers Association, CASH (Cumbria Association of Secondary Headteachers), CSP (Carlisle Schools Partnership), PHA (Cumbria Primary Heads Association), Western Lakes Teaching School Alliance, University of Cumbria, Primary Consortium in Eden, Primary Consortium in Whitehaven/Workington and Cumbria West Coast Teaching School Alliance, the Well Project and the Northern Child and Wellbeing Network.

CET also works with National Teacher Accreditation, Teach First, Learning Ladders, Ambition School Leadership and National Governance Association on a range of subjects and training to support the Trust to develop and grow.

CET have also entered into a partnership with The Three Rivers Teaching School to deliver the ECF framework and deliver the full suite of National Professional Qualification (NPQ) courses.

The CE is also a Trustee of The Confederation of School Trusts (CST). CST is the sector body for Multi Academy Trusts (MAT).

The Directors declare any register of interest, personal and family, and this is held publicly on the CET website.

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Trustees' report (continued) For the year ended 31 August 2022

Structure, governance and management (continued)

Employee involvement and employment of the disabled

Employees are regularly consulted both formally and informally on issues which may have an impact on them. This will take place by means of local academy level briefings and regular staff meetings while they have been kept informed on specific matters directly by management. Trust wide engagement is via the established consultative committee supplemented by Trust wide communications as necessary.

Employee engagement and involvement has been encouraged through the deployment of a Trust wide Stakeholder Survey. Feedback has been considered at a Trust wide and Academy level with appropriate Action Plans developed and the results benchmarked against the previous year.

The Trust has an established framework of HR related policies and procedures. These are reviewed on an annual basis and include:

- Absence and Wellbeing Policy
- Bullying and Harassment Policy
- Code of Conduct
- Disciplinary Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Pay Policy
- Whistleblowing Policy

Full details of these policies are available on CET's website.

In accordance with the principles of Equal Opportunities, the Trust has long established fair employment practices in the recruitment, selection, retention and training of disabled staff which give due regard to reasonable adjustments.

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

CET recognises the importance of developing relationships with all its stakeholders, including the local community, contractors, suppliers and customers. Stakeholder relationship was a key priority in the Governance Development Plan.

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Trustees' report (continued) For the year ended 31 August 2022

Objectives and activities

Aims and objectives

CET's mission is to establish ourselves as one of the highest performing MATs in the North of England.

CET's vision is for the Trust to be a dynamic, collaborative learning community which nurtures and inspires everyone to ***be the best you can be***.

CET's values are firmly embedded throughout the organisation and are:

- **Respect** – we treat others as we would want to be treated ourselves. CET is an inclusive organisation where every individual is valued.
- **Responsibility** – we all have the responsibility to engage and improve.
- **Resilience** – we are determined and committed to achieving our vision; we remain positive and solution focussed at all times.

Public benefit

In setting our objectives and planning our activities, the Trustees have given careful consideration to the Charity Commission's general guidance on public benefit.

The MAT structure allows economies of scale in shared services such as HR, Finance, IT, Data and Learning Provision. It also presents opportunities to obtain better terms in negotiating contracts and services and hence improved value for money. Curriculum Led Financial Planning has also been implemented. The MAT Dividend, the tangible benefit of being part of a MAT is highly evident within CET.

Statement by the Trustees in performance of their statutory duties in accordance with S172(1) of the Companies Act 2006

The Board of Trustees consider, both individually and collectively, that they have acted in the way they consider, in good faith, would be most likely to promote the success of the charitable company for the benefit of its members as a whole, having regard to the stakeholders and members as set out in the s172(1) (a-f) of the Act in the decisions taken in the year ended 31 August 2022.

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Trustees' report (continued) For the year ended 31 August 2022

Objectives and activities (continued)

Sustained School Improvements for 2021/22

CET used Strategic Quality Management methodology to deliver its Sustained School Improvement in 2021/22. The one strategic priority being to: Raise standards, opportunities and aspirations across all schools in the Trust.

Statement of Intent:

To: Raise Standards, Opportunities and Aspirations across all schools in the Trust.

By:

- Having inspirational teaching and learning across all schools.
- Working collaboratively and innovatively, being outward facing.
- Implementing a diverse and creatively rich curriculum, which is educationally and financially sound.
- Having a culture that is open, honest and challenging.
- Training and developing staff in a way that is relevant and accessible.
- Having clear lines of accountability.
- Having and nurturing great leaders across the organisation.
- Understanding and learning from stakeholder feedback.

In order to:

- Improve the educational provision (and, in turn, outcomes) for ALL students.
- Create a memorable and solid foundation for lifelong learning.

Critical Success Factors

We need:

1. A rich, broad and balanced, taught and extra curriculum for all students.
2. The assessment structure to ensure accurate and timely diagnostic assessment used to progress learning for all.
3. All students to reach their potential to achieve highly.
4. To offer a fully inclusive environment for all students and their families to engage with.
5. Staff who are; valued, effective and continually developing.
6. An effective School Improvement Strategy that is fostering collaboration across the Trust and the wider system.
7. Financial control and innovation.
8. Effective central support services.

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Trustees' report (continued) For the year ended 31 August 2022

Objectives and activities (continued)

Projects

We WILL:

1. Complete the CET 3-18 Curriculum development and implementation by September 2022.
2. Develop effective assessment practice to support learning by July 2022.
3. Enhance Learning Provision across the curriculum to improve outcomes for all.
4. Deliver professional and efficient support services across the Trust.
5. Implement an effective School Improvement Strategy that improves outcomes for all.
6. Develop CET as a great employer.
7. Develop comprehensive financial planning arrangements which supports the strategic direction of the Trust.
8. Develop and grow the Trust.
9. Develop a range of performance measures for CET.
10. Offer student events / develop the curriculum beyond the traditional school day.
11. Further develop multi-level leadership across CET.
12. Implement the Governance Development Plan throughout 2021/22.

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Trustees' report (continued) For the year ended 31 August 2022

Strategic report

Achievements and performance

CET's strong performance is now acknowledged; however, we are still an organisation constantly seeking to improve by adapting to the changes and challenges we encounter. We will endeavour to find new and well researched ways to support our children. Our vision is to secure the best possible education/outcomes for all young people who attend CET schools by providing them with a happy, healthy and safe environment where they can flourish and fulfil their potential to be the best they can be. Creating a culture of high expectations and aspirations across CET is essential. CET acknowledges its responsibility and accountability to its students and pupils, regardless of their background, our diverse communities and the environment.

At the end of August 2022 CET consists of eleven schools:

1)	Caldew Lea Primary School	Sponsored
2)	Hensingham Primary School	Sponsored
3)	Longtown Primary School	Sponsored
4)	Newtown Primary School	Sponsored
5)	Northside Primary School	Re-brokered from another Trust (FY20)
6)	Tebay Primary School	Re-brokered from another Trust (FY18)
7)	The Whitehaven Academy	Re-brokered from another Trust (FY19)
8)	William Howard School	Convertor
9)	Workington Academy	Sponsored
10)	Yanwath Primary School	Re-brokered from another Trust (FY18)
11)	Yewdale Primary School	Sponsored

CET have also combined The Workington Academy and Whitehaven Academy Sixth Forms to become the West Coast Sixth Form.

Trust Wide School Improvement

Our School Improvement Strategy was obviously adversely affected by the pandemic. However, we have continued to drive forward and much has been achieved.

CET Curriculum / Assessment framework

Over the course of the last year work has continued at pace to implement a high-quality CET base curriculum and assessment structure. All schools have agreed broad curriculum principles and established a 3 -18 offer that uses the best aspects of our previous curriculum, covers all aspects of the National Curriculum, allows for individuality within each school whilst ensuring a skills entitlement for all students. This work has been designed to provide a supporting structure for new teachers in their planning and delivery, enable experienced teachers to further develop and extend learning and has aligned GCSE specifications and increased the percentage of students studying the Ebacc.

All subjects are now using a common assessment framework across all of our schools. Key Learning Indicators have been identified and tracked to ensure a clear assessment structure that supports high quality teaching and learning and aids reporting of attainment and progress. We are using the most up to date techniques to display and report assessment across all of our schools.

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Trustees' report (continued) For the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

School Improvement Teams (SITs)

During 2021/22 we had 18 SITs operating across the primary and secondary sector. The focus of their work changed as we moved out of the pandemic and into school-to-school support. The curriculum remained the key focus in all discussions.

The School Improvement Teams were split into specific groups aimed at core areas within Secondary – Science, Humanities and PD, Primary – from Early Years Foundation Stage to Upper Key Stage 2 and both Secondary and Primary working together with English, Maths, Languages, PD, IT Strategy and Behaviour for learning.

Our established Collaborative Groups are continuing to improve year on year and focus remained with HR, Safeguarding, Mental Health, SEND, Parent Partnerships, Communications, Estates and Student Events.

CET Leadership Development 2021/22

Our CET Leadership Development Programme has continued to grow from strength to strength over the last academic year, giving staff the opportunity to access high quality Continued Professional Development (CPD) opportunities and subsequently driving CET's key focus of school improvement, through superior staff development and the growth of strong multi-level leadership at all levels of the organisation.

September 2021 saw over 30 CET staff enrol upon prerequisite courses for future nationally accredited NPQs, with the courses designed to provide a hands-on and high-quality introduction into the demands of the newly reformed NPQs beginning in early 2022. Participants completed a three-session introductory course, in which they combined research, knowledge and application skills to successfully prepare for the nationally accredited courses.

In February 2022, in partnership with both Three Rivers Teaching School Hub and the nationally acclaimed and highly reputable charitable education organisation Ambition Institute, CET began the delivery of a suite of five newly reformed and nationally accredited NPQs.

NPQs are prestigious professional qualifications, widely recognised in the education sector. They are designed to support the professional development of teachers and school leaders at all levels, in both the primary and secondary sector.

More than 50 teaching staff from across 18 schools, (some outside of CET), enrolled across CET's five NPQ programmes; Leading Behaviour and Culture, Leading Teaching, Leading Teacher Development, Senior Leadership and Headship, all lasting a minimum of twelve months. With all programmes delivered and facilitated by a highly skilled team of Ambition Institute trained and qualified Visiting Fellows, all of whom are CET employees. All courses have got off to a fantastic start and have received excellent feedback and reviews from participants.

All NPQs are currently fully funded through the DfE (until September 2024) for staff within state schools and provide excellent CPD opportunities for staff to take advantage of.

Towards the end of the academic year, recruitment began for the next cohort of NPQs beginning in Autumn 2022, whereby CET will also be adding two further NPQs to their offer; Leading Literacy and Early Years Leadership. These programmes will also be facilitated by CET employees, who are specialists within these fields.

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Trustees' report (continued) For the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

The CET Leadership Development Programme is led by Nicola Tweddle – CET Assistant Headteacher. CET are continuing to increase their offer of high quality CPD opportunities to all staff across the organisation and to establish themselves as a provider within the external market, with CET becoming increasingly recognised as an all-round 'Great Employer'.

CET Student Events 2021/22

The CET Student Events Programme has continued to go from strength to strength throughout 2021-22, which has seen a base programme and recognised calendar of accessible and inclusive collaborative events and projects for all CET students being established. Events and projects included throughout the academic year, have given students enriching experiences focused on promoting collaboration, community involvement, competition and challenge.

A range of Trust wide events have taken place throughout the academic year including; CET Sports Events, CET Innovate Competition, Student Leadership Day, Plant the Future – Tree Planting and Eco Focused Events, CET Jubilee Celebrations, Remembrance Day Tributes, Christmas Community Videos and a CET Be the Best You Can Be Week.

Through a focused CET Student Events SIT Team led by Nicola Tweddle – CET Assistant Headteacher, there has been much improved engagement and participation in Trust wide events throughout the year across all CET schools and staff in each school have taken ownership for the development, embedding and leading of CET event projects in their schools. Students across CET have worked in collaboration and competition with each other on a range of projects that have been designed to develop and focus on a range of skills e.g., leadership, teamwork, problem-solving, creative thinking, outwitting opponents at a range of levels.

One of the most successful and arguably impactful Student Events this year, was our CET Innovate Competition, designed to unlock the innovative DNA that exists in every young person. All schools took part at class and school levels, with teams having to firstly generate and design a 'World Changing Environmental Idea', to produce a prototype product, advertise it and then pitch and present it to an audience and panel of judges. The winners of each school then went on to compete at our prestigious CET Final, held at The Whitehaven Academy in March 2022, where they presented and pitched their ideas to a panel of external judges from local organisations and businesses. From this competition, further links have been established with external organisations and local businesses.

We have also held three CET Sports Events throughout the year for Year 2, 4 and 6 pupils, which will also now become annual events. The focus of these events has been on the promotion of physical health and wellbeing, development of gross motor skills and key components of fitness, promoting teamwork, competition and challenge. All three of these events have taken part at our Trust secondary schools / Copeland Athletics stadium – giving primary school children the opportunity to use high level sports facilities. On the day – all events have been led and ran by CET Sports Leaders from all three secondary schools, where they have also worked together to develop their leadership skills.

2021/22 also saw the formation of a CET Student Leadership Group, who have begun to work on projects collaboratively across schools to help to impact positively on CET, rather than independently within their schools. Their key project foci have included; Helping others and the wider community, helping each other and building school communities, helping learning with a focus on reading and helping the environment.

The success of CET's Student Events Programme has also helped to promote CET within the wider community, with a series of press and media coverage surrounding all events. They have also helped to form a CET identity across students from all schools.

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Trustees' report (continued) For the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

School to School Support

System leadership and collaboration is at the heart of the Trust's School Improvement Strategy. School to school support is encouraged within the Trust and beyond. Staff have engaged in school-to-school support, with staff being deployed across the Trust and beyond as necessary. This was obviously curtailed due to the pandemic.

Overall Performance

The Trust's Strategic Priorities are shared in our Sustained School Improvement document. Individual School Improvement Plans (SIPs) are linked to the Trust's strategic priorities.

2022 Primary Performance:

National assessments across the primary sector were re-introduced after a two year break due to the Covid pandemic:

There were some positive results in the percentage of students achieving a Good Level of Development in **Early Years Foundation Stage**, with more than 75% of students meeting the threshold at Tebay, Yanwath and Yewdale

Most of CET's schools met or exceeded the National Average for **Phonics**, with 80% of students meeting the threshold at Tebay, 84% at Yanwath and 77% at Yewdale.

Reflecting national trends, results in **Key Stage 1 teacher assessments** fell slightly from 2019, as the impact of school closures became apparent. Nevertheless, three quarters of CET schools exceeded the National Average for the percentage of students achieving Expected Standard in English, with the same number exceeding it in maths.

There were some very positive results in the Year 4 **Multiplication Tables Check** with three quarters of CET schools exceeding the national average mark. Strategies in place at Longtown and Yewdale had a positive impact with pupils in both schools averaging over 22 out of 25 in the check.

The return of **Key Stage 2 SATs** saw some positive results in CET schools. For example, 100% of students met the Expected Standard in Reading at Yanwath with pupils at Longtown achieving a progress residual of +3.6 scaled score points. Although there were some positive results in maths, this remains a key area for improvement over the coming academic year.

2022 Secondary Performance:

Year 11

Overall progress improved at **William Howard School** by around a sixth of a grade compared to 2019, with the strongest results coming in the open element subjects.

Outcomes were outstanding for the small cohorts in Art and RE and progress was strong in Music, Photography, Food and Product Design. Although no SPI is currently available for the vocational subjects Husbandry, Child Care, Health and Social, Media and Sports Science appear to have performed solidly.

Progress was also strong in Computer Science and Geography

Thresholds in English were strong, with 77% of students achieving a 4+ and 63% achieving a 5+. Both of these

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Trustees' report (continued) For the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

were an improvement from 2019. Science thresholds were also vastly improved, with 66% of students achieving 4+ (up 13% from 2019) and 47% of students achieving a 5+ (up by 14% from 2019).

Overall progress improved significantly at **Workington Academy** by around a third of a grade compared to 2019, validating the Good Ofsted Judgement from March 2022.

Outcomes were strongest in Art, Computer Science, English Literature, Geography, Photography and RE.

Maths results showed significant improvement since 2019. Progress was up by half a grade, and thresholds were also improved with 70% achieving 4+ (up by 14%) and 49% achieving a 5+ (up by 17%). In English the biggest success was at the 5+ threshold.

At **The Whitehaven Academy**, progress was in line with the significantly improved outcomes from 2019. Progress was best in Computer Science, Food and Sport.

There was a significant improvement in English thresholds, with 67% of students achieving 4+, an increase of 10% from 2019.

Year 13 - Attainment

There were no progress measures available for A-Level this year, due to this cohort of students having teacher assessed GCSE grades.

At **William Howard School**, achievement in A-Levels were up by a quarter of a grade since 2019. There were strong results in Product Design, Geology, Physics, PE, Art, Geography, Psychology and Chemistry. Attainment in vocational subjects was good and improved from 2019. Sport and Music had the highest attainment with all vocational qualifications having an average grade of at least Merit+, and most having an average grade of Distinction.

At **Workington Academy**, attainment in A-Level subjects rose by an average of 0.8 grades per entry since 2019. Improved assessment procedures ensured that final predictions were broadly in line with actual results in almost all areas. Attainment was strongest in Art and History. Art has a long track record of good results, whereas History has shown significant improvement this year, when compared to previous years. English Language and Literature also had good results, with all students across both subjects achieving at A*-C.

Attainment was also good in RE and Design and Technology (both of which were newly examined courses at West Coast Sixth Form). Biology, German and Further Maths also achieved solid results.

Attainment in vocational subjects was very good and maintained from previous strong outcomes. Child Care, Health and Social Care, Sport, IT and Media results were strong. Two new courses – Business and Performing Arts achieved solid results.

As part of the **West Coast Sixth Form**, 6 students were registered in year 13 at The Whitehaven Academy, although many more former Whitehaven students were registered as students at the Workington Academy campus of West Coast Sixth Form. This is a big step towards ensuring good provision for students aged 11 to 18 at Whitehaven. Students performed in line with expectation which has enabled them to go on to the next stage of their education.

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Trustees' report (continued) For the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

Y13 Destinations Data

Provisional destinations data for year 13 students is given below

Destination	WHS	WA	TWA
Total students	105	67	6
University	64	64.2	4
Apprenticeships	7	23.8	2
Employment and Gap	25	7	-
NEET/Unknown	4	3	-

These are very positive and exceed national figures.

Admissions

CET schools provide education to 3 – 19 year-old pupils/students who are admitted to the schools through their Admissions Policies. All Trust schools are non-fee paying academies. The pupils/students are not selected by ability or aptitude; the Trust admits all pupil/students of the relevant age, living within the geographical area of its schools' catchment areas. The Admissions Policies outline the criteria for admission from the wider geographical area and Trust academies.

Accountability Framework

The Trust has embedded accountability systems across its academies.

The Trusts Appraisal Policy is being used consistently across the Trust, the process is quality assured by the CE.

Accountability is clearly understood throughout CET.

The Trust commissioned the Ambition Institute to carry out a Trust Diagnostic with 4 lines of enquiry, the Trust as an employer of people, the effectiveness of the School Improvement Strategy, the effectiveness of governance across the Trust and the Trusts response and capacity during the Covid Pandemic. The report reflected a strong performance throughout stating:

"CET is predicated on the huge moral purpose of making a real difference to children across the Cumbrian region. It's ethos and culture are very much about school improvement and system leadership. It also has a drive to help improve and create a wider system capacity that will benefit schools and academies outside of the Trust. Some academies, working as part of the Trust, are from particularly disadvantaged communities. Trust leaders at every level work hard to ensure that schools and academies across Cumbria, and not just those within the Trust, improve and succeed. A conscious decision has been taken to work closely with local authority colleagues to improve educational delivery across the whole of the Lake District".

Improving consistency and performance

The Trust has developed shared approaches across the organisation that are bringing about improvements in delivery. 18 SITs and 14 Collaborative Groups including 140 staff have been working together on key aspects of school improvement and operational delivery. Shared CPD is common practice across the Trust, with Inset days coordinated on the schools' calendars. Cross school assessment moderation has been embedded and took place across the primary and secondary sector.

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Trustees' report (continued) For the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

School Reports

CALDEW LEA PRIMARY SCHOOL

Context

Caldew Lea Primary School is a medium sized primary school in west Carlisle. It converted to Academy status and joined CET in October 2019, having been judged to have serious weaknesses by Ofsted in June 2018. The school currently has capacity for one and a half form entry and there are currently 238 children on roll, including Nursery. Three of the ten classes are mixed year classes.

The school has above the national average of children with an Education Health Care Plan (3.9%). The school is also well above national average figures for children in receipt of Pupil Premium (40%). Our school safeguarding profile is high, and this reflects the issues faced within the community, including poverty, criminality, domestic abuse and substance abuse.

Leadership now comprises of: the Headteacher; an Assistant Headteacher who leads school improvement in teaching and learning (part time); an Assistant Headteacher who leads Key Stage 2 and the core curriculum; an Early Years Leader and a KS1 Leader who also leads on the non-core curriculum. These key appointments to the Senior Leadership Team have strengthened leadership across all phases and driven rapid school improvement forward. The school has continued at pace on its improvement trajectory throughout 2021/22, despite the challenges brought by Covid and issues within the school demographic.

Strengths:

- Strong, committed leadership drives a clear, focussed vision for rapid and sustained school improvement which is known and understood by all stakeholders.
- The recently revised curriculum has been strategically adapted to incorporate learning experiences which: reflect the school's local context; provide a long-term overview of progression including opportunities for these to be revisited; has the acquisition of cultural capital threaded throughout and promotes aspiration.
- Reading is given the highest priority; the consistent, systematic application of the Read, Write, Inc. phonics scheme has enabled improved pupil progress and attainment in the Year 1 phonics check which now meets national comparison figures.
- A relentless focus on quality first teaching ensures pupils are making expected or better progress from low starting points.
- The majority of teaching is consistently good.
- Teaching staff are able to access high quality CPD and training opportunities through SITs and Collaborative Groups working across Trust's primary schools.
- Support for the school from parents and the wider community is strong. This has contributed significantly to improved attendance and punctuality. Attendance is currently higher than the national average.

School Improvement Priorities:

- Ensure pupil attainment and outcomes at the end of Key Stage 2 are at least in line with national averages in 2022.
- Continue to improve the quality of teaching and ensure all teaching in school is good or better
- Strengthen and continue to develop the quality of provision being offered to children with Special Educational Needs, including further strengthening teacher skills in scaffolding learning to ensure equity in access to the curriculum.

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Trustees' report (continued) For the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

- Ensure more children are reaching a good level of development at the end of Reception
- Continue to actively ensure good attendance across all cohorts in school, including disadvantaged and SEND pupils.

HENSINGHAM PRIMARY SCHOOL

Context

Hensingham Primary School has been part of CET since November 2019. The pupils attending the school predominately come from the surrounding area. The school currently has 144 children on roll, but there is capacity for more children to attend and the school is actively working to raise the profile of the school. Currently 34% of our children meet the criteria for Pupil Premium support and 24% are on the SEN code of practice. We have appointed and welcomed a number of new teachers into Hensingham Primary School as we move forward on our improvement journey. There has been a change in the school structure this year, with currently three mixed classes across the school. These are Nursery/Reception (EYFS Unit), Year 2/3 class and a Year 3/4 class. There are currently seven teachers, two are ECTs. We have two Higher Level Teaching Assistants, four Teaching Assistants and two Apprentice Teaching Assistants.

Strengths:

- Since the last inspection, the school has developed and offers a wide, rich and inclusive curriculum that aims to enthuse and challenge students in school. The curriculum is fit for purpose and shows clear progression across the year groups, and it is matched to students' learning needs through ongoing assessment and effective planning.
- Teaching and learning is improving across the school, and it is at the heart of all that we do; continually being developed by a highly motivated and increasingly skilled staff.
- Training opportunities are tailored to the needs of the staff, and we are clear on what needs to be done to improve further. Several teachers completed the Outstanding Teachers Programme last year.
- CPD and collaboration between staff and the wider Trust has allowed for support and CPD to be tailored to the needs of the school and children.
- Each child from Year 2 upwards has a role within school to develop their independence and give them a sense of responsibility.
- Opportunities and development of the whole student, their role within their local community, character and belonging are all strong.
- Conduct and behaviour for learning are continuing to strengthen and the vast majority of students are engaged in their learning with an increasing level of student leadership evident throughout the school.

School Improvement Priorities:

- To raise the attainment of writing and maths throughout the school.
- To develop inclusive practice for all pupils to have the opportunity to succeed.
- To develop teachers' moderation and assessment skills to ensure accurate and clear records.
- To continue to support and develop teachers with confident subject and middle leadership across the school.

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Trustees' report (continued) For the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

LONGTOWN PRIMARY SCHOOL

Context

Longtown Primary School serves a rural market town set in the beautiful Cumbrian countryside. It is rurally isolated and has a mixed socio-economic community. There are low levels of adults in higher education (20%) and only 8.8% of pupils come from high social class households.

The school is single form entry and smaller than the national average size (181 on roll, including 8 nursery). There is a PVI nursery sited next to the school and some children use this as shared provision. The school has 25% (46 pupils) of pupils eligible for free school meals, with 25% (47 pupils) of pupils eligible for Pupil Premium Grant. The percentage of pupils with an Education Health Care Plan is 2%. The Headteacher has an executive role over a second local primary school but is ably supported by the Deputy Head, Assistant Headteacher and the wider CET Team. We welcomed two new teachers to the team this year including an ECT in year 5 and an experienced EYFS teacher in reception. A number of senior leaders in school also take on lead roles within CET as school improvement leads. Three Higher Level Teaching Assistants, four Teaching Assistants and three Apprentice Teaching Assistants support the learning of children both in classes, and as part of an intervention timetable. The school was graded as Good in the Ofsted Inspection in May 2019. Having fantastic behaviours and attitudes to learning alongside pupil leadership are of particular importance at Longtown Primary School and we love finding exciting ways to enrich our curriculum.

Strengths:

- Children in the early years benefit from good teaching and make considerable progress from their starting points.
- Pupils' behaviour is good. The pupils care for their school and are keen to develop it.
- Safeguarding is robust, effective and pupils know how to keep themselves safe, such as when they are using the internet. Attendance is above national average.
- Leaders ensure that pupils are safe and support their wellbeing effectively.
- Classrooms and learning zones are ready to enable a strong ethos for education where children feel safe to learn. The classroom environments provide prompts to support the children's independent learning.
- CPD is adapted to individual need and school's curriculum development to secure and deepen children's understanding and skills.
- The quality of teaching, learning and assessment is good. Teachers bring learning to life for children.
- Leaders are ambitious for the continued improvement and evolution of the school. There is an outward facing vision – a culture that embraces collaboration within the Trust.
- The new early years curriculum has been being implemented effectively.
- A good range of activities and clubs effectively promote pupils' spiritual, moral, social and cultural development.
- Pupil leadership and pupil voice is strong and develops responsible, resilient and confident pupils.
- Staff and pupils enjoy coming to school and are passionate about its continual development.
- Community links are strong, and the school have good relationships with all stakeholders.

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Trustees' report (continued) For the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

School Improvement Priorities:

- Further strengthen leadership and management by ensuring that the intended impact of leaders' action plans for improvement is measurable against pupils' achievement.
- Ensure the curriculum, is exciting, deepens learning and challenges the more able.
- Continually strive to develop pedagogy that improves outcomes for all ensuring they are always the best they can be.

NEWTOWN PRIMARY SCHOOL

Context

Newtown Primary School has been with CET since September 2020. Newtown Primary School is situated in the centre of the Raffles estate in Carlisle, an area of high deprivation and unemployment. There are significant challenges:

- 69.5% of our children are eligible for Free School Meals, 74% of our children are eligible for Pupil Premium. Only 2% of our children are currently on Child Protection plans and 4% of our children have Social Worker Involvement. 11% of our children are being supported with Early Help Plans.
- 26% of our pupils have SEND needs including 6% of our pupils who have Education Healthcare Plans.

Since September 2021, the leadership structure has changed, there is now an Executive Headteacher and a Head of School. There are currently five classes with seven teachers (including the Head of School), two of whom are part time workers.

Newtown Primary School has a mix of both single age and mixed age classes, sometimes spanning over different Key Stages because of such diverse pupil numbers in year groups.

Strengths:

- Experienced Executive Headteacher.
- Continuity for the school with existing Head of School.
- There is a warm and welcoming environment for children who feel safe in school.
- Part of the CET MAT who provide support within their Central Management Team and other collaborative teams / meetings.
- Safeguarding is effective and partnerships with external agencies are strong.
- Resilient pupils.
- There are high expectations for behaviour and all children are respectful.

School Improvement Priorities:

- To improve the standards of teaching and learning across the school.
- To develop subject leadership to improve standards.
- To improve outcomes in all year groups.
- To improve attendance including reduction of persistent absenteeism.

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Trustees' report (continued)

For the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

NORTHSIDE PRIMARY SCHOOL

Context

Northside Primary School has been part of CET since September 2020. The majority of pupils attending Northside Primary School are drawn mainly from the Northside estate in Workington, which surrounds the school, and Siddick. There are a handful of pupils who attend from further afield in Workington. Two Ukrainian refugees have recently also joined the school.

The school currently has 66 children on roll which is up from 58 pupils last year. The school has the capacity for more children to attend in all year groups, in the region of 15 per year group, thus up to 120 pupils in total. We have a pupil recruitment drive under way with a social media campaign, leaflet drop, nursery visit and prospectus. The school values its close working relationship with Workington Academy; staff support with transition and booster sessions with Year 6, sport sessions, specialist PE sessions. Last academic year we also benefited from specialist attendance support from Workington Academy's Assistant Headteacher and 1:1 sessions for one pupil which were related to educating them about risk taking behaviour. Northside Primary School currently has 58% Pupil Premium and 30% are on the Special Educational Needs and Disabilities' register. The school values the support of a Special Needs Coordinator who works there for four afternoons each week. There is a weekly intervention timetable in place to support pupils with additional needs.

The school has undergone some significant staffing changes over the past year, including the appointment of a Headteacher in January 2021. Four new teachers have joined the team, two of whom are experienced working within the Primary Sector. Of the other two, one is an Early Career Teacher and the other is a Trainee Teacher, registered with Teach First. We have also appointed an experienced Teaching Assistant and an Apprentice. This year, one of the school's existing Teaching Assistants commenced training as a Higher-Level Teaching Assistant. There has been a change to the Key Stage 2 class configuration in that there is now a separate Year 3 and 4 class as well as a discrete Year 5 and 6 class. This compliments the existing EYFS class and the Year 1 and 2 class.

Strengths:

- Since joining the Trust, the school has developed its curriculum in line with the CET primary offer to enable a rich and inclusive curriculum to be offered. The curriculum shows clear progression across the year groups, and it is matched to students' learning needs through ongoing assessment and effective planning.
- Attendance has stabilised and started to move into line with that of the National Average. The strategic, concerted effort to manage any non-attendees will continue.
- The children are engaged with the values of the school and trust and can communicate these with increasing positivity and understanding. Children feel valued themselves and know that school is a safe place where adults are trustworthy and caring. Standards of both conduct and behaviour for learning are developing and the vast majority of students are engaged in their learning.
- There are developing opportunities for pupil personal development including external trips and internal opportunities such as careers awareness.
- There is a strong culture of identifying pupil safeguarding concerns among all staff. Ensuring that this also extends into a curriculum to develop pupils' own understanding of how to stay safe is ongoing work.

School Improvement Priorities:

- Ensure that pupils from Early Years Foundation Stage to Key Stage 1 are exposed to age related expectations so that subsequent end of key stage outcomes and 'phonics' outcomes are improved.
- Ensure pupils in the Key Stage 2 class progress through a carefully sequenced curriculum so that they are

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Trustees' report (continued) For the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

- well prepared for their next phase in education, particularly in English and Mathematics.
- Ensure that pupils in Year 6 are prepared for the end of year expectations so that subsequent end of Key Stage 2 outcomes are improved.
- Ensure that pupils in Year 4 are well prepared for the times table test so that outcomes continue to rise.
- Ensure that pupils in Early Years Foundation Stage who have been identified as working below age related expectations are supported to access GLD.
- Develop subject leadership and SIP attendance so that all areas of the curriculum are well-led and managed in line with CET.
- Develop excellence in early years provision across all areas of learning in the new Early Years Foundation Stage Framework.

TEBAY PRIMARY SCHOOL

Context

Tebay Primary School has been part of CET since September 2017. The school was inspected and given a Good judgement by Ofsted in March 2020.

The children attending Tebay School are mainly from the village but due to its fully inclusive ethos the school pick up families from outside its catchment area. Most housing in the village is 2 bedroomed low-cost social housing and growing families move regularly because of this, so school often have in year admissions. The numbers in cohorts at the top end of the school are low but the larger reception numbers ensure Tebay Primary School is more sustainable moving forwards. Initiatives are in place to attract more pupils into nursery and next year's Reception class. Rural poverty is significant for the families. Around a third of pupils are entitled to Free School Meals and there are a large number of low-income families just above this. Many have little or no life experience beyond Tebay and have little opportunity to be in clubs outside of school because of geographical distance. Therefore, one of the key aspects of the school is the After School club provision, which we allow the children of low-income families to access for free two evenings a week.

The school follows the CET Primary Curriculum and the mixed age classes mean this has been made bespoke for the students. The restructuring of classes has required that the small school curriculum be adapted to a three-year rolling programme with Year 1,2,3 – Class 2 and Year 4,5,6 – Class 3. Early Years Foundation Stage remains on the 2-year rolling programme.

In September 2022, Helen Wright became permanent Head of School – 3 days per week. Cate Floyd became permanent executive headteacher. The SLT team has expanded with Debbie Chapman becoming lead teacher and fulfilling the role of teacher in charge when Helen Wright is not on site.

Strengths:

- Completion of the task of creating a well-planned and sequenced curriculum.
- Attendance was in-line with national average (exception of 2 families).
- Staff morale remained high – all staff have a shared understanding of the vision for school improvement and are dedicated to a rigorous catch-up programme for children.
- Pupils behaved well. They recognise the high standards that staff have on their personal development.
- Pupils' mental health and wellbeing is effectively supported in school through nurture and ELSA groups.

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Trustees' report (continued) For the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

School Improvement Priorities:

- Raise outcomes in writing across school
- Ensure Tebay is seen as the small school of choice to all in the local area
- Ensure pupil premium are given the opportunity to achieve their full potential.

THE WHITEHAVEN ACADEMY

Context

- The Whitehaven Academy joined CET in December 2018. The predecessor school was judged "Inadequate". It is an average sized school that is growing rapidly. Having suspended the development of its Sixth Form in September 2019, the school has set up the West Coast Sixth Form in conjunction with Workington Academy. The proportion of students eligible for support through Pupil Premium is above average. The school serves young people in Copeland, an area that is in the bottom 10% nationally (based on September 2019 indices of deprivation) for multiple areas including: Living Environment; Income Deprivation Affecting Children; Health Deprivation and Disability Deprivation; Education Skills and Training. The proportion of students who have special needs or disability is above average. Almost all students are of White British heritage. A strengthened Senior Leadership Team with the appointment of two Directors of Learning and a Deputy Headteacher.

Strengths:

- Positive strengthening of leadership at senior level with new Deputy Headteacher and Directors of Learning as well as middle leadership of core subjects through staff re-shaping. - English and Maths.
- Collaborative and positive development of CPD, particularly the introduction of Instructional Coaching with training from CET and Aldridge Trust.
- Robust governance through a highly engaged LAB, bringing increasing rigour and challenge with strong support to all elements of leadership.
- Significant development of a supportive and robust Quality Assurance programme to ensure an effective curriculum development programme with stakeholder engagement and feedback, drawing increasingly from the expertise and strengths that the Trust SIT bring.
- Embracing opportunities for collaboration and partnership to improve teaching and learning e.g., becoming an Oracy school with Voice 21, development of programme with West Coast Sixth Form, Access Project and Queens College, Oxford University and embracing outdoor learning with various partners including the British Exploring Society.
- Recognising success and changing and challenging public perception for example winning seven Golden Apples Awards in the last two years, including Best Secondary School in 2022.
- Positive move to the new building, taking advantage of opportunities to expand and develop the curriculum with courses such as GCSE Design and Technology, Creative I Media and Dance.
- Working as part of a forward-thinking Trust allowing West Coast Sixth Form to grow and bringing new courses and opportunities to The Whitehaven Academy campus.
- Successful implementation of the Creative Curriculum challenging and developing Key Stage 3 students, developing their creativity, oracy, group and problem-solving skills and ensure a rich knowledge and understanding of respective subjects.

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Trustees' report (continued) For the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

School Improvement Priorities:

- Implement a rigorous Teaching & Learning strategy, focusing on driving improvements in Quality First Teaching and assessment
- Develop strategies to ensure Disadvantaged and SEND students are making expected levels of progress
- Implement the raising standards programme to drive significant improvements in outcomes
- Develop a positive learning culture- promoting learning behaviours and attendance
- Develop strategies to promote reading and oracy.

WILLIAM HOWARD SCHOOL

Context

William Howard is a larger than average secondary school located to the east of Carlisle. It has 1350 students on roll and serves a large rural catchment of over 362 square miles, also drawing students from Carlisle, southern Scotland and Northumberland. The diversity of the catchment covers areas of significant wealth and also ones of deprivation. Unemployment is half the national average including for the 16-24 age group, with NEET students rare as a result. The low cost of living and very high levels of employment opportunities in low skilled jobs mean that locally there is a culture of low academic aspiration amongst some families, which contrasts with other families who are highly aspirant.

There are between 250 and 210 students in each year group; there are 200 students in the Sixth Form. The school is fed from up to 42 schools with 18 designated feeder primary schools, their intakes varying from 30 to only 1 or 2 students per year group. Some of the highest achieving students locally at Key Stage 2 will apply for admission at the local selective Grammar School. The school currently has 20% of students meeting the Pupil Premium criteria and the proportion is increasing with each new intake. Free School Meals data places the school in the bottom quintile for deprivation; Income Deprivation Affecting Children Indices Analysis puts the school firmly in the middle quintile.

William Howard School joined CET at its point of inception in September 2016. In its most recent OFSTED Inspection (Section 5), it was judged to be Good in all areas in May 2019.

Strengths:

- The school offers a wide, rich and innovative curriculum that aims to enthuse and challenge students while meeting local need. It is matched to students' learning needs through ongoing assessment and effective planning.
- Teaching and learning is Good across the school, and it is at the heart of all that we do; continually being developed by a highly motivated and increasingly skilled staff.
- Where students have gaps in their learning due to Covid disruption Catch-up Plans are in place to address gaps
- Opportunities and development of the whole student, their role within their local community, character and Careers, Education, Information, Advice & Guidance are all strong. We have met all the Gatsby benchmarks for 5 years, including during the pandemic disruption.
- We promote students' spiritual, moral, social and cultural development through the curriculum and wider activity, including international school status and Personal Development lessons
- Students secure excellent aspirant destinations and are well placed to move onto the next stage of their learning or enter training or employment.

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Trustees' report (continued) For the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

- Standards of behaviour for learning are at least good and mean the vast majority of students are engaged in their learning with strong levels of student leadership evident throughout the school.
- Students make sustained progress from their starting points. Overall students in the school are making progress at least in line with expectations and this is an improving trajectory.

School Improvement Priorities:

- Staff to work collaboratively and effectively so CET and William Howard School's Sustained School Improvement Critical Success Factors are met.
- Staff to accept only the highest standards from themselves and students.
- Progress in Maths, English and for disadvantaged students at Key Stage 4 needs to be improved.
- Average grades at A Level need to improve.

WORKINGTON ACADEMY

Context

Workington Academy opened on 1 September 2015 when the two predecessor schools merged. The proportion of students eligible for support through the Pupil Premium is well above average. More than half of the students in the school live in the highest two deciles of multiple deprivation. The proportion of students who have special educational needs or disability is well above average. The Academy has strategically resourced provision for pupils who require physical or medical support or have life limiting illness. Almost all students are of White British heritage.

The initial years of the Academy saw some instability in leadership and staffing turbulence. A new permanent and experienced Headteacher (Des Bird) was appointed in April 2018. In more recent years the Academy has developed a strong and stable staff led by a skilled and experienced Leadership Team, some of whom have significant experience of successful transformative change. Des Bird has been promoted to Interim Executive Headteacher and Interim Director of Secondary across CET. Mark Bedford (Workington Academy Deputy Head) has been appointed as Interim Head of School, the remainder of the Leadership Team have remained in place providing consistency, vision and drive.

Since opening the Academy has improved its' reputation within the local community. Overall student numbers have increased by over 400 in the last three years and are anticipated to rise further. In September 2022, 275 Year 7 students joined the Academy, which is a growth of over 160% since 2015. Numbers at the West Coast Sixth Form have grown by over 50% in recent years and will continue to grow as larger year groups move through the Academy.

In March 2022 Ofsted rated Workington Academy as Good in all areas with an overall effectiveness of Good. In August 2022 the Academy achieved its best GCSE and A-Level outcomes since the school opened in 2015. Progress 8 improved by +0.31 with significant improvements in the number of 4+ and 5+ grades in many subjects, particularly the core. Post 16 outcomes also improved by +0.8 of a grade.

Strengths:

- Leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition which has transformed the Academy. Ofsted 2022 said ***'Leaders improvements to the curriculum over the past two years have been tangible. Ambitious for all pupils, irrespective of ability or background, leaders have ensured that pupils study a broad range of subjects'***.
- The Academy's curriculum and structure has been re-organised in order to provide more effective learning

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Trustees' report (continued) For the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

opportunities for all groups of students tailored to the Academy ethos and values.

- Curriculum planning remains strong. The focus continues to be on all students knowing more and remembering more in each and every lesson, including those with SEND. This is validated in the findings of the school's own robust monitoring systems (Curriculum Area Reviews) and Ofsted 2022. ***"The curriculum has been well-thought-out across all three key stages to ensure that pupils can build their knowledge and skills well over time. By the end of key stage 3, pupils, including those with SEND, are well prepared for the demands of key stage 4."*** Ofsted 2022
- Teaching and learning is good across the school, and it is at the heart of all that we do; continually being developed by a highly motivated and increasingly skilled staff.
- Staff feel valued, retention levels are high, and the Academy has been able to expand rapidly recruiting strong and often experienced staff.
- Standards of both conduct and behaviour for learning are good and mean the vast majority of students are engaged in their learning with an increasing level of student leadership evident throughout the school.
- The Academy systematically addresses the social, moral, spiritual and cultural aspect of education throughout the curriculum. Activities are well planned, and their impact thoroughly assessed. The Academy keeps abreast of the changing landscape and tailors its offer accordingly.
- At the end of Key Stage 4 students secure excellent aspirant destinations and are well placed to move onto the next stage of their learning or enter training or employment.
- Destinations data to both higher education and apprenticeship routes are strong, both exceeding the national average of those who have studied level 3 qualifications.
- The Academy offers a wide range of wider curricular and enrichment activities for all students in Year 7-13, including a range of extracurricular clubs encompassing a range of disciplines, interests and skills including Sports clubs, Dance and Drama clubs, free music and singing lessons, Choir, Orchestra, Computing Club, Photography, Design and Technology and Art Clubs, Workington Academy student led Radio Station, Camping and outdoor activities trips, international visits, visits to National Sporting Events, Cookery clubs, Fieldwork, The Duke of Edinburgh Award and also offers students the opportunity to participate in a range of ambassadorial and leadership roles. The Academy also hosts a range of student led community events including the Summer Arts Show, Christmas Concert, Charity and Fundraising events and transition and primary schools' events. The offer of the academy has returned to and even exceeded pre-covid levels.

School Improvement Priorities

- Improve rates of attendance and reduce persistent absence, particularly for disadvantaged students.
- Continue to improve strategies so that all students "know more and remember more" in lessons so that outcomes improve across the Academy yet further.
- Reduce the use of fixed term exclusions, particularly for disadvantaged students and boys.
- Focus on outcomes for more able students through explicit and forensic monitoring of the cohort across the curriculum. Support students capable of achieving grade 7+ to meet this expectation.
- Further embed the school's reading curriculum to improve the level and amount that students read so that they are confident readers in all subject areas. Leaders to ensure that staff are fully trained in how to deliver the reading curriculum effectively. (Ofsted area for improvement March 2022).
- Roll out the new assessment system across Key Stage 3 to ensure that approaches to assessment are linked to the knowledge in the curriculum (Ofsted area for improvement March 2022). Ensure teachers use these approaches consistently well, supported by work completed within SIT groups.
- Ensure certain extra-curricular activities are targeted at particular students e.g., Key Stage 4/5, disadvantaged in all years, SEND, etc. in order to enhance both character curriculum and cultural capital.
- To continue to evaluate and refine the use of the Recovery, National Tutoring Programme and Pupil Premium funding to further address, where needs be, areas for development in respect of attendance and

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Strategic report (continued)

Achievements and performance (continued)

achievement, particularly in the disadvantaged cohort who have been most affected by the Covid pandemic.

YANWATH PRIMARY SCHOOL

Context

Yanwath Primary School is a smaller than average, one form entry, rural primary school with 165 children on roll. Yanwath Primary School is the school of choice for many parents and attracts pupils from out of catchment, including the nearby town of Penrith. Pupils come from predominantly white British backgrounds.

A small proportion of pupils speak English as an additional language and the number of children receiving Pupil Premium is below the national average. 20 pupils are on the SEND register, enabling the school to tailor their curriculum in more detail. Parents are supportive of the school and keen to continue to develop their child's education at home. Demographic factors mean that numbers in Nursery and Reception vary widely from one year to the next; therefore, building the school's reputation in the local area will ensure that it remains financially viable into the future.

The school received its Good judgement in January 2022, which has seen a slight increase in pupil numbers in the foundation stage. The plan for the school is to continue to build on this success.

Results at the school for the academic year 2021/22, saw the school achieve above national average across the board, in particular in Key Stage 2 where 100% of children passed their reading SATs. Leadership continues to be a strength of the school, with the Headteacher being promoted to become the Executive Headteacher between Yanwath Primary School and Tebay Primary School and an internal appointment of a new Head of School.

Strengths:

- We offer a dynamic curriculum which is based on the national curriculum with additional Trust wide elements and is then tailored to meet the needs of the children specifically at Yanwath Primary School. It is enhanced by a wide range of opportunities that support children's personal development and mean that they are well prepared for the next stage in education and future life.
- Teaching is consistently good throughout school with some areas of outstanding practise. These teachers are beginning to offer a wider role across the Trust to support colleagues in other schools.
- Standards in all areas are above national expectations with SEND children making significant progress to close the gap with their peers.
- Safeguarding is very secure.
- Behaviour continues to be excellent, and pupils have positive attitudes to learning. Children have worked hard to ensure they are able to demonstrate the trusts demonstrable behaviours on a consistent basis. This is promoted through assemblies with a clear focus on different behaviours and expectations.
- Senior leaders are experienced and provide strong, strategic direction for the school as it continues on its journey to becoming an outstanding provision for children to learn and grow.

School Improvement Priorities:

- To develop teacher's subject knowledge enabling them to provide excellence across the curriculum and support students to know more and remember more.
- Improve outcomes in maths across the school.
- Ensure Yanwath Primary School is seen as the school of choice to all within and around the local area.

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Trustees' report (continued) For the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

YEWDAL PRIMARY SCHOOL

Context

Yewdale Primary School joined CET in 2015. Yewdale Primary School's last Ofsted inspection took place in July 2018 and the school was graded Good across all areas.

Yewdale Primary School is an average sized primary school. The proportion of disadvantaged pupils who attend the school is in line with the national average. The proportion of pupils from minority ethnic backgrounds is well below the national average as is the number of pupils who speak English as an additional language. The proportion of pupils who have SEN and/or disabilities is in line with the national average.

A new Headteacher began at the school in January 2021 and has since taken an Executive Leadership role across Yewdale Primary School and another local primary school.

There are currently 11 classes with a mixed age class in each phase. Yewdale currently has 14 teachers, some of whom work part time.

Strengths:

- Experienced Headteacher who works as an Executive Headteacher across 2 schools.
- Strong school leadership structure in place with a Head of School role, and two Assistant Headteachers in place.
- Dedicated staff who create a warm and welcoming environment for children.
- Supportive parents.
- Part of the CET MAT who provide support within their Central Management Team and other collaborative teams / meetings and CPD opportunities.
- Safeguarding is effective and partnerships with external agencies are strong.
- Governance is strong.

School Improvement Priorities:

- Providing the children with a rich and varied curriculum, which includes writing across curriculum subjects and developing reading for pleasure.
- Providing children with rich and varied extra- curricular activities both within school and outside of school.
- Continue to improve attendance and reduce the numbers of persistent absentees.
- Improve parental engagement.
- Improve the quality of teaching and learning in Maths to ensure that pupils are fluent and confident and that outcomes improve across the school.

A summary of the strengths and improvement priorities for each of the Trust schools can be found on our website www.cumbriaeducationtrust.org.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued)

For the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

Going concern

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

Financial review

Financial risk management objectives and policies

The revenue balances carried forward at 31 August 2022 are a £1,719,487 surplus (2021: £1,630,722) on the Restricted General Fund and £403,849 surplus (2021: £154,662) on the Unrestricted Fund, totalling £2,123,336 (2021: £1,785,384).

The individual schools' outturn positions are as follows:

	£
William Howard School	(85,028)
Workington Academy	59,246
The Whitehaven Academy	(847)
Caldew Lea Primary School	151,240
Hensingham Primary School	35,521
Longtown Primary School	(7,810)
Newtown Primary School	36,244
Northside Primary School	(12,059)
Tebay Primary School	60,523
Yanwath Primary School	14,565
Yewdale Primary School	60,140

Most of the Trust's income is obtained from the Education Skills Funding Agency (ESFA) in the form of recurrent grants, the use of which is restricted for particular purposes. Total income has increased for the Trust by £15.89m largely due to the inclusion of a £15.01m donation of a new school building at the Whitehaven Academy. The grants received from the ESFA during the year ending 31 August 2022 and the associated expenditure are shown as restricted funds in the Statement of Financial Activities (SOFA).

Grant income is also received from the Local Authority for students with additional learning needs. Income from other trading activities increased by £302k to £557k due to receiving additional income from providing leadership and wider support to two external schools in year. Other income is generated in each of the constituent schools from lettings of facilities and other hires and this also increased, compared to the previous year, as there were no school closures in year due to Covid constraints.

The Trust receives grants for capital expenditure from the ESFA. In accordance with Charities Statement of Recommended Practice, 'Accounting and Reporting by Charities' (SORP 2019), 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 charges over the expected useful life of the assets concerned.

The total income received has been invested to further enhance the high quality education provided across each school within the Trust by the employment of suitably qualified teaching staff, the provision of specialist staff support for both teaching and the various support functions of the Trust, the provision of suitable resources for the staff and students and the maintenance and refurbishment of the buildings and equipment.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2022

Strategic report (continued)

The Local Government Pension Scheme, as it relates to the Trust, has been valued by the Actuary as having a net deficit of £2,748,000 as at 31 August 2022 which is a decrease of £13,013,000 compared to the previous year, primarily due to the actuarial gain in the scheme's obligations outweighing by the loss on the scheme's assets following changes in the financial assumptions such as inflation and increases to future salary and pension payments. This results in a lower assessment of the net liability at the year end. It should be noted that this does not represent a liability that will need to be settled by the Trust other than through ongoing contributions and that it is underwritten by the ESFA.

Reserves policy

A core priority of the Trust is to strengthen its reserves to ensure sufficient financial contingency for unplanned events and future budget demands. The Trustees consider the Reserves Policy each year in light of developments and with an aim that reserves are increased in order to provide a financial safeguard for the future and enable the Trust to manage the financial impact of year to year fluctuations in funding arising from changing student/pupil numbers.

The Trust continued its plan to strengthen reserves in year by adding 0.5% of GAG funding. Reserves brought forward on 1 September 2021 were £1,785k, of which £582.2k was earmarked as designated for specific school improvement.

At 31 August 2022 the Trust held free (unrestricted) reserves of £403,849 and a restricted income fund of £1,719,487 which total £2,123,336 and which represent the funds readily available to the Trust. The structure of the total reserves is split between general funds of £1,488,153 and designated funds of £635,183.

Total funds of the Trust at 31 August 2022 amounted to £57,980,731, of which £57,259,041 is tied up in fixed assets. There is a deficit of £2,748,000 representing the defined benefit pension liability.

The Trust's policy statement on its reserves is to retain one month's income or expenditure (usually similar figures assuming a balanced budget) or a sum per pupil (total reserves of around £490 per pupil). This position is revisited annually as part of the Financial Strategy. The bases of these two measures continue to provide a similar outcome which is circa £2.4m. Current reserves are close to this target. Maintaining adequate reserves also increases as the Trust grows. Trustees continue to seek to build free reserves to a level that will provide the safeguards set out above.

Material investment policy

Growth in Trust reserves have enabled Trustees consider wider Investment Plans for the future, with a view to generating a modest financial return within acceptable risk levels. Acknowledging the limitations on likely returns on cash investments which might to be realised from short to medium term investment decisions due to the economy and financial markets.

Cumbria Education Trust

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Trustees' report (continued) For the year ended 31 August 2022

Principal risks, uncertainties and risk indicators

Risk management is embedded throughout our organisation. The Strategic Risk Register is reviewed by the Trust Audit and Risk Committee and full Trust Board. Similarly, LABs review localised risk and any significant risks are escalated. The CET Executive also hold regular risk management meetings. In 2021/22 our internal audit schedule included a focus on risk management which was deemed to be good.

In recent years it had been reported that there was a principal risk in relation to the level of reserves held and that action was required to improve the situation. Reserves were again improved in year and are now considered to be within an acceptable range for a Trust of our size.

The Trust, through its Board of Trustees and staff, strives to become an outstanding organisation and recognises the need to maintain and further increase pupil numbers as they have a major influence over finance. Looking forward a concern regarding low birth rates features on the Risk Register.

Fundraising

Under the provisions of the Charities (Protection and Social Investment) Act 2016, an Academy Trust must include a statement of each of the following in respect of fundraising activities, whether carried out directly by the academy trust or by any person on its behalf, during the year:

- a) The approach taken by the charity to activities for the purpose of fundraising, and in particular whether a professional fundraiser or commercial participator carried on any of those activities.
- b) Whether the fundraiser was subject to an undertaking to be bound by any voluntary scheme for regulating fundraising, or any voluntary standard of fundraising, in respect of activities on behalf of the charity, and, if so, what scheme or standard.
- c) Any failure to comply with a scheme or standard mentioned under paragraph (b).
- d) Whether the charity monitored activities carried on by any person on behalf of the charity for the purpose of fundraising, and, if so, how it did so.
- e) The number of complaints received by the charity or person acting on its behalf about activities by the charity or by a person on behalf of the charity for the purpose of fundraising.
- f) What the charity has done to protect vulnerable people and other members of the public from behaviour such as unreasonable intrusion on a person's privacy, unreasonably persistent approaches for the purpose of procuring money or other property and placing undue pressure on a person to give another property, in the course of, or in connection with, such activities.

Cumbria Education Trust

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Trustees' report (continued) For the year ended 31 August 2022

Streamlined energy and carbon reporting

	2021-22	2020-21
UK Greenhouse gas emissions and energy use data for the period 1 September 2021 to 31 August 2022		
Energy consumption used to calculate emissions (kWh)	5,819,051.18	3,290,264.48
Energy consumption break down (kWh) (optional):		
Gas	3,081,555.10	1,189,704.70
Electricity	1,980,262.90	1,746,201.802
Oil	281,252.38	306,474.15
Transport fuel	118,442.00	47,883.83
Scope 1 emissions in metric tonnes CO2e		
Gas consumption	613.68	217.91
Oil consumption	75.42	82.18
Owned transport - minibuses	56.08	13.98
Total scope 1	745.18	314.07
Scope 2 emissions in metric tonnes CO2e		
Purchased electricity	439.28	377.07
Scope 3 emissions in metric tonnes CO2e		
Business travel in employee owned vehicles	23.11	10.18
Total gross emissions in metric tonnes CO2e	1,128.38	695.02
Intensity ratio tonnes CO2e per pupil	0.26	0.17

Quantification and reporting methodology

We have followed the 2021 HM Government Environmental Reporting Guidelines. We have also used the GHG Reporting Protocol - Corporate Standard and have used the 2021 UK Government's Conversion Factors for Company Reporting.

Intensity measurement

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

Energy efficiency measures. The Trust has continued to engaged in a programme of LED lighting installation and also benefits from a photovoltaic array at the William Howard School. We are proud that during 2021/22, 10 of our 11 schools achieved the highly accredited Green Flag status. The remaining school and the new schools joining us in early 2022/23 are set to achieve this status too.

Cumbria Education Trust

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Trustees' report (continued) For the year ended 31 August 2022

Plans for future periods

Future developments

CET is committed to supporting all pupils/students, staff and academies within the Trust to 'be the best they can be'. Each of the Trust's academy has its own unique ethos, however they all share a common vision and values, which are central to the life of the academies and underpin all the Trust's activities. Our vision is to enable every young person to reach their potential and achieve the success they deserve by providing an innovative and inspiring learning experience. At the heart of our organisation are the principles of respect, responsibility and resilience. We remain committed to

further developing a sense of social responsibility in all students so that care for themselves, each other and their environment is intrinsic in all we do.

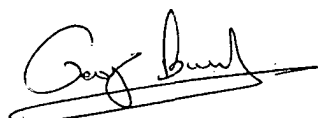
The growth of CET is a committed element of the strategy. Growth will enable the Trust to further support children across the North region, bringing more benefits both to existing and joining CET schools through partnering and cross Trust efficiencies. The Trust has received grant funding in the year to support these growth plans. In line with these plans, CET's Growth Strategy is based around a 3 to 18 model with primary schools feeding into our secondary schools. The strategy has hubs in the West of the County, in Carlisle and in Eden.

Disclosure of information to auditor

Insofar as the Trustees are aware:

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

The Trustees' Report, incorporating a Strategic Report, was approved by order of the Board of Trustees, as the company directors, on 22 December 2022 and signed on its behalf by:



G Beveridge
(Chair of Trustees)

Cumbria Education Trust

(A company limited by guarantee)

Governance statement

Scope of responsibility

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

As Trustees, we have reviewed and taken account of the guidance in DfE's Governance Handbook and competency framework for governance.

The Board of Trustees has delegated the day-to-day responsibility to the CE, as Chief 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 CET and the Secretary of State for Education. They are also responsible for reporting to the Board of Trustees any material weaknesses or breakdowns in internal control.

Governance

The information on governance included here supplements that described in the Trustees' Report and in the statement of Trustees' responsibilities. The Board of Trustees has formally met 7 times during the year with two additional planning and developmental meetings.

Attendance during the year at meetings of the Board of Trustees was as follows:

Trustee	Meetings attended	Out of a possible
G Beveridge, Chair	7	7
N Crewdson	2	2
L Hughes, Chief Executive	6	7
A Johnson, Chair of Student Achievement and Curriculum Committee	4	7
M Payne, Chair of Finance, HR and Business Development Committee	6	7
Professor R Trimble, (was Co-opted, made Trustee on 20 September 2021)	5	7
J Routledge, (was Co-opted, made Trustee on 20 September 2021)	7	7
M Donnelly	4	7
D Shaw	7	7
J O'Neill, (Co-opted) Chair of Audit and Risk Committee	5	7
P Cook	3	3
R Berry	3	3

The Trust welcomed two new Trustees in 2021/22, namely Phil Cook (Co-opted) and Richard Berry. Trustees are linked to our schools/LABs. Trustees and Chairs of the LABS meet termly to support two-way communications.

A Governance Training Programme is in place for all Trustees and LAB members.

This is the first full year of the refreshed Governance structure following the external Trust Diagnostic in 2021. The Trust Board have completed a Trust Self Evaluation. Results from this have been discussed and form the basis of Sustained School Improvement Project 9 – Effective Governance. There are 6 sub projects for 2022-23.

Cumbria Education Trust

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Governance Statement (continued)

Governance (continued)

The Finance, HR & Business Development Committee is a sub-committee of the main Board of Trustees and met five times during the year.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
G Beveridge	5	5
L Hughes	5	5
M Payne (Chair)	4	5
J Routledge	4	5
M Donnelly	3	5
D Shaw	4	5
R Berry	2	5

The CE Appraisal and Pay Review Sub Committee is a sub-committee of the Finance, HR & Business Development Committee. The committee met once in the year.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
G Beveridge	1	1
M Payne	1	1
D Shaw	1	1

Student Achievement and Curriculum

The Student Achievement and Curriculum Committee is a sub-committee of the main board of Trustees and met three times during the year.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
G Beveridge	3	3
L Hughes	3	3
A Johnson (Chair)	3	3
Prof R Timble	0	3
M Donnelly	3	3
P Cook	2	2

Cumbria Education Trust

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Governance Statement (continued)

Governance (continued)

Audit and Risk

The Audit and Risk Committee is also a sub-committee of the main board of Trustees and met three times during the year.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
G Beveridge	2	3
L Hughes	3	3
A Johnson	1	3
M Payne	3	3
J O'Neill (Chair)	3	3
R Berry	1	2

Local Advisory Boards (LABs)

We welcomed new Chairs for Hensingham, Longtown, Yewdale and Newtown LABs.

LAB members are linked to areas of the Strategic School Improvement Plan and are assigned to sections of the plan. They visit schools termly and have challenging but supportive conversations with key members of the Senior Leadership Team.

An online LAB Self Evaluation has been completed by all LAB members and a summary of the results has been discussed at their LAB meetings and at the Primary and Secondary Chairs and Trustees meetings.

We continue to recruit new members for our LABs through a variety of means including social media, word of mouth and the Inspiring Governance website.

Cumbria Education Trust

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Governance Statement (continued)

Review of value for money

As Accounting Officer, the CE has responsibility for ensuring that the 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 Trust has delivered improved value for money during the year by:

- Achieving the educational outcomes as set out in the Trustees report. Outcomes include many positive indicators. Educational outcomes were improved with the same resource by taking steps to further improve the quality of teaching, as set out in the Trustees Report.
- The Trust continues to enable the sharing of delivery and good practice across all schools within the Trust. This has driven up standards for lower cost.
- The Achievement and Climate Committee reviews the staffing structure to ensure that all staff are deployed as efficiently as possible to support an improved curriculum, and to target areas of the curriculum in need of development.
- The Trust have supported and collaborated with other schools in the county and beyond. CET has also supported other schools through teaching and learning and leadership programmes.
- Consolidated procurement activities concerning the purchase of ICT equipment and centralised contractual arrangements for teacher absence cover has delivered positive value for money considerations including more comprehensive cover arrangements which benefit more schools.
- Contract and services are regularly appraised and renegotiated in a timely manner to ensure value for money.
- Utilities contracts have been a major challenge in the year. These are constantly monitored and renegotiated when they fall due to achieve the more appropriate contracts available at a time of restricted pricing and high price volatility.
- Options appraisals are carried out before purchases are made, including assessing the costs and benefits of alternatives over the longer term. A range of quotes is obtained for all major purchases so that the Trust knows it is getting a good deal.
- The Trust explores opportunities to generate income through the letting of facilities to the local community and the provision of support services to local schools. The William Howard School outdoor sports facilities are well established and used extensively by local sporting clubs. Equally, lettings of facilities are carried out within many of the constituent schools, and each strives to consider any other income that can be generated. Workington Academy has fantastic new sports facilities which are producing an additional income stream, and the hire of new school facilities at Whitehaven Academy new build have started to generate interest too.

Cumbria Education Trust

(A company limited by guarantee)

Governance Statement (continued)

The purpose of the system of internal control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can, therefore, only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on-going process designed to identify and prioritise the risks to the achievement of 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. Trustees place reliance on the assurance provided through independent audit mechanisms which have been delivered in year.

The system of internal control which have been in place in CET for the year 1 September 2021 to 31 August 2022 and up to the date of approval of the Annual Report and Financial Statements provide a good level of assurance that systems and controls are robust and operating effectively. There were no high-risk recommendations arising from the audit work undertaken. There are some instances where actions can be made to further strengthen existing internal controls and management have taken these action points forward.

Capacity to handle risk

The Board of Trustees has reviewed the key risks to which the 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 Trust's significant risks that has been in place for the year 1 September 2021 to 31 August 2022 and up to the date of approval of the Annual Report and Financial Statements. This process is regularly reviewed by the Board of Trustees.

The risk and control framework

The Trust's system of internal financial control is based on a framework of regular management information and administrative procedures 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 relevant committees 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 has considered the need for a specific internal audit function and has decided to appoint Dodd and Co Chartered Accountants as internal auditor.

The internal auditor's role includes giving advice on financial matters and performing a range of checks on the Trusts financial systems. The checks carried out in the current period included a review of the processes for the preparation and monitoring of monthly management accounts and the provision of this information to the Governing Body, LABs and key stakeholders.

On an annual basis, the internal auditor reports to the Board of Trustees through the audit and risk committee on the operation of the systems of control and on the discharge of the Board of Trustees financial responsibilities and annually prepares a short annual summary report to the committee outlining the areas reviewed, key findings, recommendations and conclusions to help the committee consider actions and assess year on year progress.

Cumbria Education Trust

(A company limited by guarantee)

Governance Statement (continued)

The risk and control framework (continued)

The internal auditors prepare audit reports on each area covered, covering the operation of the systems of control and on the discharge of financial responsibilities which are issued to CET for reporting at the Audit and Risk Committee.

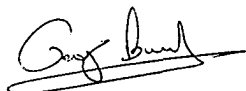
Review of effectiveness

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

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

The accounting officer has been advised of the implications of the result of their review of the system of internal control by the audit and risk committee 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 22 December 2022 and signed on their behalf by:



G Beveridge
Chair of Trustees



L Hughes
Accounting Officer

Cumbria Education Trust

(A company limited by guarantee)

Statement on regularity, propriety and compliance

As Accounting Officer of Cumbria Education Trust I have considered my responsibility to notify the Trust Board of Trustees and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of all funding received by the Trust, under the funding agreement in place between the 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 2021.

I confirm that I and the Trust Board of Trustees are able to identify any material irregular or improper use of all funds by the Trust, or material non-compliance with the terms and conditions of funding under the Trust's funding agreement and the Academies Financial Handbook 2021.

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



L Hughes
Accounting Officer
Date: 22 December 2022

Cumbria Education Trust

(A company limited by guarantee)

Statement of Trustees' responsibilities

For the year ended 31 August 2022

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

Company law requires the Trustees to prepare financial statements for each financial year. Under company law, the Trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the charitable company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles of the Charities SORP 2019 and the Academies Accounts Direction 2021 to 2022;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

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

The Trustees are responsible for ensuring that in its conduct and operation the charitable company applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from ESFA/DfE have been applied for the purposes intended.

The Trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Approved by order of the members of the Board of Trustees on 22 December 2022 and signed on its behalf by:



G Beveridge
(Chair of Trustees)



Independent auditor's report on the financial statements to the members of Cumbria Education Trust

Opinion

We have audited the financial statements of Cumbria Education Trust (the 'Trust') for the year ended 31 August 2022 which comprise the statement of financial activities, the balance sheet, the statement of cash flows and the related notes, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice), including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Charities SORP 2019 and the Academies Accounts Direction 2021 to 2022 issued by the Education and Skills Funding Agency.

In our opinion the financial statements:

- give a true and fair view of the state of the Trust's affairs as at 31 August 2022 and of its incoming resources and application of resources, including its income and expenditure for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006, the Charities SORP 2019 and the Academies Accounts Direction 2021 to 2022 issued by the Education and Skills Funding Agency.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) ('ISAs (UK)') and applicable law. Our responsibilities under those standards are further described in the 'Auditor's responsibilities for the audit of the financial statements' section of our report. We are independent of the Trust in accordance with the ethical requirements that are relevant to our audit of the financial statements in the United Kingdom, including the Financial Reporting Council's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

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

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

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



Independent auditor's report on the financial statements to the members of Cumbria Education Trust (continued)

Other information

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

We have nothing to report in this regard.

Opinion on other matters prescribed by the Companies Act 2006

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

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

Matters on which we are required to report by exception

In the light of our knowledge and understanding of the Trust and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' report including the Strategic report.

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

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

Responsibilities of trustees

As explained more fully in the trustees' responsibilities statement, the Trustees (who are also the directors of the Trust for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Trustees are responsible for assessing the Trust's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Trustees either intend to liquidate the Trust or to cease operations, or have no realistic alternative but to do so.



Independent auditor's report on the financial statements to the members of Cumbria Education Trust (continued)

Auditor's responsibilities for the audit of the financial statements

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

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

We identified areas of law and regulations that could reasonably be expected to have a material effect on the financial statements from our general and sector experience and through discussions with the trustees and other management (as required by Auditing Standards) and from inspection of the Trust's legal correspondence and we discussed with the trustees the policies and procedures regarding compliance with laws and regulations. We have communicated identified laws and regulations throughout our team and remained alert to any indications of non-compliance throughout the audit.

Firstly, the Trust is subject to laws and regulations that directly affect the financial statements including financial reporting legislation (including related companies legislation) and taxation legislation and we assessed the extent of compliance with these laws and regulations as part of our procedures on the related financial statement items.

Secondly, the Trust is subject to many other laws and regulations where the consequences of non-compliance could have a material effect on amounts or disclosures in the financial statements, for instance through the imposition of fines and litigation. We identified the following areas as those most likely to have such an effect; health and safety, employment law, data protection, environmental law, safeguarding and child protection and certain aspects of company legislation, recognising the nature of the Trust's activities. Auditing Standards limit the required audit procedures to identify non-compliance with these laws and regulations to enquiry of the trustees and other management and inspection of regulatory and legal correspondence, if any. Through these procedures, we have not become aware of any actual or suspected non-compliance.

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. This risk increases the more that compliance with a law or regulation is removed from the events and transactions reflected in the financial statements, as we will be less likely to become aware of instances of non-compliance. The risk is also greater regarding irregularities occurring due to fraud rather than error, as fraud involves intentional concealment, forgery, collusion, omission or misrepresentation.

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



Independent auditor's report on the financial statements to the members of Cumbria Education Trust (continued)

Use of our report

This report is made solely to the charitable Trust's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable Trust's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable Trust and its members, as a body, for our audit work, for this report, or for the opinions we have formed.

Anne Hallowell

Anne Hallowell BSc FCA DChA (Senior Statutory Auditor)
for and on behalf of UNW LLP, Statutory Auditor
Chartered Accountants
Newcastle upon Tyne

22 December 2022

Cumbria Education Trust

(A company limited by guarantee)

Independent reporting accountant's assurance report on regularity to Cumbria Education Trust and the Education & Skills Funding Agency

In accordance with the terms of our engagement letter dated 30 September 2021 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2021 to 2022, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Cumbria Education Trust during the year 1 September 2021 to 31 August 2022 have been applied to the purposes identified by Parliament and the financial transactions conform to the authorities which govern them.

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

Respective responsibilities of Cumbria Education Trust's accounting officer and the reporting accountant

The Accounting Officer is responsible, under the requirements of Cumbria Education Trust's funding agreement with the Secretary of State for Education dated 1 September 2013 and the Academies Financial Handbook, extant from 1 September 2021, for ensuring that expenditure disbursed and income received is applied for the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

Our responsibilities for this engagement are established in the United Kingdom by our profession's ethical guidance and are to obtain limited assurance and report in accordance with our engagement letter and the requirements of the Academies Accounts Direction 2021 to 2022. We report to you whether anything has come to our attention in carrying out our work which suggests that in all material respects, expenditure disbursed and income received during the year 1 September 2021 to 31 August 2022 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

Approach

We conducted our engagement in accordance with the Framework and Guide for External Auditors and Reporting Accountant of Academy Trusts issued by ESFA. We performed a limited assurance engagement as defined in our engagement letter.

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

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

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

Cumbria Education Trust

(A company limited by guarantee)

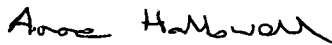
Independent reporting accountant's assurance report on regularity to Cumbria Education Trust and the Education & Skills Funding Agency (continued)

The work undertaken to support our conclusion includes:

- testing a sample of expenditure to verify that the Trust's procurement procedures have been followed for the items selected;
- testing a sample of payments to ensure they are correctly authorised in accordance with Trust policies;
- testing a sample of expenditure to verify the nature of spend is in line with funding agreements;
- testing a sample of income and expenditure to ensure systems and controls are being implemented in line with the Trust policies;
- confirming that appropriate departmental authority has been obtained for any extra-contractual payments to staff such as severance pay;
- where any disposals of land or buildings were made, enquire as to whether appropriate approval was obtained from the ESFA; and
- where any transactions or contracts are entered into with connected parties, enquire as to whether the appropriate procedures were followed in line with Trust policies.

Conclusion

In the course of our work, nothing has come to our attention which suggests in all material respects the expenditure disbursed and income received during the year 1 September 2021 to 31 August 2022 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.



Anne Hallowell BSc FCA DChA (Senior Statutory Auditor)
for and on behalf of UNW LLP, Statutory Auditor
Chartered Accountants
Newcastle upon Tyne

Date: 22 December 2022

Cumbria Education Trust

(A company limited by guarantee)

Statement of financial activities (incorporating income and expenditure account) For the year ended 31 August 2022

	Note	Unrestricted funds 2022 £	Restricted funds 2022 £	Restricted fixed asset funds 2022 £	Total funds 2022 £	Total funds 2021 £
Income from:						
Donations and capital grants	3	469,916	-	16,579,257	17,049,173	3,139,249
Charitable activities	4	-	27,247,050	-	27,247,050	25,641,120
Other trading activities	5	557,447	-	-	557,447	255,347
Investments	6	2,893	-	-	2,893	10
Other income	7	259,419	29,485	-	288,904	220,132
Total income		1,289,675	27,276,535	16,579,257	45,145,467	29,255,858
Expenditure on:						
Raising funds		443,941	-	-	443,941	59,499
Charitable activities		596,547	28,777,143	3,793,710	33,167,400	29,585,649
Total expenditure	8	1,040,488	28,777,143	3,793,710	33,611,341	29,645,148
Net income/(expenditure)		249,187	(1,500,608)	12,785,547	11,534,126	(389,290)
Transfers between funds	20	-	172,373	(172,373)	-	-
Net income / (expenditure)		249,187	(1,328,235)	12,613,174	11,534,126	(389,290)
Other recognised gains/(losses):						
Actuarial gains/(losses) on defined benefit pension schemes	27	-	14,430,000	-	14,430,000	(1,479,000)
Net movement in funds		249,187	13,101,765	12,613,174	25,964,126	(1,868,290)
Reconciliation of funds:						
Total funds brought forward		154,662	(14,130,278)	45,992,221	32,016,605	33,884,895
Net movement in funds		249,187	13,101,765	12,613,174	25,964,126	(1,868,290)
Total funds carried forward		403,849	(1,028,513)	58,605,395	57,980,731	32,016,605

The notes on pages 51 to 82 form part of these financial statements.

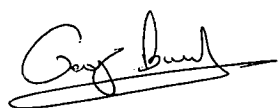
Cumbria Education Trust

(A company limited by guarantee)

Balance sheet As at 31 August 2022

	Note	2022 £	2021 £
Fixed assets			
Tangible assets	15	57,259,041	44,806,219
Current assets			
Stocks	16	30,081	38,116
Debtors	17	1,429,285	1,251,657
Cash at bank and in hand	25	5,472,504	4,376,242
		<u>6,931,870</u>	<u>5,666,015</u>
Creditors: amounts falling due within one year	18	(3,458,352)	(2,688,391)
Net current assets		<u>3,473,518</u>	<u>2,977,624</u>
Total assets less current liabilities		<u>60,732,559</u>	<u>47,783,843</u>
Creditors: amounts falling due after more than one year	19	(3,828)	(6,238)
Defined benefit pension scheme liability	27	(2,748,000)	(15,761,000)
Total net assets		<u><u>57,980,731</u></u>	<u><u>32,016,605</u></u>
Funds of the Academy Trust			
Restricted funds:			
Fixed asset fund	20	58,605,395	45,992,221
Restricted income fund	20	1,719,487	1,630,722
Pension reserve	20	(2,748,000)	(15,761,000)
Total restricted funds	20	<u>57,576,882</u>	<u>31,861,943</u>
Unrestricted income funds	20	<u>403,849</u>	<u>154,662</u>
Total funds		<u><u>57,980,731</u></u>	<u><u>32,016,605</u></u>

The financial statements on pages 47 to 82 were approved by the Trustees, and authorised for issue on 22 December 2022 and are signed on their behalf, by:



G Beveridge
(Chair of Trustees)

Cumbria Education Trust

(A company limited by guarantee)

Balance sheet (continued)

As at 31 August 2022

Registered company number: 07698631

The notes on pages 51 to 82 form part of these financial statements.

Cumbria Education Trust

(A company limited by guarantee)

Statement of cash flows For the year ended 31 August 2022

	Note	2022 £	2021 £
Cash flows from operating activities			
Net cash provided by operating activities	22	761,778	1,212,054
Cash flows from investing activities	24	335,615	368,975
Cash flows from financing activities	23	(1,131)	10
Change in cash and cash equivalents in the year		1,096,262	1,581,039
Cash and cash equivalents at the beginning of the year		4,376,242	2,795,203
Cash and cash equivalents at the end of the year	25, 26	5,472,504	4,376,242

The notes on pages 51 to 82 form part of these financial statements

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2022

1. Accounting policies

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

1.1 Basis of preparation of financial statements

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

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

1.2 Going concern

In determining the appropriate basis of preparation of the financial statements, the Trustees are required to consider whether the use of going concern is appropriate and whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the Academy Trust to continue as a going concern for the foreseeable future, being a period of at least 12 months from the date of signing of these financial statements.

The Trustees have performed this assessment and have prepared the financial statements on a going concern basis which is considered appropriate for the following reasons.

At 31 August 2022, the free reserves position was £2,123,336 (2021: £1,785,384) and the Academy Trust had cash reserves of £5,472,504 (2021: £4,376,242).

The Trustees have prepared cash flow forecasts for a period in excess of 12 months from the date of their approval of these financial statements. The cash flow forecasts that the Trustees have prepared are based on their current best estimates and are in line with the funding agreement in place with the Department for Education and show that the Academy Trust can maintain sufficient financial headroom for the foreseeable future.

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2022

1. Accounting policies (continued)

1.3 Income

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

Grants are included in the statement of financial activities incorporating income and expenditure account 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 entitlement of receipt, its recognition is deferred and included in creditors as deferred income. Where entitlement occurs before income is received, the income is accrued.

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

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

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.

Donations are recognised on a receivable basis where receipt is probable and the amount can be reliably measured.

Other income, including the hire of facilities, is recognised in the period in which it is receivable and to the extent the goods have been provided or on completion of the service.

Where assets are received by the Trust on conversion to an academy, the transferred assets are measured at fair value and recognised in the balance sheet at the point when the risk and rewards of ownership pass to the Trust. An equal amount of income is recognised as a transfer on conversion within income from donations and capital grants.

Where assets are received on the transfer of an existing academy into the Trust, the transferred assets are measured at fair value and recognised in the balance sheet at the point when the risks and rewards of ownership pass to the Trust, which is on signing of the transfer agreement with the transferring trust. An equal amount of income is recognised for the transfer of an existing academy into the Trust within Income and donations and capital grants.

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2022

1. Accounting policies (continued)

1.4 Expenditure

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

Expenditure on raising funds includes all expenditure incurred by the Trust to raise funds for its charitable purposes and includes costs of all fundraising activities events and non-charitable trading.

Expenditure on charitable activities are costs incurred on the Trust's educational operations, including support costs and those costs relating to the governance of the Trust appointed to charitable activities.

All resources expended are inclusive of irrecoverable VAT.

1.5 Leases

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

1.6 Taxation

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

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

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2022

1. Accounting policies (continued)

1.7 Tangible fixed assets

Assets costing £1,000 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

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

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

Depreciation is provided on the following basis:

Freehold property	-	2% (50 years)
Long-term leasehold property	-	2% (50 years)
Fixtures and fittings	-	15% (6 - 7 years)
Computer equipment	-	20% (5 years)

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

The Whitehaven Academy has been redeveloped and as a result the existing school buildings have been written down to August 2022, reflecting their expected remaining useful economic life.

1.8 Stocks

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

1.9 Liabilities

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

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2022

1. Accounting policies (continued)

1.10 Financial instruments

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

Financial assets - trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 17. Prepayments are not financial instruments.

Cash at bank is classified as a basic financial instrument and is measured at face value.

Financial liabilities - trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost as detailed in notes 18 and 19. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

1.11 Provisions

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

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

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2022

1. Accounting policies (continued)

1.12 Pensions

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

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the Trust in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary on the basis of quadrennial valuations using a prospective unit credit method. TPS is an unfunded multi-employer scheme with no underlying assets to assign between employers. Consequently, the TPS is treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

The LGPS is a funded multi-employer scheme and the assets are held separately from those of the 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.

1.13 Fund accounting

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

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

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

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2022

2. Critical accounting estimates and areas of judgment

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

Critical accounting estimates and assumptions:

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

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost or income for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 27, will impact the carrying amount of the pension liability. Furthermore a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2019 has been used by the actuary in valuing the pensions liability at 31 August 2022. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

Critical areas of judgment:

The only significant area of judgment is the useful economic lives of fixed assets, details of which are given above.

3. Income from donations and capital grants

	Unrestricted funds 2022 £	Restricted funds 2022 £	Restricted fixed asset funds 2022 £	Total funds 2022 £
Donations	469,916	-	-	469,916
Capital grants	-	-	1,570,309	1,570,309
Grant for new school building	-	-	15,008,948	15,008,948
Total 2022	469,916	-	16,579,257	17,049,173

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2022

3. Income from donations and capital grants (continued)

	Unrestricted funds 2021 £	Restricted funds 2021 £	Restricted fixed asset funds 2021 £	Total funds 2021 £
Donations	32,856	-	-	32,856
Capital grants	-	-	1,176,766	1,176,766
Assets donated on conversion	-	(395,373)	2,325,000	1,929,627
Total 2021	32,856	(395,373)	3,501,766	3,139,249

4. Funding for the Academy Trust's educational operations

	Restricted funds 2022 £	Total funds 2022 £	Total funds 2021 £
DfE/ESFA grants			
General annual grant (GAG)	23,142,939	23,142,939	20,970,973
Other DfE/ESFA grants			
Pupil premium	1,335,683	1,335,683	1,143,920
Social inclusion	1,126,710	1,126,710	859,794
Drawdown funding	-	-	93,996
PE grant	138,590	138,590	144,140
WELL project funding	69,149	69,149	40,930
Other grants - non capital	1,050,860	1,050,860	1,916,916
Other government grants			
Local Authority grants	383,119	383,119	470,451
	27,247,050	27,247,050	25,641,120

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2022

5. Other trading activities

	Unrestricted funds 2022 £	Total funds 2022 £	Total funds 2021 £
Hire of facilities and other income	557,447	557,447	255,347

6. Investment income

	Unrestricted funds 2022 £	Total funds 2022 £	Total funds 2021 £
Bank interest	2,893	2,893	10

7. Other incoming resources

	Unrestricted funds 2022 £	Restricted funds 2022 £	Total funds 2022 £
Miscellaneous income including catering and transport	259,419	29,485	288,904

	Unrestricted funds 2021 £	Restricted funds 2021 £	Total funds 2021 £
Miscellaneous income including catering and transport	100,108	120,024	220,132

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2022

8. Expenditure

	Staff Costs 2022 £	Premises 2022 £	Other 2022 £	Total 2022 £
Expenditure on raising funds:				
Direct costs	-	-	443,941	443,941
Academy's educational operations:				
Direct costs	18,993,044	-	2,054,910	21,047,954
Allocated support costs	4,570,890	5,373,395	2,175,161	12,119,446
	<u>23,563,934</u>	<u>5,373,395</u>	<u>4,674,012</u>	<u>33,611,341</u>
	Staff Costs 2021 £	Premises 2021 £	Other 2021 £	Total 2021 £
Expenditure on raising voluntary income:				
Direct costs	-	-	59,499	59,499
Academy's educational operations:				
Direct costs	17,844,196	-	1,243,274	19,087,470
Allocated support costs	4,079,572	4,664,164	1,754,443	10,498,179
	<u>21,923,768</u>	<u>4,664,164</u>	<u>3,057,216</u>	<u>29,645,148</u>

9. Analysis of expenditure by activities

	Activities undertaken directly 2022 £	Support costs 2022 £	Total funds 2022 £
Academy's educational operations	<u>21,047,954</u>	<u>12,119,446</u>	<u>33,167,400</u>

Cumbria Education Trust

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Notes to the financial statements For the year ended 31 August 2022

9. Analysis of expenditure by activities (continued)

	Activities undertaken directly 2021 £	Support costs 2021 £	Total funds 2021 £
Academy's educational operations	19,087,470	10,498,179	29,585,649

Analysis of support costs

	Academy's educational operations 2022 £	Total funds 2022 £	Total funds 2021 £
Pension finance costs	257,000	257,000	228,000
Staff costs	4,570,890	4,570,890	4,079,572
Depreciation	3,793,710	3,793,710	3,511,051
Professional services	147,018	147,018	162,499
Water rates	150,319	150,319	131,331
Maintenance of premises and equipment	376,683	376,683	331,289
Cleaning	186,546	186,546	174,920
Rent and rates	121,084	121,084	108,558
Heat and light	745,053	745,053	407,015
Insurance	110,793	110,793	101,270
Transport	263,272	263,272	208,903
Catering	656,710	656,710	480,006
Technology costs	390,791	390,791	297,034
Bank interest and charges	7,016	7,016	4,642
Other support costs	342,561	342,561	272,089
	12,119,446	12,119,446	10,498,179

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Notes to the financial statements For the year ended 31 August 2022

10. Net income/(expenditure)

Net income/(expenditure) for the year includes:

	2022 £	2021 £
Operating lease rentals	49,403	47,900
Depreciation of tangible fixed assets	3,793,710	3,511,051
Audit of these financial statements	16,750	15,500
	<u> </u>	<u> </u>

Fees paid to the Academy Trust's auditors for other assurance services amounts to £4,750 (2021: £4,500).

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Notes to the financial statements For the year ended 31 August 2022

11. Staff

a. Staff costs

Staff costs during the year were as follows:

	2022 £	2021 £
Wages and salaries	16,394,947	15,587,364
Social security costs	1,652,365	1,507,889
Pension costs	4,908,304	4,373,053
	<u>22,955,616</u>	<u>21,468,306</u>
Agency staff costs	608,318	385,394
Staff restructuring costs	-	70,068
	<u>23,563,934</u>	<u>21,923,768</u>

b. Non-statutory/non-contractual staff severance payments

Included in staff restructuring costs is non-statutory/non-contractual severance payments of £5,045 to 3 individuals (2021: £4,750 to one individual).

c. Staff numbers

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

	2022 No.	2021 No.
Teachers	221	226
Administration and support	356	358
Leadership	49	48
	<u>626</u>	<u>632</u>

Cumbria Education Trust

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Notes to the financial statements For the year ended 31 August 2022

11. Staff (continued)

c. Staff numbers (continued)

The average headcount expressed as full-time equivalents was:

	2022 No.	2021 No.
Teachers	205	200
Administration and support	233	230
Leadership	44	43
	<u>482</u>	<u>473</u>

d. Higher paid staff

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

	2022 No.	2021 No.
In the band £60,001 - £70,000	14	9
In the band £70,001 - £80,000	3	2
In the band £80,001 - £90,000	2	1
In the band £90,001 - £100,000	1	1
In the band £100,001 - £110,000	-	1
In the band £110,001 - £120,000	2	1
In the band £170,001 - £180,000	1	1
	<u>1</u>	<u>1</u>

All the employees above participated in the Academy Trust's pension schemes. During the year ended 31 August 2022 pension contributions for these staff amounted to £402,161 (2021: £223,501).

e. Key management personnel

The key management personnel of the Trust comprise the Trustees and the senior management team as listed on page 1. The total amount of employee benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the Trust was £2,082,285 (2021: £1,918,477).

Cumbria Education Trust

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Notes to the financial statements For the year ended 31 August 2022

12. Central services

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

- Executive leadership
- Human resources
- Payroll services
- Legal services
- Financial services
- Estates management
- Educational support services
- ICT services
- Governance and other costs (e.g. Health & Safety, Insurance)
- School improvement

The Trust charges for these services on the following basis:

Amount per pupil at a rate of £650.51 (2021: £572.32)

The actual amounts charged during the year were as follows:

	2022 £	2021 £
William Howard School	794,016	805,258
Workington Academy	673,812	569,461
Yewdale Primary School	201,756	167,118
Longtown Primary School	111,936	100,156
Tebay Primary School	48,096	21,176
Yanwath Primary School	109,248	98,439
The Whitehaven Academy	388,080	311,916
Caldew Lea Primary School	196,224	138,502
Hensingham Primary School	120,648	83,559
Newtown Primary School	98,868	77,264
Northside Primary School	51,726	30,905
Total	2,794,410	2,403,754

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Notes to the financial statements For the year ended 31 August 2022

13. Trustees' remuneration and expenses

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

		2022 £	2021 £
L Hughes, Chief Executive	Remuneration	170,000 - 175,000	170,000 - 175,000
	Pension contributions paid	40,000 - 45,000	40,000 - 45,000

During the year ended 31 August 2022, expenses totalling £342 were reimbursed or paid directly to 2 Trustees (2021 - £840 to 1 Trustee).

14. Trustees' and Officers' insurance

In accordance with normal commercial practice, the Trust has purchased insurance to protect Trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business. The insurance provides cover up to £10,000,000 on any one claim. It is not possible to quantify the Trustees and Officers indemnity element from the overall cost of the RPA scheme.

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Notes to the financial statements For the year ended 31 August 2022

15. Tangible fixed assets

	Freehold property £	Long-term leasehold property £	Furniture and equipment £	Computer equipment £	Total £
Cost					
At 1 September 2021	17,683,303	37,581,496	2,037,920	1,073,008	58,375,727
Additions	-	15,008,948	1,192,796	44,788	16,246,532
At 31 August 2022	<u>17,683,303</u>	<u>52,590,444</u>	<u>3,230,716</u>	<u>1,117,796</u>	<u>74,622,259</u>
Depreciation					
At 1 September 2021	2,215,641	9,742,423	795,928	815,516	13,569,508
Charge for the year	273,989	3,162,237	253,978	103,506	3,793,710
At 31 August 2022	<u>2,489,630</u>	<u>12,904,660</u>	<u>1,049,906</u>	<u>919,022</u>	<u>17,363,218</u>
Net book value					
At 31 August 2022	<u>15,193,673</u>	<u>39,685,784</u>	<u>2,180,810</u>	<u>198,774</u>	<u>57,259,041</u>
At 31 August 2021	<u>15,467,662</u>	<u>27,839,073</u>	<u>1,241,992</u>	<u>257,492</u>	<u>44,806,219</u>

Included within freehold and leasehold land and buildings is land of £7,884,676 (2021: £7,960,246).

Leasehold premises are leased from the local authority on 125 year leases for nil consideration. They are included within the financial statements at valuation based upon readily available valuations prepared by Education & Skills Funding Agency.

16. Stocks

	2022 £	2021 £
Finished goods and goods for resale	<u>30,081</u>	<u>38,116</u>

Cumbria Education Trust

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Notes to the financial statements For the year ended 31 August 2022

17. Debtors

	2022 £	2021 £
Trade debtors	87,863	100,839
Other debtors	144,628	190,581
Prepayments and accrued income	863,634	688,942
VAT recoverable	333,160	271,295
	<u>1,429,285</u>	<u>1,251,657</u>

18. Creditors: amounts falling due within one year

	2022 £	2021 £
Other loans	1,276	-
Trade creditors	656,880	871,077
Other taxation and social security	809,658	750,322
Other creditors	220,634	223,142
Accruals and deferred income	1,769,904	843,850
	<u>3,458,352</u>	<u>2,688,391</u>

Loans of £7,273 from Salix, in partnership with the Department for Education (DfE), were provided through the Salix Energy Efficiency Fund (SEEF). The loan provided is interest-free and repayable bi-annually over an 6-year period through a reduction in ESFA income received.

	2022 £	2021 £
Deferred income at 1 September 2021	522,672	402,586
Resources deferred during the year	1,137,125	522,672
Amounts released from previous periods	(522,672)	(402,586)
	<u>1,137,125</u>	<u>522,672</u>

Deferred income relates to funding received in advance for the 2022/23 academic year.

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Notes to the financial statements For the year ended 31 August 2022

19. Creditors: amounts falling due after more than one year

	2022 £	2021 £
Other creditors	<u>3,828</u>	<u>6,238</u>

Loans of £7,273 from Salix, in partnership with the Department for Education (DfE), were provided through the Salix Energy Efficiency Fund (SEEF). The loan provided is interest-free and repayable bi-annually over an 6-year period through a reduction in ESFA income received.

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Notes to the financial statements For the year ended 31 August 2022

20. Statement of funds

	Balance at 1 September 2021 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2022 £
Unrestricted funds						
General funds	154,662	1,289,675	(1,040,488)	-	-	403,849
Restricted funds						
Restricted income funds	1,630,722	27,276,535	(27,360,143)	172,373	-	1,719,487
Pension reserve	(15,761,000)	-	(1,417,000)	-	14,430,000	(2,748,000)
	(14,130,278)	27,276,535	(28,777,143)	172,373	14,430,000	(1,028,513)
Restricted fixed asset funds						
Restricted fixed asset funds	45,992,221	16,579,257	(3,793,710)	(172,373)	-	58,605,395
Total restricted funds	31,861,943	43,855,792	(32,570,853)	-	14,430,000	57,576,882
Total funds	32,016,605	45,145,467	(33,611,341)	-	14,430,000	57,980,731

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

Unrestricted funds represent those resources which may be used towards meeting any of the charitable objectives of the academy trust at the discretion of the governors. Unrestricted income funds also represent the school funds which are used to administer other funds such as extra curricular school events or trips.

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

Restricted income funds comprise all other restricted funds received by the Trust and include grants from the Education and Skills Funding Agency and the Department of Education.

Transfers between funds represents capital funds spent on repairs and maintenance.

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Notes to the financial statements For the year ended 31 August 2022

20. Statement of funds (continued)

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

	Balance at 1 September 2020 £	Income £	Expenditure £	Gains/ (Losses) £	Balance at 31 August 2021 £
Unrestricted funds					
General Funds	440,457	288,213	(574,008)	-	154,662
Restricted general funds					
Restricted income funds	351,932	25,853,879	(24,575,089)	-	1,630,722
Pension reserve	(12,909,000)	(388,000)	(985,000)	(1,479,000)	(15,761,000)
	(12,557,068)	25,465,879	(25,560,089)	(1,479,000)	(14,130,278)
Restricted fixed asset funds					
Restricted fixed asset funds	46,001,506	3,501,766	(3,511,051)	-	45,992,221
Total restricted funds	33,444,438	28,967,645	(29,071,140)	(1,479,000)	31,861,943
Total funds	33,884,895	29,255,858	(29,645,148)	(1,479,000)	32,016,605

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Notes to the financial statements For the year ended 31 August 2022

20. Statement of funds (continued)

Total funds analysis by academy

Fund balances at 31 August 2022 were allocated as follows:

	2022 £	2021 £
Cumbria Education Trust	1,212,964	1,186,747
William Howard School	(382,890)	(297,862)
Workington Academy	253,279	194,033
Yewdale Primary School	79,012	18,872
Longtown Primary School	97,672	105,482
Tebay Primary School	62,245	1,722
Yanwath Primary School	(89,232)	(103,797)
The Whitehaven Academy	365,171	366,018
Caldew Lea Primary School	354,373	203,133
Hensingham Primary School	70,450	34,929
Newtown Primary School	34,823	(1,421)
Northside Primary School	65,469	77,528
Total before fixed asset funds and pension reserve	2,123,336	1,785,384
Restricted fixed asset fund	58,605,395	45,992,221
Pension reserve	(2,748,000)	(15,761,000)
Total	57,980,731	32,016,605

All academies carrying net deficits on their portion of the funds have balanced budgets for 2022/23 and are working towards building reserves as set out in the reserve policy for the Trust.

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Notes to the financial statements For the year ended 31 August 2022

20. Statement of funds (continued)

Total cost analysis by academy

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

	Teaching and educational support staff costs £	Other support staff costs £	Educational supplies £	Other costs excluding depreciation £	Total 2022 £
Cumbria Education Trust	1,186,002	321,361	463,709	1,136,895	3,107,967
William Howard School	6,217,077	667,701	400,462	644,705	7,929,945
Workington Academy	5,373,629	524,142	316,767	496,626	6,711,164
Yewdale Primary School	1,053,357	117,623	45,084	129,736	1,345,800
Longtown Primary School	662,357	135,334	30,186	89,642	917,519
Tebay Primary School	261,978	41,417	12,725	40,313	356,433
Yanwath Primary School	616,231	40,463	33,624	123,832	814,150
The Whitehaven Academy	2,800,691	435,568	202,825	446,448	3,885,532
Caldew Lea Primary School	999,694	89,661	50,783	126,260	1,266,398
Hensingham Primary School	626,207	66,101	47,990	94,311	834,609
Newtown Primary School	542,186	65,402	41,014	83,785	732,387
Northside Primary School	369,208	44,536	27,929	57,054	498,727
Trust	20,708,617	2,549,309	1,673,098	3,469,607	28,400,631

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Notes to the financial statements For the year ended 31 August 2022

20. Statement of funds (continued)

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

	Teaching and educational support staff costs £	Other support staff costs £	Educational supplies £	Other costs excluding depreciation £	Total 2021 £
Cumbria Education Trust	854,050	231,446	333,852	818,852	2,238,200
William Howard School	5,737,596	616,021	369,480	595,428	7,318,525
Workington Academy	4,612,032	449,857	271,988	426,450	5,760,327
Yewdale Primary School	970,303	108,304	41,490	119,608	1,239,705
Longtown Primary School	603,637	123,344	27,539	81,675	836,195
Tebay Primary School	229,014	36,193	11,130	35,248	311,585
Yanwath Primary School	560,875	36,813	30,571	112,747	741,006
The Whitehaven Academy	2,497,001	388,317	180,718	398,101	3,464,137
Caldew Lea Primary School	998,693	89,607	50,734	126,068	1,265,102
Hensingham Primary School	599,453	63,291	45,912	90,253	798,909
Newtown Primary School	523,117	63,126	39,606	80,819	706,668
Northside Primary School	346,987	41,872	26,271	53,608	468,738
Trust	18,532,758	2,248,191	1,429,291	2,938,857	25,149,097

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Notes to the financial statements For the year ended 31 August 2022

21. Analysis of net assets between funds

Analysis of net assets between funds - current year

	Unrestricted funds 2022 £	Restricted funds 2022 £	Restricted fixed asset funds 2022 £	Total funds 2022 £
Tangible fixed assets	-	-	57,259,041	57,259,041
Current assets	403,852	5,181,664	1,346,354	6,931,870
Creditors due within one year	(1,279)	(3,457,073)	-	(3,458,352)
Creditors due in more than one year	1,276	(5,104)	-	(3,828)
Provisions for liabilities and charges	-	(2,748,000)	-	(2,748,000)
Total	403,849	(1,028,513)	58,605,395	57,980,731

Analysis of net assets between funds - prior year

	Unrestricted funds 2021 £	Restricted funds 2021 £	Restricted fixed asset funds 2021 £	Total funds 2021 £
Tangible fixed assets	-	-	44,806,219	44,806,219
Current assets	154,662	4,325,351	1,186,002	5,666,015
Creditors due within one year	-	(2,688,391)	-	(2,688,391)
Creditors due in more than one year	-	(6,238)	-	(6,238)
Provisions for liabilities and charges	-	(15,761,000)	-	(15,761,000)
Total	154,662	(14,130,278)	45,992,221	32,016,605

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Notes to the financial statements For the year ended 31 August 2022

22. Reconciliation of net income/(expenditure) to net cash flow from operating activities

	2022 £	2021 £
Net income/(expenditure) for the year (as per statement of financial activities)	11,534,126	(389,290)
Adjustments for:		
Depreciation	3,793,710	3,511,051
Capital grants from DfE and other capital income	(16,579,257)	(1,361,836)
Decrease/(increase) in stocks	8,035	(16,898)
Increase in debtors	(177,628)	(102,341)
Increase in creditors	768,685	516,005
Dividends, interest and rents from investments	(2,893)	(10)
Defined benefit pension scheme obligation inherited	-	388,000
Defined benefit pension scheme cost less contributions payable	1,160,000	757,000
Defined benefit pension scheme finance cost	257,000	228,000
Net surplus on assets and liabilities from local authority on conversion or from predecessor trust on transfer	-	(2,317,627)
Net cash provided by operating activities	761,778	1,212,054

23. Cash flows from financing activities

	2022 £	2021 £
Cash inflows from bank interest	3	10
Repayments of borrowing (Salix loan)	(1,134)	-
Net cash (used in)/provided by financing activities	(1,131)	10

24. Cash flows from investing activities

	2022 £	2021 £
Dividends, interest and rents from investments	2,890	-
Purchase of tangible fixed assets	(16,246,532)	(992,861)
Capital grants from DfE Group	16,579,257	1,361,836
Net cash provided by investing activities	335,615	368,975

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Notes to the financial statements For the year ended 31 August 2022

25. Analysis of cash and cash equivalents

	2022 £	2021 £
Cash in hand and at bank	5,472,504	4,376,242
Total cash and cash equivalents	5,472,504	4,376,242

26. Analysis of changes in net debt

	At 1 September 2021 £	Cash flows £	Other non- cash changes £	At 31 August 2022 £
Cash at bank and in hand	4,376,242	1,096,262	-	5,472,504
Debt due within 1 year	-	-	(1,276)	(1,276)
Debt due after 1 year	(6,238)	1,134	1,276	(3,828)
	4,370,004	1,097,396	-	5,467,400

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Notes to the financial statements For the year ended 31 August 2022

27. Pension commitments

The 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 Mercer. Both are multi-employer defined benefit schemes.

The latest actuarial valuation of the TPS related to the period ended 31 March 2016 and of the LGPS 31 March 2019.

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

Teachers' Pension Scheme

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

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

Valuation of the Teachers' Pension Scheme

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

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

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

The employer's pension costs paid to TPS in the year amounted to £2,480,371 (2021 - £2,447,053).

A copy of the valuation report and supporting documentation is on the Teachers' Pensions website (<https://www.teacherspensions.co.uk/news/employers/2019/04/teachers-pensions-valuation-report.aspx>).

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

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Notes to the financial statements For the year ended 31 August 2022

27. Pension commitments (continued)

Local Government Pension Scheme

The LGPS is a funded defined benefit pension scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2022 was £1,581,000 (2021 - £1,487,000), of which employer's contributions totalled £1,278,000 (2021 - £1,207,000) and employees' contributions totalled £ 303,000 (2021 - £280,000). The agreed contribution rates for future years are 24 per cent for employers and 5.8 per cent for employees.

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

Principal actuarial assumptions

	2022 %	2021 %
Rate of increase in salaries	4.30%	4.30%
Rate of increase for pensions in payment/inflation	2.90%	2.90%
Discount rate for scheme liabilities	4.30%	1.70%
Inflation assumption (CPI)	2.80%	2.80%

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

	2022 Years	2021 Years
Retiring today		
Males	22.6	22.7
Females	25.3	25.3
Retiring in 20 years		
Males	24.1	24.3
Females	27.1	27.2

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Notes to the financial statements For the year ended 31 August 2022

27. Pension commitments (continued)

Sensitivity analysis - movement on total obligation

	2022 £000	2021 £000
Discount rate +0.1%	(506)	(793)
Discount rate -0.1%	517	811
Mortality assumption - 1 year increase	463	1,137
Mortality assumption - 1 year decrease	(454)	(1,102)
CPI rate +0.1%	517	812
CPI rate -0.1%	(506)	(794)

Share of scheme assets

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

	2022 £	2021 £
Equities	6,823,000	7,997,000
Government bonds	2,884,000	3,509,000
Property	1,970,000	1,550,000
Cash and other liquid assets	630,000	775,000
Other	8,001,000	6,568,000
Total market value of assets	20,308,000	20,399,000

The actual return on scheme assets was £(1,445,000) (2021 - £2,853,000).

The amounts recognised in the Statement of financial activities are as follows:

	2022 £	2021 £
Current service cost	(2,397,000)	(1,926,000)
Interest income	359,000	306,000
Interest cost	(616,000)	(534,000)
Administrative expenses	(41,000)	(38,000)
Total amount recognised in the Statement of financial activities	(2,695,000)	(2,192,000)

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Notes to the financial statements For the year ended 31 August 2022

27. Pension commitments (continued)

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

	2022 £	2021 £
At 1 September	36,160,000	28,980,000
Transferred in on existing academies joining the trust	-	736,000
Current service cost	2,397,000	1,926,000
Interest cost	616,000	534,000
Employee contributions	303,000	280,000
Actuarial (gains)/losses	(16,233,000)	4,025,000
Benefits paid	(187,000)	(321,000)
At 31 August	23,056,000	36,160,000

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

	2022 £	2021 £
At 1 September	20,399,000	16,071,000
Transferred in on existing academies joining the trust	-	348,000
Interest income	359,000	306,000
Actuarial (losses)/gains	(1,803,000)	2,546,000
Employer contributions	1,278,000	1,207,000
Employee contributions	303,000	280,000
Benefits paid	(187,000)	(321,000)
Administrative expenses	(41,000)	(38,000)
At 31 August	20,308,000	20,399,000

28. Operating lease commitments

At 31 August 2022 the Trust had commitments to make future minimum lease payments under non-cancellable operating leases as follows:

	2022 £	2021 £
Not later than 1 year	46,179	49,403
Later than 1 year and not later than 5 years	79,219	108,907
	125,398	158,310

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29. 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.

30. Related party transactions

Owing to the nature of the 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 trustees have an interest. All transactions involving such organisations are conducted in accordance with the requirements of the Academies Financial Handbook, including notifying the ESFA of all transactions made on or after 1 April 2019 and obtaining their approval where required, and with the Trust's financial regulations and normal procurement procedures relating to connected and related party transactions.

Details of Trustees' remuneration and expenses paid in the year are provided in note 13 to these financial statements.