



Statement of Accounts 2023



Together we are stronger



Contents

Reference & Admin Details.....	3
Trustee's Report.....	5
Strategic Report.....	16
Financial Performance Indicators.....	26
Financial Review.....	31
Reserves and Investment Policies.....	32
Engagement With Employees.....	32
Principles, Risks & Uncertainties.....	33
Fundraising.....	34
Method of Recruitment.....	35
Organisational Structure.....	36
Arrangements for Setting Pay & Remuneration of Key Management Personnel.....	37
Trade Union Facility Time.....	38
Engagement With Employees.....	39
Streamlined Energy & Carbon Reporting.....	41
Plans for Future Periods.....	44
Governance Statement.....	45
Reviews.....	49
Statements of Regularity, Propriety and Compliance.....	52
Statements of Trustees' Responsibilities.....	53
Independent Auditors Report.....	54
Independent Reporting.....	58
Statement of Financial Activities.....	60
Balance Sheet.....	60
Statement for Cash Flows.....	62
Notes to the Financial Statements.....	63

Reference & Admin details

for the year ended August 2023



Members

Sir Tim Brighouse
(resigned 17 November 2023)

Sir David Carter

Mr Timothy Sewell

Sarah Taylor
(representing The Diocese of
Lichfield Educational Trust Ltd)

Mr Alan Wharton
(resigned 31 December 2022)

Trustees

Mr John Vickers, Chair 3,4

**Mr Brian Cookson,
Chair of Finance 2,6**

Mrs Katie Hale 1,5
(resigned 20 November 2023)

Mr Samuel Henson 2,5

**Miss Heather Morris, Vice Chair,
Chair of Audit and Risk 1,3,6**

Dr Paulette Osborne OBE 4

Ms Maxine Rowley 2,6
(appointed 5 September 2022)

Mr Timothy Sewell 2
(resigned 4 September 2022)

Mr David Watson OBE 2
(appointed 11 November 2022)

Mr Alex Yip 1,4

Executive

1 member of the Audit and Risk
Committee

2 member of Finance
Committee

3 member of Pay and Appraisal
Committee

4 member of
School Improvement Scrutiny
Committee

5 member of Teaching School
Hub Scrutiny Committee

6 member of Workforce
Committee

The Arthur Terry Learning Partnership, a charitable company limited by guarantee, registered in England and Wales.

Registered Office: The Arthur Terry School, Kittoe Road,
Four Oaks, Sutton Coldfield, West Midlands, B74 4RZ

Tel: 0121 323 1134

Ms Katherine Thomas, Company Secretary

Richard Gill CBE, Chief Executive Officer and Accounting Officer

Simon Smith, Chief Finance and Operations Officer

Company Number 07730920.

Reference & Admin details

for the year ended August 2023



Executive

Mr Richard Gill CBE
Chief Executive Officer

Mr Simon Smith
Chief Finance and
Operations Officer

Ms Anna Balson
Director of Education
(Primary)

Ms Dierdre Duignan
Director of Education
(Secondary)

Independent Auditors

Dains Audit Limited
15 Colmore Row
Birmingham
B3 2BH

Bankers

Lloyds Bank Plc
9 Birmingham Road
Sutton Coldfield
West Midlands
B72 1QA

Solicitors

Browne Jacobson LLP
Victoria House
Victoria Square
Birmingham
B2 4BH

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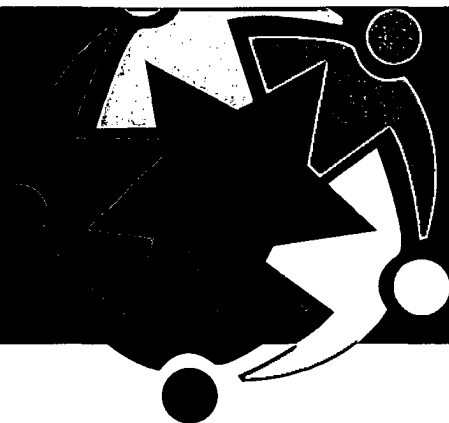
Richard Gill CBE, Chief Executive Officer and Accounting Officer

Simon Smith, Chief Finance and Operations Officer

Company Number 07730920.

Trustee's Report

For the year ended August 2023



The Trustees present their annual report together with the financial statements and auditors' report of the charitable company for the year 1 September 2022 to 31 August 2023. The annual report serves the purposes of both a Trustees' report and a directors' report under company law.

The partnership operates fourteen (2022: thirteen) primary academies, six (2022: six) secondary academies, one alternative provision academy and a teaching school across Birmingham, Staffordshire and North Warwickshire. The partnership is in advanced discussions to expand its family of schools further in 2023/24. The partnership's academies had a total roll of 10,438 in the school census in October 2023.

Structure, governance and management

A. Constitution

The partnership is a company limited by guarantee and an exempt charity. The charitable company's memorandum and articles of association are the primary governing documents of the partnership. The Trustees of the Arthur Terry Learning Partnership ("ATLP") are also the directors of the charitable company for the purposes of company law. The charitable company operates as The Arthur Terry Learning Partnership.

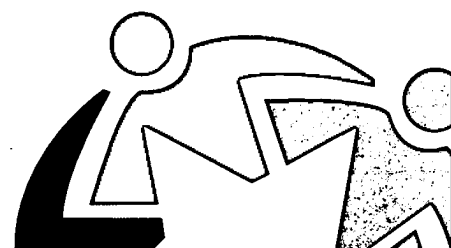
Details of the Trustees who served during the year, and to the date these accounts are approved are included in the Reference and administrative details on page 3.

B. Members' Liability

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

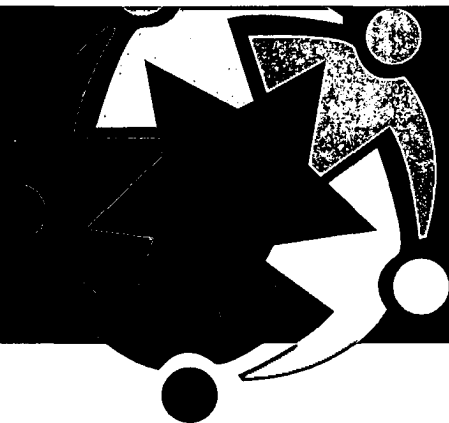
C. Trustees' Indemnities

The trustees of The Arthur Terry Learning Partnership have been indemnified in respect of their legal liability for financial loss arising as a result of a negligent act, accidental error or omission in the course of their official duties. The limit of this indemnity under the insurance arrangement of £5 million.



Trustee's Report

For the year ended August 2023



Structure, governance and management (continued)

D. Method of recruitment and appointment or election of Trustees

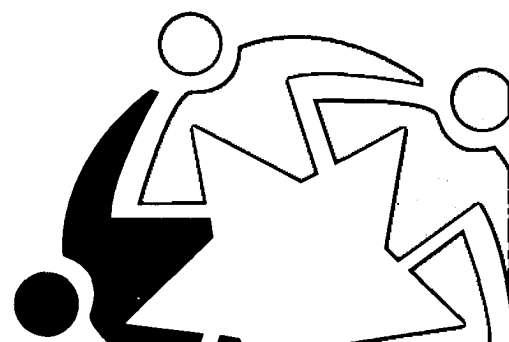
The ATLP adopted the Church of England model articles for Academy Trusts (the "Company") where the Church is in a minority (i.e. "VC Model") on 1st December 2021.

The Articles provide that

- The number of directors shall be not less than five, but (unless otherwise determined by ordinary resolution) shall not be subject to any maximum (Article 45)
- The Members shall appoint by ordinary resolution a minimum of three Directors (Article 50)
- The Diocesan Corporate Member shall appoint at least two (and in its absolute discretion may appoint more than two) Directors provided that where the Academies comprise only schools that had been Community Schools and Voluntary Controlled schools as defined by the Education Acts the total number of Directors appointed under this Article shall not exceed 25% of the total number of Directors.
- The total number of trustees, including the Chief Executive Officer if they so choose to act as trustee under Article 57, who are employees of the Academy Trust shall not exceed one third of the total number of trustees (Article 50B)
- In circumstances where trustees have not appointed local governing bodies in respect of the academies as envisaged in Article 100a or if no provision is made for at least 2 parent local governors on each established local governing body pursuant to Article 101A there shall be a minimum of two parent trustees and otherwise such number as the members shall decide who shall be appointed or elected in accordance with Articles 54 – 56. (Article 53)

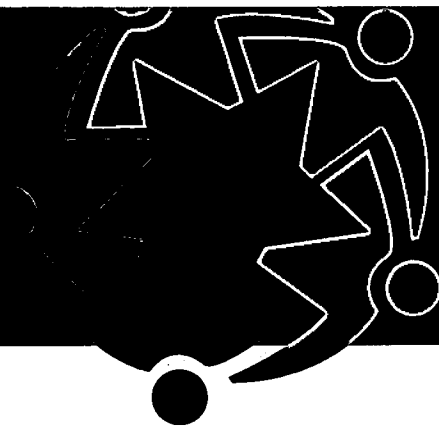
The ultimate management of the partnership is the responsibility of the trustees who are appointed under the terms of the Articles of Association.

The approach to appointing new trustees is dependent upon the nature of the vacancy, as outlined in the Articles. The partnership considers the attributes and skill set of prospective trustees to enable effective leadership of partnership responsibilities.



Trustee's Report

For the year ended August 2023



Policies adopted for the induction and training of Trustees (continued)

E. Policies adopted for the induction and training of Trustees

The training and induction provided for new trustees will depend upon their existing experience and an understanding of their skills and knowledge. Where required, an induction will provide training on educational, safeguarding, legal and financial matters. All trustees are provided with access to the policies, procedures, governance handbook, minutes, accounts, budgets plans and other documents that they will need to undertake their role as trustees and directors of the Charitable company. As there is normally expected to be only a small number of new trustees each year, induction tends to be informal and is tailored specifically to the individual.

In 2022-23, the partnership actively signposted trustees and local governance to external sector knowledge opportunities (i.e. live webinar and on-demand CPD opportunities) made available by Ofsted, Birmingham City Council, National Governance Association, Judicium, Stone King and Browne Jacobson amongst others. The partnership also delivered a number of internally-facilitated training sessions to trustees and local governance representatives.

The partnership's insurance indemnifies governance representatives. This policy is available for inspection on request.

F. Organisational structure

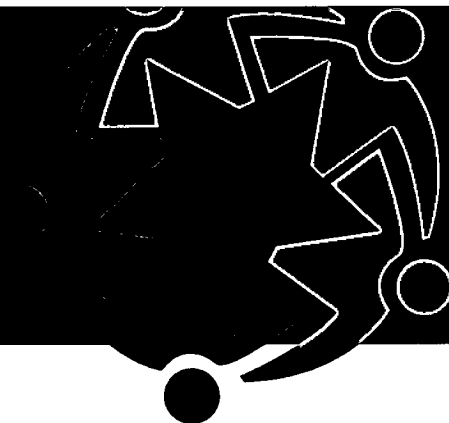
The partnership operated an established structure to enable its efficient running in 2022-23.

The structure consisted of seven levels:

- a) Members;
- b) Board of Trustees, Finance Committee, Audit and Risk Committee, Pay & Appraisal Committee, School Improvement Scrutiny Committee, Teaching School Hub Scrutiny Committee and Workforce Committee;
- c) Local Governance committees, comprised of local school advocates, convened as follows:
 - Four Hub Governing Bodies convened on the basis of phase and geography (1x Secondary Schools and 3x Primary Schools);
 - One Vulnerable Children Advisory Committee
 - One Safeguarding Advisory Committee
- d) Chief Executive, who is the Accounting Officer for the Trust;
- e) Executive Team, consisting of Chief Executive Officer, Director of Education (Secondary), Director of Education (Primary), Chief Finance and Operations Officer;
- f) Leadership Group for each of the schools and central teams.

Trustee's Report

For the year ended August 2023



Organisational structure (continued)

The trustees are responsible for setting strategic policy around student educational outcomes, risk management, five-year business plan, three-year budget plan, monitoring the financial status of the trust, estates management, growth, workforce strategy, senior staff appointments and monitoring the performance of the Chief Executive Officer.

Advocates and Local Governance committees held no formal decision-making responsibilities but acted as consultees in education matters. The Trust Board are the legal and accountable body and the local school advocates supported the implementation of the partnership's policies and school improvement.

The Audit and Risk Committee, Finance Committee, Pay & Appraisal Committee, School Improvement Scrutiny Committee, Workforce Committee & Teaching School Hub Scrutiny Committee are committees of the Trust Board, with delegated responsibilities. The committees assist the partnership to fulfil its responsibilities, with particular reference to strategic financial planning, monitoring and reporting, workforce strategy, internal control, risk management, internal and external audit, and effective school improvement. All other matters are dealt with by the Trust Board.

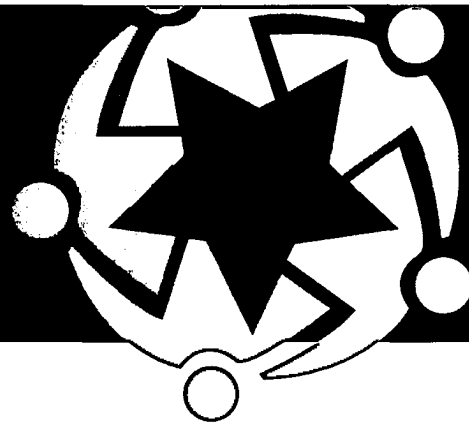
The partnership introduced a new model for local school oversight in September 2022. Defined local governance representative roles known as Advocates were introduced, coming together in Hub and trust-wide committees to collaborate with school leaders and Trustees to enhance the strategic priorities of individual schools and the Trust as a whole. These roles replaced the former local governing bodies and school governor roles in order to reflect the overall legal responsibility of the Trust Board whilst retaining a direct link between individual school representation and trustees to ensure the continuity of local voice in decision-making processes. Further information can be found in the governance statement.

G. Arrangements for setting pay and remuneration of key management personnel

The trustees are responsible for setting strategic policy around student educational outcomes, risk management, The Trust Board adopted an Executive Pay Policy which sets out the framework for making decisions on executive pay at The Arthur Terry Learning Partnership. It has been developed to comply with current legislation, the requirements of the Academy Trust Handbook, the 'Setting executive salaries: guidance for academy trusts' document from the Education & Skills Funding Agency and in accordance with the principles of public life. Pay progression decisions for executive staff are made by the Trust Board based on performance and are linked to the Executive Appraisal Policy. The partnership uses the compa-ratio method for determining pay and for determining pay progression linked to performance. A pay benchmarking exercise is undertaken every two years in order to assist the Board with its pay decision making. When new executive posts are designed or reviewed, the partnership undertakes a pay benchmarking exercise in order to determine the appropriate salary for the role.

Trustee's Report

For the year ended August 2023

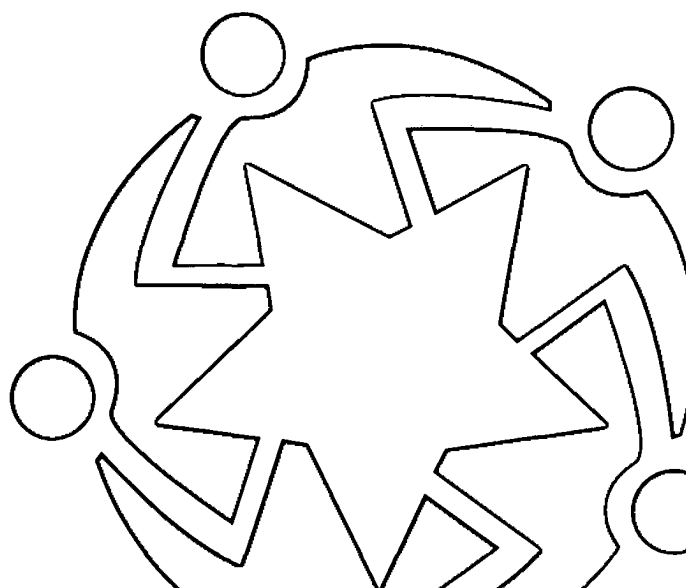


Arrangements for setting pay and remuneration of key management personnel (continued)

Executive posts (excluding the CEO, CFOO and Directors of Education) are appraised by the CEO or CFOO in accordance with the organizational structure. The CFOO and Directors of Education are appraised by the CEO and representatives from the Trust Board Pay and Appraisal Committee. The CEO is appraised by representatives from the Trust Pay and Appraisal Committee. The CEO, CFOO and Trust Board Pay and Appraisal Committee can consult a suitably skilled and/or experienced external advisor/associate member for that purpose.

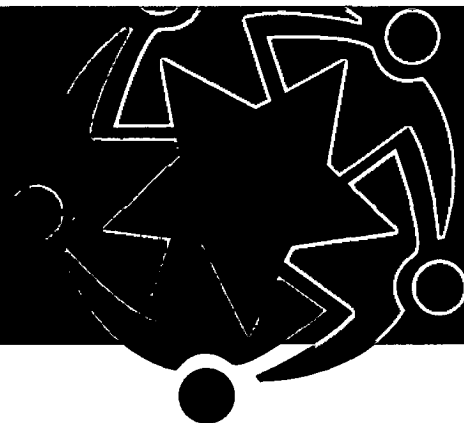
The following is an overview of the responsible individuals for the setting and review of performance objectives in line with the approved policy:

Objectives Setting and Review:	For:
CEO & Directors of Education	Strategic Leads
Directors of Education & Strategic Leads	Headteachers & Heads of School
CEO & CFOO	Director of Operations and Estates HR Director
Headteachers	School Staff
CFOO	Support Services Leadership Team (excl. Director of Operations & Estates, HR Director)



Trustee's Report

For the year ended August 2023



H. Trade Union Facility Time

Relevant union officials	
Number of employees who were relevant union officials during the year	12
Full-time equivalent employee number	11

Percentage of time spent on facility time

Percentage of time	Number of employees
0%	11
1%-50%	-
51%-99%	1
100%	-

Percentage of time spent on facility time

Percentage of time	12
Total pay bill	53,273
Percentage of total pay bill spent on facility time	0.02 %

Paid trade union activities

Time spent on paid trade union activities as a percentage of total paid facility time hours	100.00 %
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Trustee's Report

For the year ended August 2023



I. Engagement with employees (including disabled persons)

The Arthur Terry Learning Partnership aims to provide employees with information on all matters concerning them. Sharing information about the trust and school's strategies, performance, objectives, vision and values helps employees to feel valued and informed, and unifies staff to work towards a common goal. The partnership believes in delivering a vision of 'One Trust', as working together rather than in isolation means that the partnership can accelerate school improvement and ensure excellence in and across our family of schools. Employee consultation is important to us as we want to ensure all staff feel valued, heard and respected. The Arthur Terry Learning Partnership use various methods to communicate with staff, which include all staff emails and briefings, meetings, surveys and trade union representatives. The partnership also has a Joint Consultation and Negotiation Committee (JCNC) for consulting with employees.

The Arthur Terry Learning Partnership is an established and respected employer, attracting and retaining the best staff and training the next generation of teachers to work in our schools.

Each school provides a nurturing, vibrant and creative environment; while staff can enjoy the benefits of being part of a larger, united organisation, with a strong support network. We invest in our staff to get the best out of them and encourage staff to avail themselves of internal opportunities within the partnership to pursue their career path. The partnership also operates an appraisal scheme which encourages employee feedback and facilitates the opportunity to identify training and support. The partnership encourages training and support opportunities to be both manager-led and identified by the individual employee.

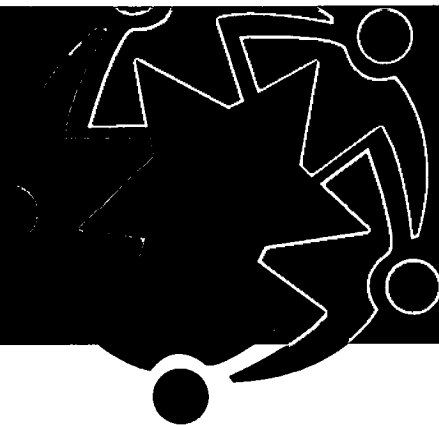
Continued Professional Development and staff training is encouraged and supported by the partnership. Regular training days and events are held both on partnership-wide and individual school basis. The partnership commenced the 2022-23 academic year with a trust-wide 1-day conference held at the ICC in Birmingham, where more than 1300 staff joined three distinguished speakers; Maggie Alphonsi MBE, Derek Redmond & Sir John Timpson CBE in a day of teamwork, learning and sharing. Teams were inspired by the speakers powerful testimonials, and started the year energised to create even more impact on the lives of our students and their communities.

In May 2023, the partnership undertook a confidential staff survey entitled 'Your Voice' which was followed by a series of randomly selected staff focus groups to explore the findings in more detail. The objective of the survey was to give staff the opportunity to express their opinions on their overall experience and wellbeing at work, so that the partnership could create the best working experience possible.

The survey findings were shared with members of the Workforce Committee and Trust Board in July and have contributed to the development of the partnership's people vision and overall HR strategy which will be implemented throughout the next three years. Early outcomes and deliverables of this strategy which will be available to staff in early 2023-24 include the implementation of a new employee assistance package to provide staff with enhanced wellbeing support including employee assistance, counselling and online GP appointments, alongside a new employee benefits package which will provide staff with access to discounted benefits from various providers, welcomed by many due to the current cost of living crisis. The partnership continues also to hold well-being events such as staff breakfasts and praise events to celebrate employees and teams' successes, and the HR team continue to support staff on individual basis with working pattern adjustments to support wellbeing concerns.

Trustee's Report

For the year ended August 2023



I. Engagement with employees (including disabled persons) (Continued)

The Arthur Terry Learning Partnership aims to ensure that no job applicant suffers discrimination. The partnership's recruitment procedures are reviewed regularly to ensure that individuals are considered on the basis of their relevant merits and abilities, and the partnership strengthened its recruitment capabilities during the year through role creation and subsequent appointment of an experienced Recruitment Manager.

Job selection criteria are regularly reviewed to ensure that they are relevant to the job and are not disproportionate, and short listing of applicants is conducted by more than one person wherever possible. The partnership endeavours to ensure that job advertisements avoid stereotyping or using wording that may discourage groups with a particular protected characteristic from applying, and steps are taken to ensure that vacancies are advertised to a diverse labour market. Applicants will not be asked about health or disability before a job offer is made.

**THERE ARE LIMITED EXCEPTIONS WHICH WILL ONLY BE USED WITH THE HR DIRECTOR APPROVAL.
FOR EXAMPLE:**

- Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments).
- Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment.
- Positive action to recruit disabled persons.
- Equal opportunities monitoring (which will not form part of the decision-making process).

Applicants will not be asked about past or current pregnancy or future intentions related to pregnancy. Applicants will not be asked about matters concerning age, race, religion or belief, sexual orientation, or gender reassignment without the approval from HR (who will first consider whether such matters are relevant and may lawfully be considered). It is a legal requirement to ensure that all staff are entitled to work in the UK. Assumptions about immigration status will not be made based on appearance or apparent nationality. All prospective employees, regardless of nationality, will be expected to produce original documents (such as a passport) before employment starts, to satisfy current immigration legislation. The list of acceptable documents is available from the UK Border Agency.

Trustee's Report

For the year ended August 2023



I. Engagement with employees (including disabled persons) (Continued)

To ensure that the Arthur Terry Learning Partnership's Equality & Diversity policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged in the organisation, we monitor applicants' ethnic group, gender, disability, sexual orientation, religion and age as part of the recruitment procedure. Provision of this information is voluntary, and it will not adversely affect an applicant's chances of recruitment, or any other decision related to their employment. Analysing this data helps appropriate steps to be taken to avoid discrimination and to improve equality and diversity. The partnership also conducts periodic workforce surveys to identify focus areas for improvement.

If staff are disabled or become disabled, they are encouraged to inform the partnership about their condition so that support can be provided as appropriate. If staff experience difficulties at work because of their disability, they may wish to contact their line manager or the HR team to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Their line manager or a member of the HR team may wish to consult with the staff member and a medical adviser(s) about possible adjustments. They will consider the matter carefully and try to accommodate the staff member needs within reason. If it is considered a particular adjustment would not be reasonable, the reasons will be explained, and an alternative solution found where possible. The Arthur Terry Learning Partnership will monitor the physical features of its premises to consider whether they place disabled workers, job applicants or service users at a substantial disadvantage compared to other staff. Where reasonable, steps to improve access for disabled staff and service users will be taken.

J. Engagement with suppliers, customers and others in a business relationship with the Partnership

The Arthur Terry Learning Partnership builds and maintains good relationships with suppliers, customers and other stakeholders.

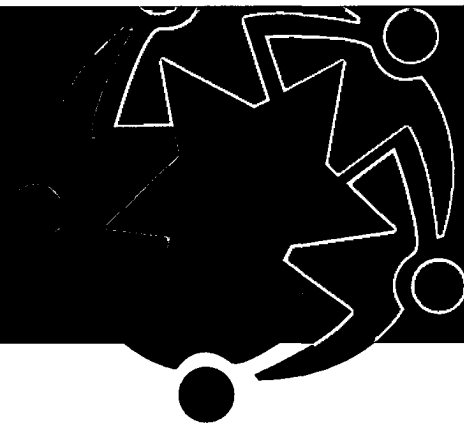
As a Trust, we ensure payment terms are adhered to, and that queries raised and settled in a timely manner. We report our Payments Practices and Performance bi-annually, which is available on the Companies House website. Trustees are sighted on these reports.

In 2022-23, the partnership has sought to improve its efficiency and sustainability whilst improving our economies of scale for common areas of procurement through supplier consolidation and partnership-wide tenders in a number of strategic areas. We have worked closely with our suppliers to ensure our objectives have been clearly scoped and are achievable in nature. Some examples where this has taken place include the partnership's energy audit which was undertaken to identify areas where the partnership could improve energy efficiency, consolidation of the partnership's cleaning contracts to one supplier, and the development of a sponsorship arrangement with a supply-staff provider to offset increased supply staff costs.

In 2023-24 the partnership will look to pursue a renewed focus on its commercial strategy, particularly regarding lettings to facilitate wider community use of our schools facilities. Learning Futures will complete 'Stage 1', being full deployment of technology to all our schools, and will move to embedding good practice into every one of our classrooms. This will be supported through a dedicated CPD programme as well as integration into the school improvement function.

Trustee's Report

For the year ended August 2023



Objectives and Activities

A. Objects and aims

THE COMPANY'S OBJECTS ARE SPECIFICALLY RESTRICTED TO THE FOLLOWING:

• **To advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, Church of England model articles for Academy Trusts (the "Company") where the Church is in a minority (i.e. "VC" model) January 2019 carrying on, managing and developing Academies which shall offer a broad and balanced curriculum and which:**

- Shall include Church of England Academies ("Church Academies" and each a "Church Academy") designated as such which shall be conducted in accordance with the principles, practices and tenets of the Church of England both generally and in particular in relation to arranging for religious education and daily acts of worship, and may include other Academies whether with or without a designated religious character; but in relation to each of the Academies to recognise and support their individual ethos, whether or not designated Church of England.
- Where an Academy is designated as or recognised as a Church Academy, in relation to the ethos and religious education provided at the Academy the Directors shall have regard to any advice and follow any directives issued by the Diocesan Corporate Member.
- For the public benefit, providing childcare facilities in the communities in which the Academies are situated for the physical, intellectual and social development of primarily but not exclusively children under five especially those who are socially and economically disadvantaged.
- for the public benefit to promote for the inhabitants of the communities in which the Academies are situated and the surrounding area (provided that for Church Academies in the reasonable opinion of the Trustees such activities do not breach the terms of any governing document regulating the Trustees' ownership of the academy's land) the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances or for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants.

B. Objectives, strategies and activities

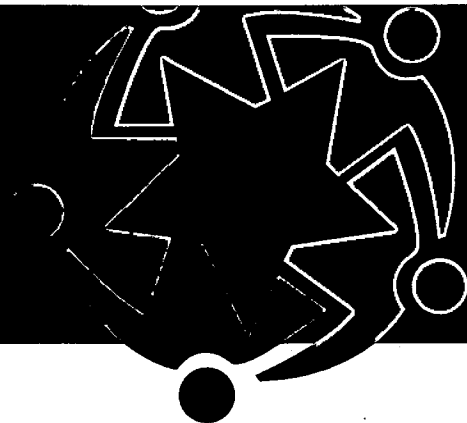
The partnership's three-year business plan describes our objectives, purpose and vision. Our plans focus upon ensuring The Arthur Terry Learning Partnership remains a centre for academic excellence at all levels across the partnership. The Arthur Terry Learning Partnership is committed to delivering outstanding provision through collaborative working, local responsibility and accountability, systematic quality assurance and a commitment to continual improvement.

Leaders and managers at all levels are encouraged to innovate in response to a continually changing educational climate and an absolute priority remains to ensure that all children feel safe in an environment where discipline is firm but fair, yet where student voice is heard, staff are curious and the individual student's circumstances are taken into account to ensure equity of opportunity. Best practice in teaching and learning is widely shared in order to ensure that all children and young people thrive and succeed and make better than expected progress.

In setting the objectives, the trustees have given careful consideration to the Charity Commission's general guidance on public benefit and in particular to its supplementary public benefit guidance on advancing education.

Trustee's Report

For the year ended August 2023



Objectives and Activities (continued)

C. Public Benefit

In setting objectives and planning for activities, Trustees have given due consideration to general guidance published by the Charity Commission relating to public benefit, including the guidance 'Public benefit: running a charity (PB2)'.

THE MAIN OBJECTIVES OF THE PARTNERSHIP ARE SUMMARISED BELOW:

- To ensure that every child and young person enjoys the same high-quality education in terms of resourcing, tuition and care.
- To raise the standard of educational achievement of all pupils.
- To improve the effectiveness of the partnership by keeping the curriculum and organisational structure under continual review.
- To provide value for money for the funds expended to maintain close links with industry and commerce.
- To conduct the trust's business in accordance with the highest standards of integrity, probity and openness.

To ensure that standards are continually raised the Trust Board, Executive Team, School Leadership Teams, Central Leadership Teams and Advocate Committees:

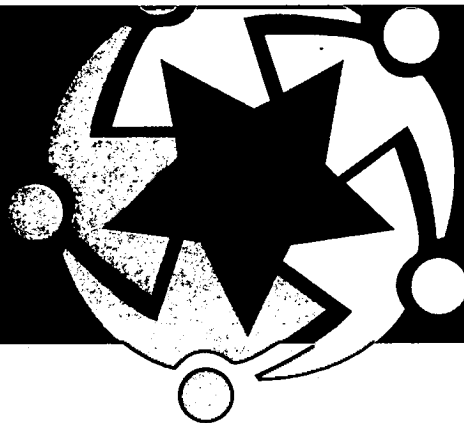
- Operate a robust quality assurance calendar and programme which monitors the quality of teaching and learning.
- Ensure each school within the partnership is visited, scrutinised and supported by a School Improvement Partner.
- Undertake a rigorous review of attainment using IDSR and FFT live to measure the progress of students, paying particular regard to their achievement on entry and levels of progress secured.

The Arthur Terry Learning Partnership is intending on revolutionising teaching across the partnership and intends to build on innovative teaching and learning methods developed during and since lockdown through the implementation of the Learning Futures project from September 2022.

Learning Futures is the ATLP's one-to-one equitable scheme used to support enhanced learning in and out of school. The provision of iPad to all ATLP children over a 3-year phased implementation supports the trust's objectives to ensure that every child enjoys the same high-quality education, and that there is no digital poverty amongst students despite their budgets and school's postcodes.

Strategic Report

Achievements and Performance



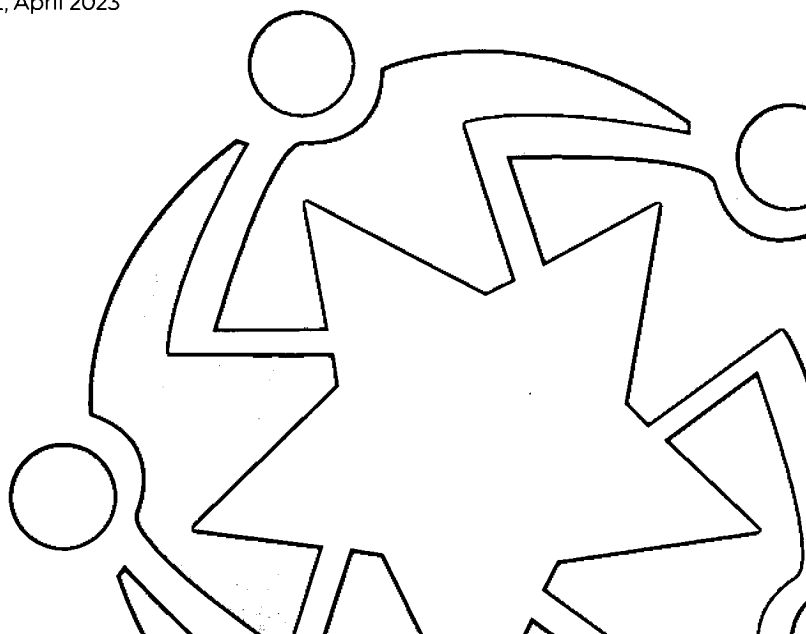
A. Key performance indicators

In September 2021, Ofqual announced a return to pre-pandemic grading arrangements over a 2-year period. Ofqual wrote to schools and colleges and to governors and trustees to make them aware that it would be highly likely that individual school and college headline results would be lower this year than last year, and that the most meaningful comparisons for 2023 results are with those from 2019.

The Confederation of School Trusts in their weekly newsletter in August 2023 cautioned schools about making comparisons to 2019, as many schools are quite different to previous years. However, comparing 2023 results to 2019 across The Arthur Terry Learning Partnership family of schools shows a mixed picture; some schools have stayed steady (or even risen for some measures), while others have fallen. Of course, these measures are attainment only, so do not consider starting points for our students. Most of our schools' results have fallen from 2022. This is to be expected – the national results are also expected to fall from 2022 as they were calculated as a halfway point between the high TAG results of 2020 and 2021, and the expected return to results in 2023 that are more in line with pre-pandemic results nationally. Some highlights amongst results include a rise in A level average grade at The Arthur Terry School, and increased A level Applied General results compared to 2019 at The Coleshill School, The Arthur Terry School, John Willmott School and Nether Stowe School.

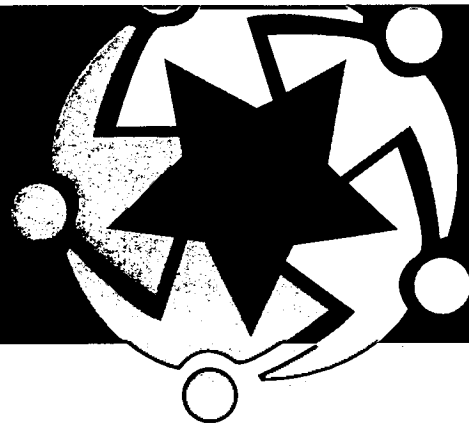
Regulatory inspections throughout the 2022-23 academic year were positive for partnership schools. The following is a summary of the inspections that took place, and associated grades. A satisfying common theme coming through all the inspections of partnership schools was the collaborative support and challenge, and that trust-wide workings are very much part of the way that The Arthur Terry Learning Partnership work.

- **The Arthur Terry School:** Graded - Good, November 2022
- **Brookvale Primary School:** Ungraded – Good, February 2023
- **Curdworth Primary School:** Ungraded – Good, February 2023
- **Stockland Green School:** Ungraded – Good, February 2023
- **Two Gates Primary School:** Graded – Good, May 2023
- **Nether Stowe School:** Graded – Requires Improvement, April 2023



Strategic Report

Teaching School



The Teaching School Hub is now in its third year of designation, and the team has had a successful year delivering a range of teacher development programmes to 178 schools, including out of area hub schools, exceeding year 2 DfE Target of 120 schools considerably.

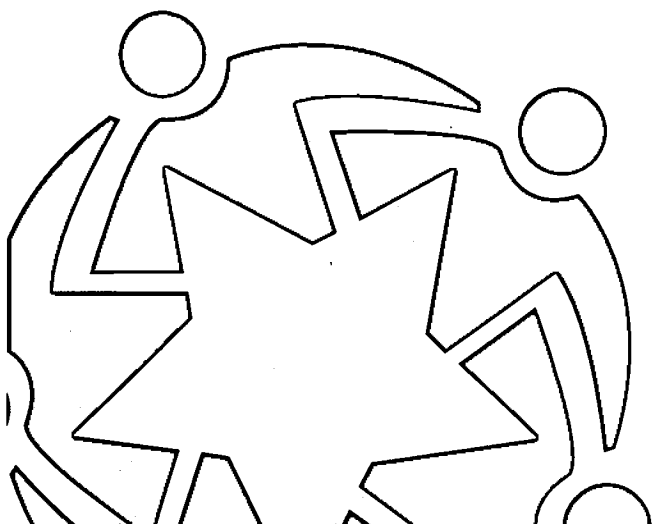
As we move towards the end of the second year of delivery, our ECF provision continues to go from strength to strength. We currently have a total of 401 ECTs and 311 mentors in 6 cohorts participating in our ECF programme with engagement in the online elements of the programme and feedback from our face-to-face CPD events being overwhelmingly positive.

ITT is similarly positive, as it was confirmed during the 2022-23 academic year that Prince Henry's TSH, based in Evesham will be delivering a satellite version of our SCITT programme from 2024, and Arthur Terry SCITT will be the accredited body for this.

We now have 4 cohorts of National Professional Qualifications that are running through the Teaching School Hub, delivering seven of the Ambition Institute DfE approved programmes for school leaders. We currently have 435 delegates on our NPQ programmes and 97% of our cohort completers have achieved the qualification following the rigorous assessment process.

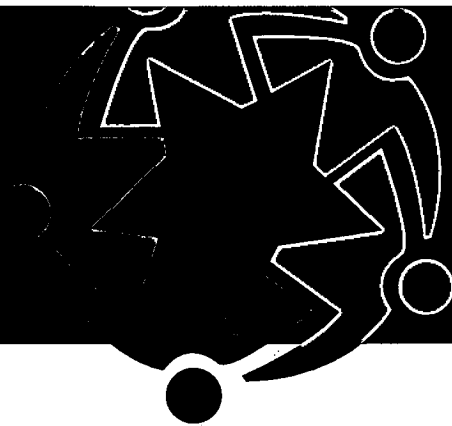
Teaching School Hubs will become the sole providers of Appropriate Body Services from September 2023 and Local Authorities will no longer be able to register new ECTs. Additional capacity has been added to the hub team to meet increased demand for this service, and we are expecting over 500 ECTs to be assessed and registered through the hub this year.

A redesignation process for all Teaching School Hubs will take place in the Autumn term. This presents a new chapter for our hub, and we are committed to achieving redesignation, ensuring a smooth transition and maintaining the continuity of our work. If we are newly designated, then this will be for a further 4-year period.



Strategic Report

Primary Schools



Achievements and Performance

Key Stage 2 Attainment and Progress Summary

Brookvale Primary School

Results in Writing and Mathematics remain strong, with both progress and attainment above the national average. Reading has taken a dip this year, with attainment from 2022 dropping from 83% to 60%, and progress from +0.8 to -1.7.

Coton Green Primary School

Writing remains a strong subject for Coton Green, with attainment and progress both above the national average. Maths has dropped from 2022, with progress going from -0.9 to -2.7, and attainment from 73% to 67%.

Curdworth Primary School

Curdworth's results have dropped from 2022 in all subjects. The drop is particularly stark in Reading, with progress dropping from +3.0 in 2022 to -3.4 in 2023. However, it is worth noting that Curdworth's small cohort of 18 children means results for one or two children can have a large impact on school results.

Greysbrooke Primary School

Greysbrooke have had a strong set of results this year, with every subject rising from 2022 results. Writing was Greysbrooke's weakest subject in 2022, with a progress score of -3.7. This has risen to -0.7 in 2023.

Hill West Primary School

Writing and Maths remain strong subjects for Hill West. There has been a slight decrease in progress in Reading, which has dropped from +1.8 in 2022 to +0.1 in 2023.

Mere Green Primary School

Mere Green have stayed steady from 2022 in Reading, while Writing and Maths have seen slight declines from 2022. Writing progress has fallen from +0.1 to -0.3, while Maths has fallen from -1.4 to -1.8.

Osborne Primary School

Osborne achieved a strong set of results in 2022, with progress in all subjects in line with the national average. However, all subjects have declined in both attainment and progress this year, with Maths progress declining from -0.2 to -4.2. However, it is worth noting that Osborne's cohort size doubled this year, from 30 children in 2022 to 60 children in 2023.

Scotch Orchard Primary School

Scotch Orchard have continued their success from 2022 with this year's results. Writing was already a strong point, with a 2022 progress score of +2.3. This has risen to +3.8 in 2023. While Maths progress has decreased from 2022 (+2.4), it is still in line with national average at +0.5.

Slade Primary School

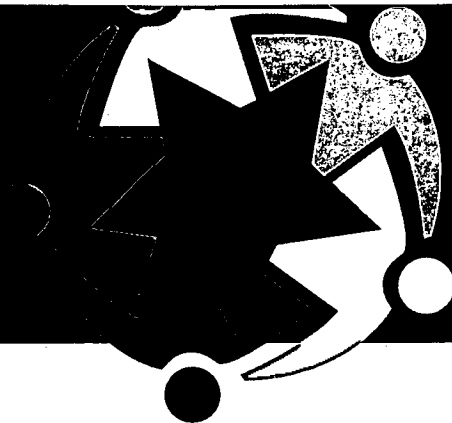
Slade have improved results for Reading and Maths from 2022. Maths is a particular highlight, rising from -3.6 to +0.3. Writing has remained strong, while Reading progress has increased from -1.5 to -0.4.

St Chad's CofE Primary School

St Chad's have seen a marked increase in their results from 2022, both in terms of progress and attainment. 91% of children reached the expected standard in Reading, with progress rising from -0.5 to +3.2. Writing and Maths also saw increased progress scores.

Strategic Report

Primary Schools (continued)



Achievements and Performance (continued)

Key Stage 2 Attainment and Progress Summary

St Michael's CofE Primary School

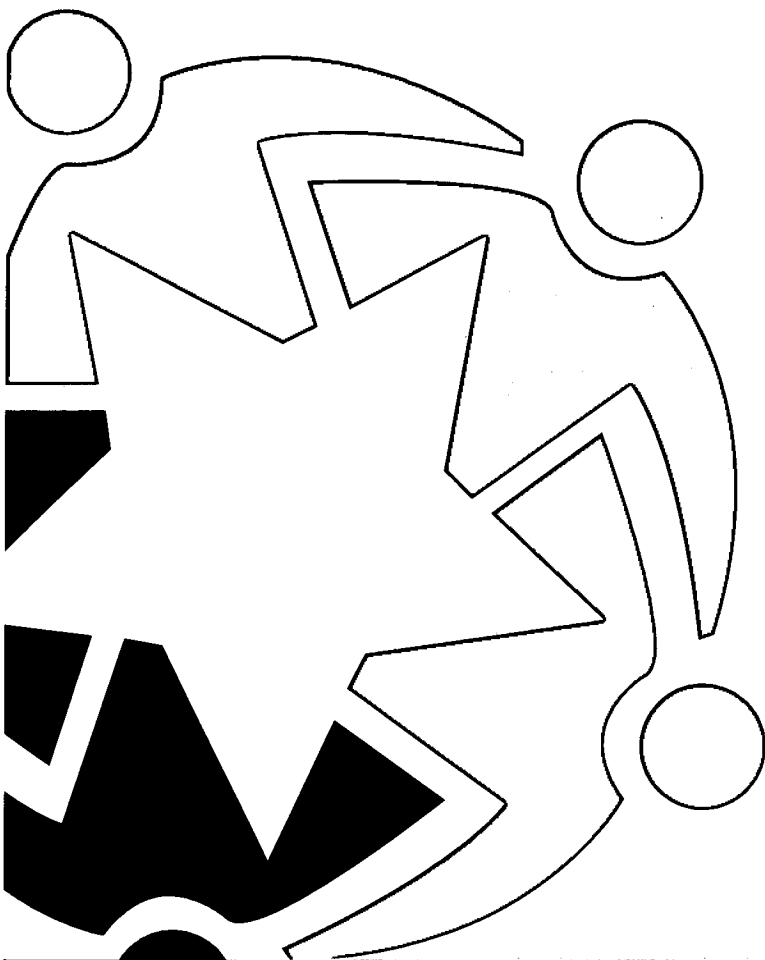
St Michael's achieved a strong set of results in 2022, with progress and attainment in all three subjects above the national average. This has continued into 2023, with progress in Reading (+1.9) particularly strong.

Two Gates Primary School

Two Gates have seen a rise in progress in all subjects this year, along with a rise in attainment in Writing. All subjects are now either in line or above the national average for progress.

William MacGregor Primary School

William MacGregor have seen a rise in attainment and progress in all subjects from 2022. 86% of children achieved the expected standard in Maths, up from 68% in 2022.



Strategic Report

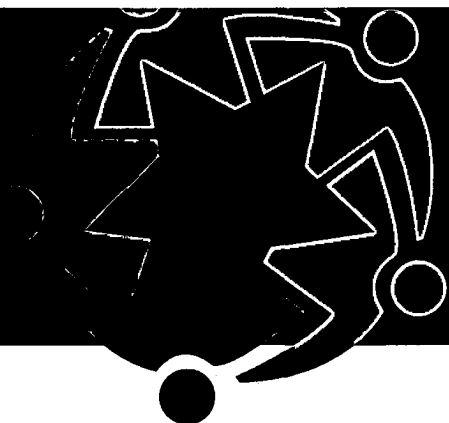
Achievements & Performance - Primary Schools



Subject	Measure	Brookvale Primary School	Coton Green Primary School	Curdworth Primary School	Greysbrooke Primary School	Hill West Primary School	Mere Green Primary School	Osborne Primary School
EYFS								
COM	Expected	80%	80%	83%	100%	85%	90%	75%
PSE	Expected	80%	83%	93%	100%	93%	84%	90%
PHY	Expected	92%	86%	100%	100%	96%	94%	95%
LIT	Expected	73%	68%	87%	90%	88%	83%	78%
MAT	Expected	73%	64%	100%	87%	90%	88%	79%
UTW	Expected	80%	79%	89%	98%	88%	92%	84%
EXP	Expected	85%	80%	100%	100%	96%	92%	90%
EYFS	GLD	70%	50%	80%	80%	82%	79%	61%
Key Stage 1								
Reading	Expected	68%	69%	88%	67%	86%	75%	40%
	Greater Depth	19%	6%	12%	19%	23%	26%	5%
Writing	Expected	68%	58%	53%	63%	85%	62%	32%
	Greater Depth	16%	4%	0%	10%	15%	0%	0%
Maths	Expected	71%	67%	71%	73%	88%	77%	35%
	Greater Depth	23%	5%	12%	23%	23%	18%	2%
RWM	Expected	65%	49%	41%	53%	82%	57%	25%
	Greater Depth	13%	1%	0%	10%	8%	0%	0%
Key Stage 2								
Reading	Expected	60%	79%	67%	83%	81%	82%	47%
	Greater Depth	17%	36%	28%	38%	39%	30%	8%
Writing	Expected	73%	83%	67%	79%	85%	74%	45%
	Greater Depth	7%	31%	0%	14%	27%	18%	3%
Maths	Expected	77%	67%	61%	86%	82%	68%	32%
	Greater Depth	23%	14%	17%	45%	44%	23%	8%
RWM	Expected	43%	55%	50%	69%	69%	61%	25%
	Greater Depth	7%	7%	0%	10%	19%	9%	3%

Strategic Report

Achievements & Performance - Primary Schools (continued)



Subject	Measure	Scott Orchard Primary School	Slade Primary School	St Chad's CofE Primary School	St Michael's CofE (C) Primary School	Two Gates Primary School	William MacGregor Primary School
EYFS							
COM	Expected	91%	78%	83%	91%	72%	79%
PSE	Expected	80%	88%	89%	99%	69%	94%
PHY	Expected	84%	89%	93%	100%	88%	91%
LIT	Expected	71%	74%	81%	84%	63%	77%
MAT	Expected	71%	75%	93%	86%	62%	86%
UTW	Expected	71%	79%	89%	94%	81%	86%
EXP	Expected	70%	88%	93%	99%	86%	91%
EYFS	GLD	64%	69%	73%	68%	52%	68%
Key Stage 1							
Reading	Expected	69%	63%	71%	73%	80%	72%
	Greater Depth	24%	5%	16%	22%	11%	13%
Writing	Expected	66%	61%	65%	63%	60%	59%
	Greater Depth	14%	5%	3%	10%	3%	9%
Maths	Expected	66%	64%	84%	73%	69%	66%
	Greater Depth	14%	8%	16%	23%	6%	6%
RWM	Expected	62%	59%	65%	60%	57%	50%
	Greater Depth	14%	5%	0%	10%	0%	0%
Key Stage 2							
Reading	Expected	78%	72%	91%	84%	70%	75%
	Greater Depth	28%	32%	42%	45%	20%	32%
Writing	Expected	91%	78%	79%	77%	76%	71%
	Greater Depth	16%	20%	6%	27%	12%	11%
Maths	Expected	75%	73%	73%	83%	54%	86%
	Greater Depth	19%	23%	15%	30%	8%	18%
RWM	Expected	66%	65%	70%	72%	51%	54%
	Greater Depth	9%	13%	3%	17%	2%	7%

Strategic Report

Secondary Schools



Achievements and Performance

2022-23 marked the second full year in school for our Year 11 and 13 students, following the pandemic. However, it is important to note the context for these cohorts. Research into the impact of the pandemic cites the West Midlands as an area disproportionately impacted by the pandemic compared to other regions, such as the South West. Students across our secondary schools were impacted both by extended periods out of school themselves, from staff absence due to illness, and schools closed due to strike action, which was higher during the last three years than would normally be expected. Year 11 were impacted by the lockdowns during Year 8 and 9.

In addition to the impact on their academic achievement, our students are also facing additional pressures in terms of their social, emotional, and mental health needs, which in many cases is manifesting with an impact on their attendance. Attendance fell nationally during the pandemic and in many instances has not returned to pre-pandemic levels. The rise in persistent absence, along with mental health concerns in many of our secondary schools are significant concerns and an area which school and central partnership leaders are focused on addressing. This coincides with growing social concerns and the impact of the growing cost-of-living crisis, and challenges for family to access social services across ATLP communities. The partnership recognises that accessing external support services is becoming ever more challenging, and schools need to try to do more to bridge the gap and provide further support for our children and their families. A significant step towards this in 2022-23 was the development of the partnership's Vulnerable Children's Strategy which was formally launched with all staff in September 2023, focussing on building feelings of belonging in our school's communities and ensuring that schools are adopting a relationship-oriented and trauma-informed approach to our students.

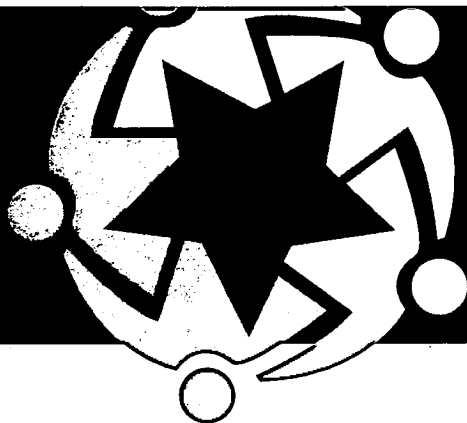
Three of our Secondary schools had Ofsted Inspection during the 22/23 academic year, all of which had not been previously inspected under the latest framework. The Arthur Terry School came out as a Good school with Quality of Education being good and outstanding judgments being awarded for Behaviour & Attitudes, Personal Development, Sixth Form and Leadership and Management. Stockland Green School had an ungraded inspection and were recognised as continuing to be a good school. Whilst Nether Stowe School are Requires Improvement, it was recognised as being good in all areas apart from Quality of Education. The judgements reflect the dedicated work by all stakeholders.

2022-23 saw the return to full examination against grade boundaries aligned to 2019, removing the buffer in the 2022 grade boundaries that meant outcomes were a mid point between 2019 and the teacher assessed grades used during the pandemic. It is important to note that this cohort of students remains impacted by covid, having had significant periods of Year 8 and 9 learning from home, as well as being impacted by teacher absence. National evidence continues to show that the West Midlands is a region impacted disproportionately and this continues to be seen in the attendance data for our schools. Whilst some of our schools have managed to maintain attendance in line with national averages, this remains lower than in 2019 and much lower for key groups such as our vulnerable children. In some of our schools, notably West Coventry Academy and John Willmott School, attendance was well below national average in the 22-23. In addition students in Year 11 were impacted by teacher strikes during the academic year of 2022-23.

The factors above have impacted on the learning behaviours of our Year 11 students in some of our schools. This has been combined with an increase in mental health issues, including anxiety around exams. Students have not shown the resilience in their learning and the ability to perform in examinations as they have historically done pre pandemic. Schools are working hard to develop these skills as one of the key priorities to improve outcomes.

Strategic Report

Secondary Schools (continued)



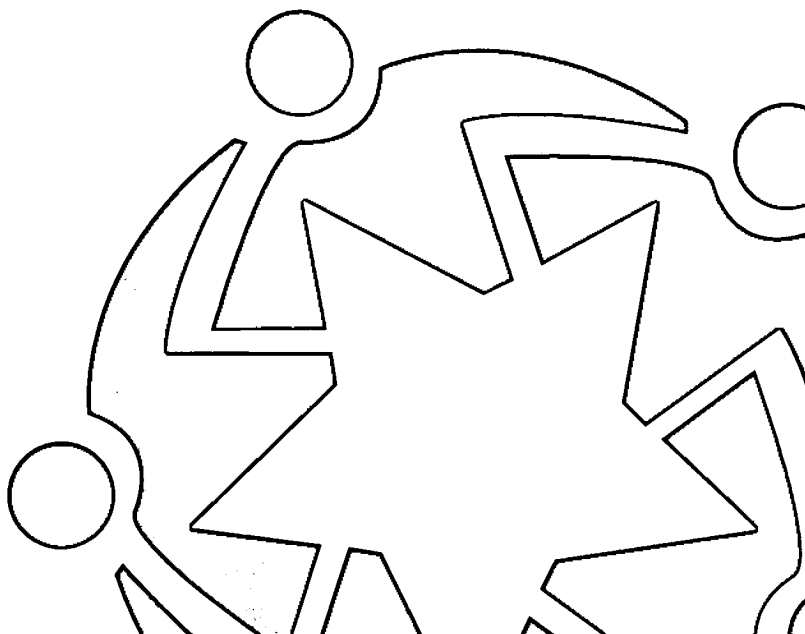
Achievements and Performance (continued)

As a trust we have followed the DFE pattern of comparing outcomes from 2023 to the last set of outcomes from the last set of full examinations with no mitigations, which was in 2019.

West Coventry Academy and Stockland Green are to be congratulated in improving outcomes across a number of measures. There has been particular success in increasing the percentage of students achieving a 4 or above in English and Maths in both schools and a 5 or above at Stockland Green. Arthur Terry outcomes are slightly below 2019 overall, with English being lower than expected. Subjects in the Open series of subjects improved overall.

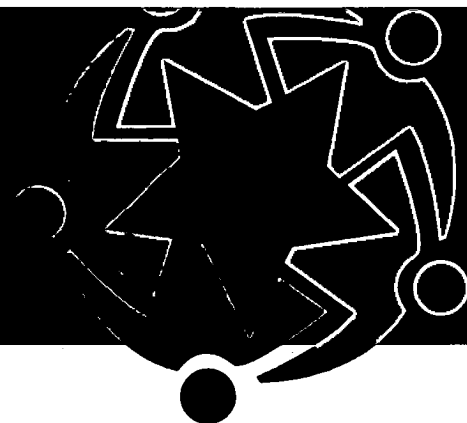
Coleshill School outcomes are significantly below 2019, though the prior attainment of the cohorts are very different with over 60% of students regarded as high attaining in 2019 against 17% in 2023. English was particularly low and an area of focus for the school this year. Nether Stowe were approximately half a grade below outcomes in 2019 across the key measures. John Willmott were significantly below 2019 outcomes with both English and Maths being at least two thirds of a grade below. Coventry Academy the intensive work on supporting vulnerable learners significantly closed the gap between DA and SEND learners and their peers. Outcomes for these two groups remain a significant challenge for our schools and the gap between them and other students has widened considerably. Leaders at all level of the trust recognise that outcomes need to improved and this will be the key area of focus for the academic year 2023-24.

At Post 16 the difference between 2023 and 2019 varied across our schools. It is important to note the context of cohort size when considering outcomes, as well the balance between overall outcomes and the individual successes lying behind them. At John Willmott and Nether Stowe very small numbers make statistical comparisons difficult. At John Willmott a trend of declining results at Post 16 continued overall, with a dip of average grade from C- in 2019 to D in 2023. However, there were some exceptional individual success stories including students going on to study medicine. The trust made the strategic decision to close the Sixth Form at John Willmott from September 2023. At Nether Stowe average A Level grade remains in line with 2019 and vocational courses have seen a rise from Distinction- to Distinction. At Coleshill the overall average grade was the same as 2019 at C- and vocational subjects showed improvement to an average grade of Distinction -. Arthur Terry were pleased to see the strategic work on Sixth Form lead to improvements in all measures from 2019 with the average grade rising from a C to a C+.



Strategic Report

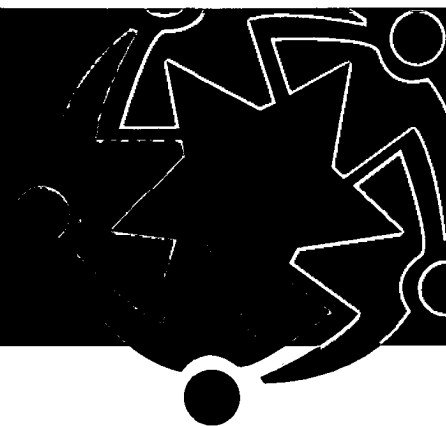
Achievements & Performance - Secondary Schools



Measure	The Arthur Terry School	Stockland Green School	The Colehill School	Nether Stowe School	John Willmott School	West Coventry Academy
Key Stage 4						
Number of Students	274	147	201	101	187	185
Attainment 8 Score Overall	5.2	4.1	3.9	4	3.3	4.1
Attainment 8 Score English	5.3	4.4	4.2	4.1	3.8	4.6
Attainment 8 Score Maths	5.1	4.3	3.8	3.8	3.3	4
Attainment 8 Score EBacc	5.2	4.1	3.7	3.7	3.2	3.8
Attainment 8 Score Open	5.3	3.8	4.1	4.3	3	4.1
Progress 8 Score	-0.04	-0.21	-0.48	-0.66	-0.72	-0.43
% 4+ in EM	78%	56%	52%	46%	46%	59%
% 5+ in EM	56%	46%	26%	24%	23%	35%
Progress 8 Score English Element	-0.2	-0.29	-0.61	-0.87	-0.55	-0.21
Progress 8 Score Maths Element	-0.16	0.01	-0.47	-0.8	-0.56	-0.47
Progress 8 Score EBacc Element	0.07	-0.06	-0.5	-0.78	-0.69	-0.58
Progress 8 Score Open Element	0.01	-0.59	-0.37	-0.35	-1.08	-0.42
Progress 8 Score - Disadvantaged Students	-0.35	-0.35	-1.33	-1.66	-1.02	-0.63
Progress 8 Score - Disadvantaged Students English Element	-0.45	-0.48	-1.53	-1.8	-0.86	-0.42
Progress 8 Score - Disadvantaged Students Maths Element	-0.39	-0.09	-1.07	-1.5	-0.86	-0.42
Progress 8 Score - Disadvantaged Students EBacc Element	-0.16	-0.24	-1.24	-1.84	-0.93	-0.87
Progress 8 Score - Disadvantaged Students Open Element	-0.46	-0.76	-1.45	-1.54	-1.4	-0.56

Strategic Report

Achievements & Performance - Secondary Schools (continued)



Measure	The Arthur Terry School	Stockland Green School	The Coleshill School	Nether Stowe School	John Willmott School	West Coventry Academy
Key Stage 5						
Number of Students at the end of 16-18 study	168	n/a	88	34	38	58
Number of entries	547	n/a	162	84	79	129
Average point score per entry	31.77	n/a	25.6	28.14	21.59	27.98
Average grade per entry	C+	n/a	C-	C-	D	C-
Value Added Score	n/a	n/a	n/a	n/a	n/a	n/a
% AAB with at least two in facilitating subjects	7%	n/a	3%	10%	3%	2%
Number of entries	17	n/a	83	18	50.5	32.5
Average point score per entry	40	n/a	30	33.89	21.78	27.57
Average grade per entry	Dist+	n/a	Dist-	Dist	Merit-	Merit+
Value Added Score	n/a	n/a	n/a	n/a	n/a	n/a
Number of entries	28.5	n/a	8	0	0	0
Average point score per entry	40	n/a	43.12	n/a	n/a	n/a
Average grade per entry	Dist+	n/a	Dist*-	n/a	n/a	n/a



Financial Performance Indicators



Maintaining a balanced budget at year-end

The trustees monitor the financial position on a monthly basis by reviewing financial year-end projections. 2022-23 secured an in-year deficit on revenue reserves of £6,047k. This reflects additional investment into the delivery of the partnership's strategic priorities to provide further benefit to children. The medium-term budget approved at the end of the academic year indicated that a small surplus was expected over the next three years.

Benchmarking expenditure against other similar organisations

Benchmarking information has been reviewed by trustees to make comparative judgements on the efficiency of each school. Trustees have continued to reduce staffing costs as opportunities arise to reduce percentage of income allocated to staffing resources. Extensive work has been undertaken to drive efficiency across the partnership, this has included a centralised approach to procurement of large contracts, the provision of benchmarking data for trustees to challenge school leaders, rationalisation across a range of staffing areas to achieve consistency and the development of an inhouse bank of supply staff to reduce agency costs alongside the introduction of a supply agency sponsorship arrangement.

Reserves position

Similar to 2022-23, the partnership decreased the level of reserves at the end of this accounting period due to significant additional investment into the delivery of the Learning Futures project, which will continue to deliver ongoing digital transformation opportunities our schools, their students and their communities. Long-term strategic planning continues to allow for building expenditure requirements over and above the School Condition

Allocation, which will require higher levels of self-funding.

In our annual financial statement, it is important to address that the partnership has exceeded its projected expenditure by approximately £6 million, which has been drawn against the partnership's reserves. This variance primarily stemmed from a combination of planned, approved over-expenditure, unknown expenditure and expenditure which was influenced by external factors beyond anticipation.

The primary areas of variance related to the following:

1. Through the year we continued our planned investment into the Learning Futures initiative and devices were purchased for all teaching staff and children for the whole partnership. Due to inflationary increases in device costs, the funding route changed mid-year from an operational lease arrangement to purchasing through capital expenditure. As a result, and against plan, the full cost of the Phase 2 devices were accounted for in full in-year.
2. Substantial increase in energy prices across the UK market. The annual increases to October 2022 were the largest ever recorded on a series going back to 1970. Attention was given in revisiting contractual arrangements, some of which benefited in year but most will have a financial benefit in future years. procurement for 'green' will also significantly reduce energy usage in 2024 onwards.
3. Significant additional agency costs to cover short and long-term teaching and support staff absences, and an increase of unfunded 1-1 staff to provide much-needed support for children with additional needs. Like much of the sector, recruitment challenges means emphasis on short-term support which again increased expenditure in this area.

Financial Performance Indicators (continued)



4. We experienced significant change in key contracts across the partnership. Namely, outsourcing cleaning and bringing the catering service in house. One-off investment around infrastructure and change management was required to ensure a smooth transition and these one-off costs resulted in an overspend in the services.

Achieving value for money through effective financial management procedures

The partnership ensures compliance with the requirements of the current Academy Trust Handbook. Internal controls are tested by an independent auditor, who have verified procedures of financial management and internal control to achieve value for money. The audit and risk committee oversee the findings from any independent audit work that has been carried out.

Maintain a positive cash flow with sufficient cash balances to cover monthly expenditure

Monitoring of cash flow throughout the year has secured sufficient cash balances to ensure cash balances to cover monthly expenditure.

Financial Key Performance Indicators (2022-23)

Key Performance Indicator	KPI Target	KPI Actual
Staffing Costs % spend of total income % spend on leadership	68% 12%	69% 19%
Pupil Teacher Ratio Secondary schools Primary Schools	17.00 24.20	18.35 20.39
Teacher Contact Ratio Secondary schools	0.78	0.73

Financial Performance Indicators (continued)



A. Going Concern

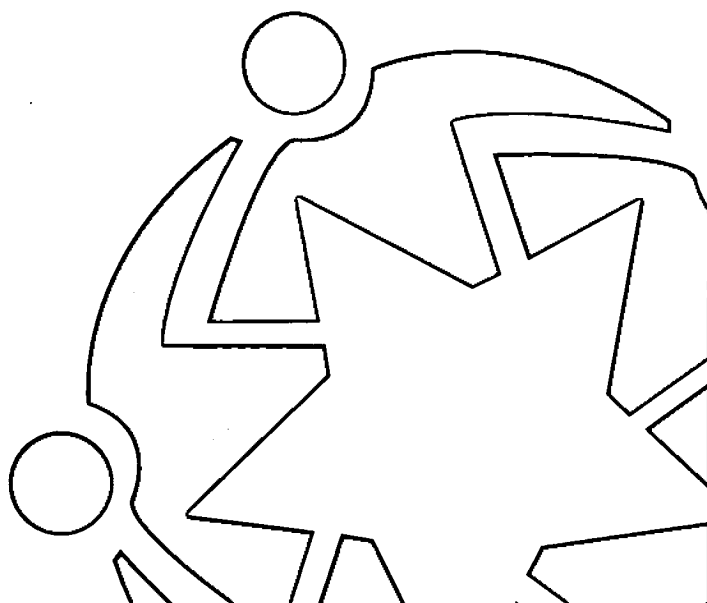
After making appropriate enquiries, the Board of Trustees has a reasonable expectation that the partnership has adequate resources to continue in operational existence for the foreseeable future. For this reason it continues to adopt the going concern basis in preparing the financial statements. Further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

The current social and economic climate, including inflation, the cost of living crisis, mental health concerns, and funding cuts to social services that support our communities continue to have a significant impact on resources and finances. The Trust Board remains committed to investment that will increase the educational achievement and experience of students but acknowledges the challenges that the current macroeconomic context has on the partnership.

B. Promoting the success of the company

The Trustees, in accordance with their duties under section 172(1) of the Companies Act 2006, have acted in the way they consider, in good faith, would be most likely to promote the success of the Company for the benefit of its members as a whole and in doing so, have regard to the likely consequences of any decisions in the long-term:

- Interests of the company's employees;
- Need to foster the company's business relationships with suppliers, customers and others;
- Impact of the company's operations on the community and environment;
- Desirability of the company maintaining a reputation for high standards of business conduct;
- Need to act fairly as between shareholders and the company



Financial Performance Indicators (continued)



The Trustees regard to these matters is embedded in their decision-making process, through the partnerships objectives, strategy, purpose and vision. The consequences of all decisions and activities of the partnership are assessed by how they drive us towards achieving our long-term purpose. As an educational establishment, we are accountable not only to our direct beneficiaries (our students) but also our parents, families and wider community. These stakeholders support us, engage with us, and challenge us. They ensure that the decisions we make are for their benefit.

We are an organisation driven by values and our values mean that we are informed and empowered by our determination to uphold our purpose and vision. Well-established involvement from relevant parties ensure that decisions made by the Trustees are informed by the needs of the organisation's stakeholders. All matters reserved for decision by the Trustees are presented at Board or Committee meetings as appropriate. Trustees are informed on any identified potential risks or impact to our stakeholders and how they are to be mitigated. The Trustees take these factors into consideration before making a final decision which together they believe is in the best interests of the partnership and its stakeholders.

Long-term consequences of any decision

Trustees consider the consequences of any strategic decision in the long-term as part of their assessment, including the principal risks and impact. Our aim as an organisation is to ensure we balance our income and expenditure to ensure financial sustainability in the long term. This aim is balanced against the needs of our pupils, staff and other stakeholders and the wider community, to ensure we act responsibly, effectively and proactively in the use of funds to support our objectives, with openness and integrity. This has included, for example, the consolidation of small consumable contracts, energy sustainability review projects and the development of an internal teaching supply staff 'bank' to allow the partnership higher control over the quality and deployment of supply teachers that took place in 2022-23.

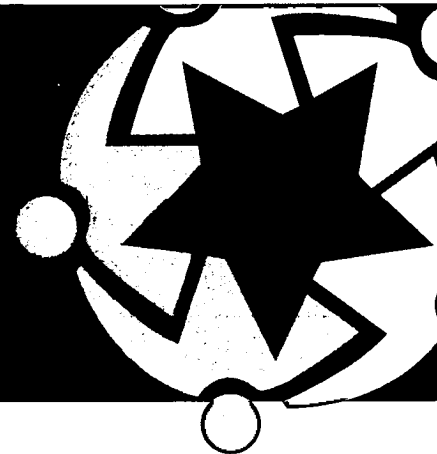
The interests of the company's employees

Details of how the Trustees give consideration to the interests of the organisation's employees can be found in the section; 'Engagement with employees' within this report. Our employees contribute to a positive and healthy working environment and are key to our success. We engage with staff to ascertain training and development opportunities and hold regular staff training. We solicit staff feedback through informal feedback channels and the 2022-23 formal 'Your Voice' staff survey and are implementing a revised Workforce Strategy and workforce charter in the academic year 2023-24. We are dedicated to the well-being of staff and regularly hold well-being events, and we continually seek to reduce staff workload where possible through avenues such as leveraging technologies available to us, and developing a central library of common lesson plans.

The need to foster the company's business relationships with suppliers, customers and others

Details of how the Trustees give consideration to the interests of the organisation's other stakeholders can be found in the section: 'Engagement with suppliers, customers and others in a business relationship with the partnership'. We remain committed to being fair and transparent in our dealings with all of our suppliers. The partnership has systems and procedures in place to ensure suppliers are paid in a timely manner.

Financial Performance Indicators (continued)



The impact of the company's operations on the community and the environment

Details of how the Trustees give consideration to the impact on the community can be found in the section: 'Engagement with suppliers, customers and others in a business relationship with the Trust'. Further information is also given in the sections Objects and Aims and Public Benefit. The partnership's continued dedication to identifying sustainable environmental improvements in its infrastructure marked a significant step towards a greener and more sustainable future. Notable for the academic year was the completion of the rebuild of the West Coventry Academy, which was opened for the new academic year 2023-24. The school rebuild, is one of ten pioneering projects nationwide which are building new schools that not only produce near net zero emissions but are erected using materials with a lower carbon content. The Regional Head of the DfE, Sangeeta Redgrave said that the rebuild project has already been having an impact in the wider community by mid-September, commenting at the school's formal opening event that "We also brought Coventry City Council onboard to make sure that we could integrated with their sports strategy for use of the swimming pool and sports hall. This school rebuild is making an impact in the wider Coventry community."

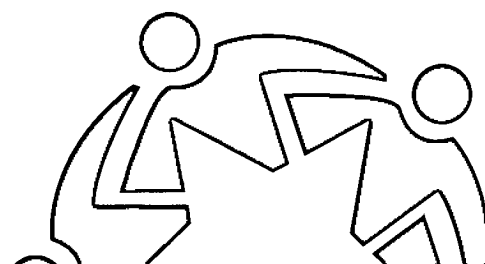
The partnership invested significantly to build capacity in its safeguarding team to support the communities that our schools are in, recognising the significant challenges that children and their families are facing, and has prioritised a proactive approach to address the needs of the most vulnerable within our communities. This work has been complemented by a revision to the partnership's Equality, Diversity, and Inclusion (EDI) policy, along with the development of a specific anti-racism appendix to help build awareness and guide good practice.

The desirability of the company maintaining a reputation for high standards of business conduct

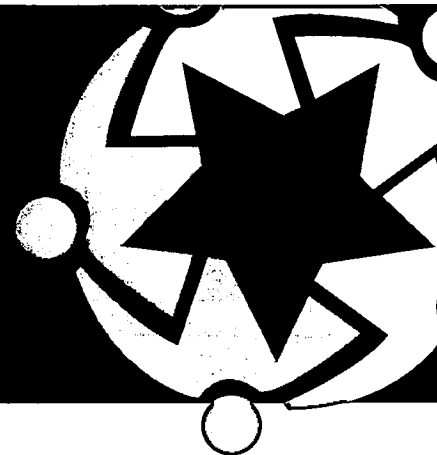
The partnership aims to conduct all its business relationships with integrity, fairness and courtesy. The partnership is informed and monitors compliance with relevant governance standards to help ensure we act in ways that promote high standards of business conduct. The partnership has several policies that help to ensure maintenance of high standards; these include the Staff Code of Conduct, Finance Policy, Anti-Fraud and Corruption Policy and Conflicts of Interest Policy. The partnership requires all governance representatives to declare any pecuniary interests, or other associated interests each year in September, and all staff are required to declare any relevant interest, pecuniary or otherwise in their annual Finance Declaration in the Autumn term.

The need to act fairly as between members of the company

Details on the Trustees induction can be found in the section: 'Policies and Procedures Adopted for the Induction and Training of Trustees'. Members of the partnership are treated fairly and equally. They have the same access to information and have the ability to directly contact trustees or the Executive Team. Members are invited to termly meetings to be updated on strategic initiatives and are able to external CPD opportunities, i.e., all Members have access to the Governance Sharepoint site where all governance-related internal and external CPD opportunities are signposted for self-enrolment.



Financial Review



The majority of the trust's income is received from the Department for Education via the Education and Skills Funding Agency in the form of the General Annual Grant (GAG); the use of which is restricted to particular purposes i.e. the objectives of the Academy Trust. The GAG received during the period covered by this report and the associated expenditure is shown as restricted funds in the Statement of Financial Activities.

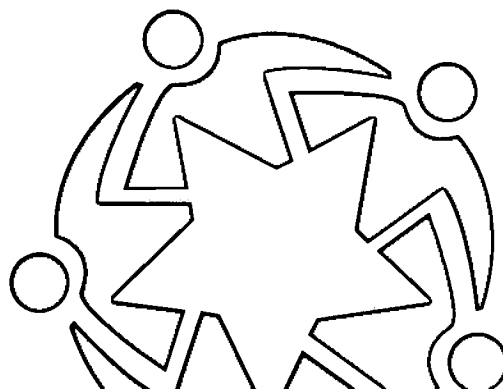
PRIORITIES IDENTIFIED IN THE ATLP BUSINESS PLAN ARE AS FOLLOWS:

- Achievement in our schools will build on the previous personal best with year-on-year improved progress for students of all abilities across the ATLP.
- Recruitment, training and development of all staff will result in delivery of an outstanding provision to all of our students.
- Leadership & governance across the ATLP will be outstanding and succession planning effective in securing leaders of high calibre across the Learning Partnership.
- A sustainable educational and business plan will be in place that supports the academies to meet their core objective of delivering outstanding education for every child.

The in-year deficit for the financial period is £6,047K as detailed in the 2022-23 financial statements. The combined General Restricted Fund and Unrestricted Fund show carry forward surplus, excluding the actuarial losses on defined benefit pension schemes, of £1,972k. This operating surplus is the result of budget control procedures, which have been embedded in the trust's daily financial management in accordance with the Academy Trust Handbook 2022. The partnership operates a detailed Finance Policy, which is updated annually to reflect changes and ensure alignment with each updated edition of the ESFA's Academy Trust Handbook. In addition, all staff members receive a summary of the trust's financial regulations –specifically relevant for all staff members and are required to complete a declaration that they acknowledge and understand these regulations, at the same time declaring any relevant interests (pecuniary or other).

The partnership has taken appropriate action to reduce expenditure where possible without compromising the educational outcomes of young people, due to continuing rising costs relating to national pay awards, increasing employer pension contributions, energy costs and inflation alongside and general increases in costs related to managing the academy trust.

The partnership operates a consolidated requirement of surplus and accepts that some schools will require additional support whereas others can be 'capacity givers'. The policy results in compensating variances across the schools within the partnership but ensures that schools that need support receive the support in a timely manner. Trustees, through the Finance Committee, scrutinise these balances throughout the year.



Reserves & Investment Policies



A. Reserves Policy

In determining the reserves policy for the trust, the trustees consider long-term forecast income and expenditure streams, the requirement to cover commitments and investment in estates/capital projects.

Revenue reserves, excluding the pension reserve, at the end of the period are £1,972k. Unspent capital funds at the period end are £2,051k.

The restricted fund reserves will be used to fund current commitments, designated building maintenance projects as well as expenditure required to implement the Aims and Objectives of the partnership as outlined in the Business Plan. In addition, trustees plan to maintain a level of reserves to ensure financial sustainability in the current uncertain financial climate.

The partnership's reserves statement confirms the minimum level for the unrestricted and restricted reserves combined should be equal to one month's average payroll costs or any forecast deficit as highlighted within the 3-year budget forecast, whichever is greater. Given the level of additional planned investment across the digital strategy and contributing to delivering the strategic plan, as well as seeing in-year cost pressures from energy and agency expenditure, the medium-term financial will be reviewed to deliver surplus's to deliver target reserve levels.

B. Investment Policy

The partnership does not currently hold any investments.

If the Board of Trustees wished to make investments to further the partnership's charitable aims, it would ensure that investment risks are properly managed.

When considering an investment, the board will:

- Act within its powers to invest as set out in the articles of association
- Ensure value for money.
- Take advice from professional advisers where appropriate.
- Ensure that exposure to investment products is tightly controlled so that security of funds takes precedence over revenue maximisation.
- Ensure investment decisions are in the best interests of the MAT.

Prior approval will be sought from the ESFA prior to any investment transactions that are novel, contentious and/or repercussive, regardless of value.

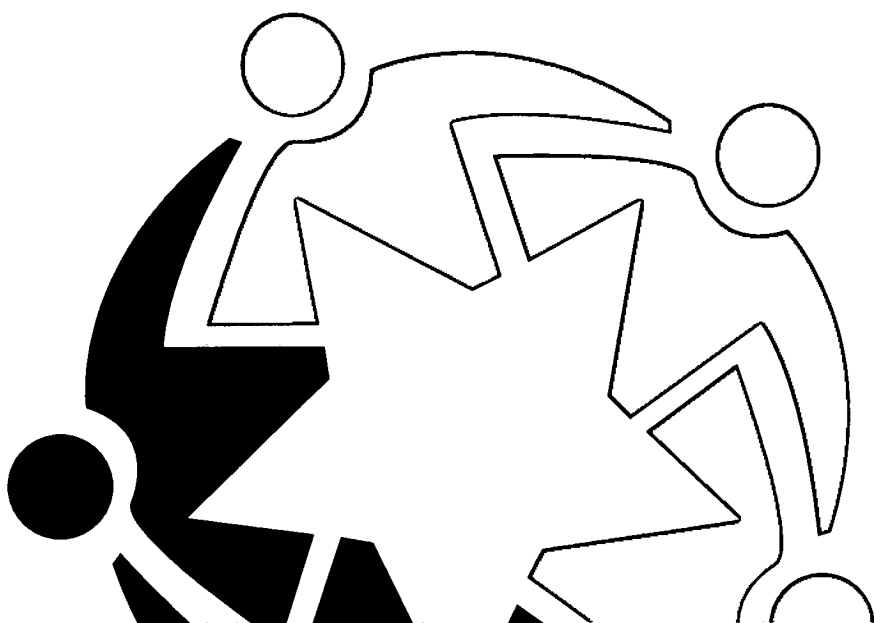
Most of the partnership's income is received from the ESFA in the form of recurrent grants. The trustees ensure investment in resource appropriate to the aims and objectives of the partnership.

Principles Risks & Uncertainties

The trustees determine areas of principle risk for the partnership and regularly review the risk register to ascertain whether risks are adequately assessed and rated, and procedures for avoiding, transferring, mitigating or acceptance of risk are appropriate.

Risk management areas cover strategic financial, reputational, legal, compliance and operational continuity.

- ATLP growth impacting ability to deliver high quality support
- Detrimental impact of reduction in funding or case law impacting retrospectively on the Partnership (i.e. Harper vs Brazel public consultation outcomes are yet unknown at the time of writing).
- Mental health, & wellbeing challenges for students, their families, staff and communities
- Ofsted outcomes
- Significant fall in student numbers
- Data breach/IT failures
- Fraud
- Litigation and legislative changes
- Pension deficit
- Failure to meet academic objectives
- Detrimental media publicity
- Failure of financial controls
- Increases to employer costs
- Health, safety and safeguarding failures
- Weak governance
- Business continuity



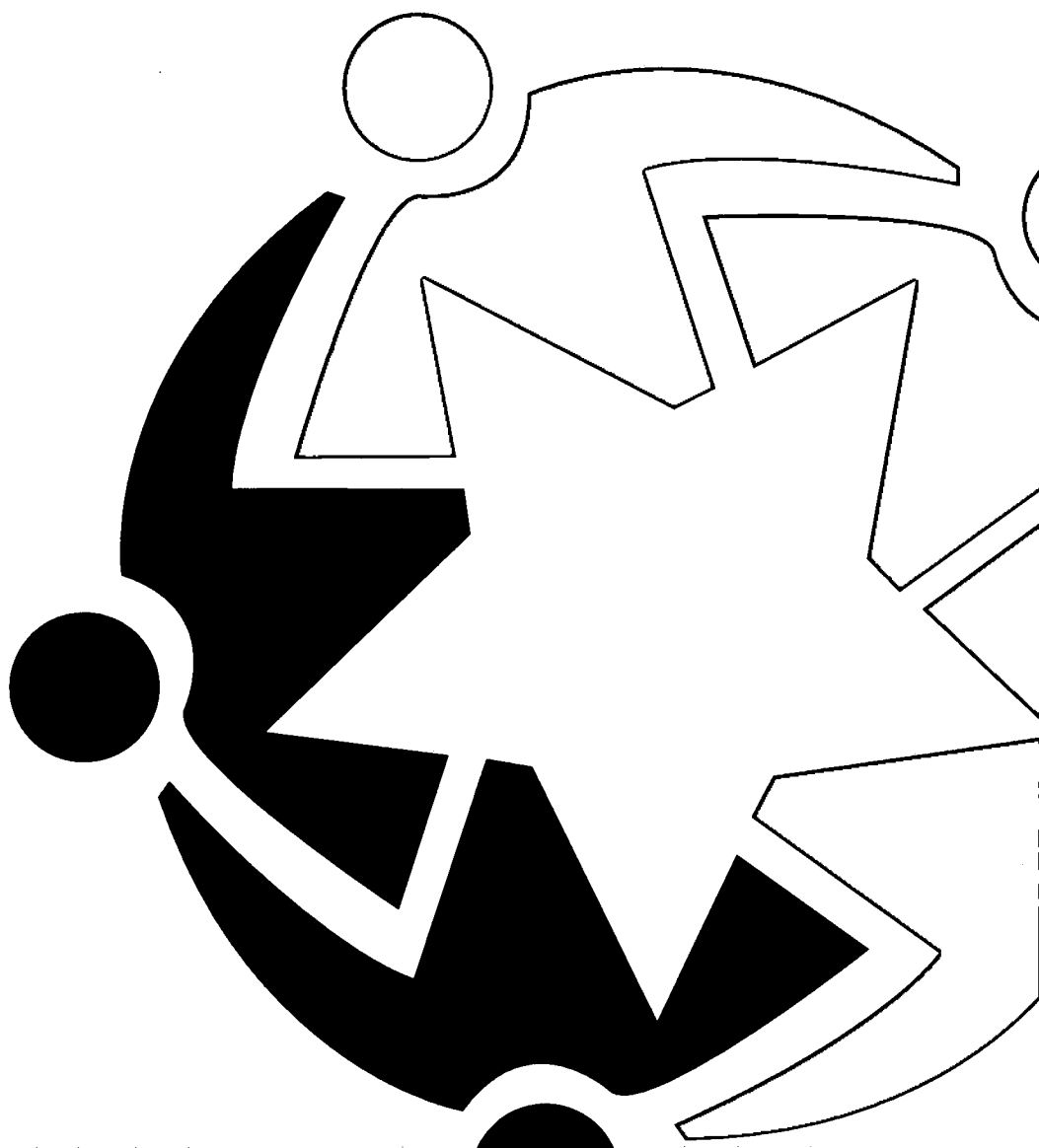
Fundraising

The partnership does not operate a high level of fundraising activities and is very mindful to avoid unreasonably intrusive or persistent fundraising approaches. This was an approach adopted by the partnership in past years which is even more closely acknowledged due to the current financial climate.

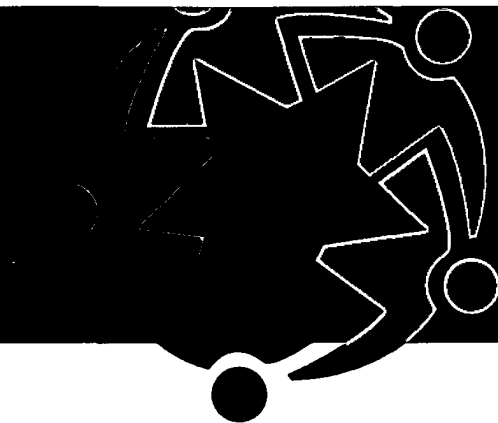
Fundraising in the partnership is generally limited to 'non-uniform' charity days where schools may request a donation from the parent/carer, coffee mornings, bake-offs or festive events where children may participate in various activities and competitions. The beneficiary of the donations is always made known to parents in advance of the event; it may be to support a local charity of the students' choice or to financially support a specified event being organised by the school or students. Contributions are not compulsory. Some of the schools within the partnership seek voluntary donations at the beginning of each academic year to support student activities.

Local charitable trusts sometime make donations to schools through specific targeted bids to local trusts. Schools have benefitted through a range of successful bids to support extended provision of resources to our schools.

The partnership does not use any external fundraisers.



Method of Recruitment & Appointment or Election of Trustees



The ATLP adopted the Church of England model articles for Academy Trusts (the “Company”) where the Church is in a minority (i.e. “VC Model) on 1st December 2021.

THE ARTICLES PROVIDE THAT:

- The number of directors shall be not less than five, but (unless otherwise determined by ordinary resolution) shall not be subject to any maximum (Article 45)
- The Members shall appoint by ordinary resolution a minimum of three Directors (Article 50)
- The Diocesan Corporate Member shall appoint at least two (and in its absolute discretion may appoint more than two) Directors provided that where the Academies comprise only schools that had been Community Schools and Voluntary Controlled schools as defined by the Education Acts the total number of Directors appointed under this Article shall not exceed 25% of the total number of Directors.
- The total number of trustees, including the Chief Executive Officer if they so choose to act as trustee under Article 57, who are employees of the Academy Trust shall not exceed one third of the total number of trustees (Article 50B)
- In circumstances where trustees have not appointed Local Governing Bodies in respect of the academies as envisaged in Article 100a or if no provision is made for at least 2 parent local governors on each established local governing body pursuant to Article 101A there shall be a minimum of two parent trustees and otherwise such number as the members shall decide who shall be appointed or elected in accordance with Articles 54 – 56. (Article 53)

The ultimate management of the partnership is the responsibility of the trustees who are appointed under the terms of the Articles of Association.

The approach to appointing new trustees is dependent upon the nature of the vacancy, as outlined in the Articles. The partnership considers the attributes and skill set of prospective trustees to enable effective leadership of partnership responsibilities.

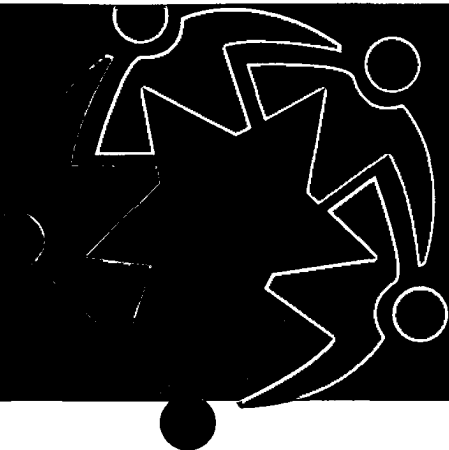
Policies adopted for the induction and training of trustees.

The training and induction provided for new trustees will depend upon their existing experience and an understanding of their skills and knowledge. Where required, an induction will provide training on educational, safeguarding, legal and financial matters. All trustees are provided with access to the policies, procedures, governance handbook, minutes, accounts, budgets plans and other documents that they will need to undertake their role as trustees and directors of the Charitable company. As there is normally expected to be only a small number of new trustees each year, induction tends to be informal and is tailored specifically to the individual.

In 2022-23, the partnership actively signposted trustees and local governance to external sector knowledge opportunities (i.e. live webinar and on-demand CPD opportunities) made available by Ofsted, Birmingham City Council, National Governance Association, Judicium, Stone King and Browne Jacobson amongst others. The partnership also delivered a number of internally-facilitated training sessions to trustees and local governance representatives.

The partnership's insurance indemnifies governance representatives. This policy is available for inspection on request.

Organisational Structure



The partnership operated an established structure to enable its efficient running in 2022-23.

THE STRUCTURE CONSISTED OF SEVEN LEVELS:

- Board of Trustees
- Finance Committee
- Audit and Risk Committee
- Pay & Appraisal Committee
- School Improvement Scrutiny Committee
- Teaching School Hub Scrutiny Committee
- Workforce Committee

LOCAL GOVERNANCE COMMITTEES, COMPRISED OF LOCAL SCHOOL ADVOCATES, CONVENED AS FOLLOWS:

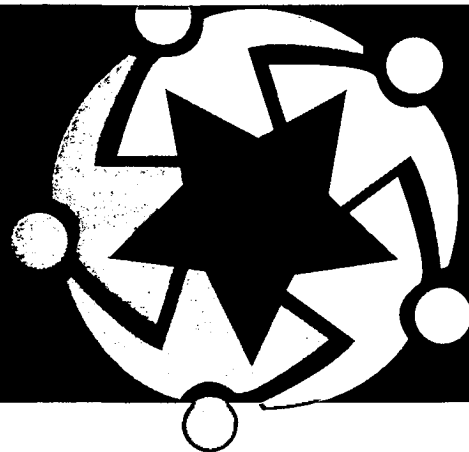
- Four Hub Governing Bodies convened on the basis of phase and geography
(1x Secondary Schools and 3x Primary Schools)
- One Vulnerable Children Advisory Committee
- One Safeguarding Advisory Committee
- Chief Executive, who is the Accounting Officer for the Trust;
- Executive Team, consisting of Chief Executive Officer, Director of Education (Secondary), Director of Education (Primary), Chief Finance and Operations Officer
- Leadership Group for each of the schools and central teams.

The trustees are responsible for setting strategic policy around student educational outcomes, risk management, five-year business plan, three-year budget plan, monitoring the financial status of the trust, estates management, growth, workforce strategy, senior staff appointments and monitoring the performance of the Chief Executive Officer.

The Audit and Risk Committee, Finance Committee, Pay & Appraisal Committee, School Improvement Scrutiny Committee, Workforce Committee & Teaching School Hub Scrutiny Committee are committees of the Trust Board, with delegated responsibilities. The committees assist the partnership to fulfil its responsibilities, with particular reference to strategic financial planning, monitoring and reporting, workforce strategy, internal control, risk management, internal and external audit, and effective school improvement. All other matters are dealt with by the Trust Board.

The partnership introduced a new model for local school oversight in September 2022. Defined local governance representative roles known as Advocates were introduced, coming together in Hub and trust-wide committees to collaborate with school leaders and Trustees to enhance the strategic priorities of individual schools and the Trust as a whole. These roles replaced the former local governing bodies and school governor roles in order to reflect the overall legal responsibility of the Trust Board whilst retaining a direct link between individual school representation and trustees to ensure the continuity of local voice in decision-making processes. Further information can be found in the governance statement.

Arrangements For Setting Pay & Remuneration of Key Management Personnel



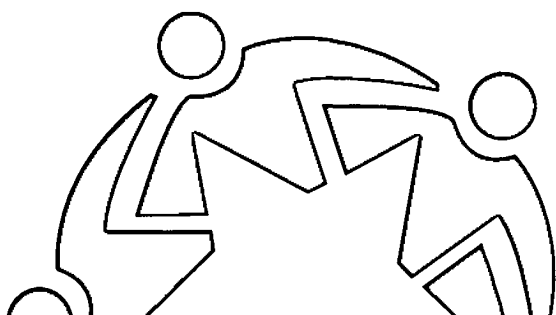
The Trust Board adopted an Executive Pay Policy which sets out the framework for making decisions on executive pay at The Arthur Terry Learning Partnership. It has been developed to comply with current legislation, the requirements of the Academy Trust Handbook, the 'Setting executive salaries: guidance for academy trusts' document from the Education & Skills Funding Agency and in accordance with the principles of public life.

Pay progression decisions for executive staff are made by the Trust Board based on performance and are linked to the Executive Appraisal Policy. The partnership uses the compa-ratio method for determining pay and for determining pay progression linked to performance. A pay benchmarking exercise is undertaken every two years in order to assist the Board with its pay decision making. When new executive posts are designed or reviewed, the partnership undertakes a pay benchmarking exercise in order to determine the appropriate salary for the role.

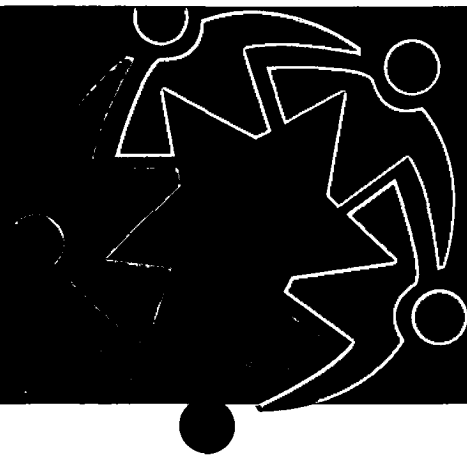
Executive posts (excluding the CEO, CFOO and Directors of Education) are appraised by the CEO or CFOO in accordance with the organizational structure. The CFOO and Directors of Education are appraised by the CEO and representatives from the Trust Board Pay and Appraisal Committee. The CEO is appraised by representatives from the Trust Pay and Appraisal Committee. The CEO, CFOO and Trust Board Pay and Appraisal Committee can consult a suitably skilled and/or experienced external advisor/associate member for that purpose.

The following is an overview of the responsible individuals for the setting and review of performance objectives in line with the approved policy:

Objectives Setting and Review:	For:
CEO & Directors of Education	Strategic Leads
Directors of Education & Strategic Leads	Headteachers & Heads of School
CEO & CFOO	Director of Operations and Estates HR Director
Special / AP:	9
Headteachers	School Staff
CFOO	Support Services Leadership Team (excl. Director of Operations & Estates, HR Director)



Trade Union Facility Time



Relevant Union Officials	
Number of employees who were relevant union officials during the year	12
Full-time equivalent employee number	10.6
Percentage of time spent on facility time	
Percentage of time	Number of Employees
0%	11
1% - 50%	
51% - 99%	1
100%	
Percentage of pay bill spent on facility time	
Total cost of facility time	£11760.57
Total pay bill	£46,188,546.89
Percentage of total pay bill spent on facility time	0.03%
Paid trade union activities	
Time spent on paid trade union activities as a percentage of total paid facility time hours	100%



Engagement With Employees

(Including disabled persons)



The Arthur Terry Learning Partnership aims to provide employees with information on all matters concerning them. Sharing information about the trust and school's strategies, performance, objectives, vision and values helps employees to feel valued and informed, and unifies staff to work towards a common goal. The partnership believes in delivering a vision of 'One Trust', as working together rather than in isolation means that the partnership can accelerate school improvement and ensure excellence in and across our family of schools. Employee consultation is important to us as we want to ensure all staff feel valued, heard and respected. The Arthur Terry Learning Partnership use various methods to communicate with staff, which include all staff emails and briefings, meetings, surveys and trade union representatives. The partnership also has a Joint Consultation and Negotiation Committee (JCNC) for consulting with employees.

The Arthur Terry Learning Partnership is an established and respected employer, attracting and retaining the best staff and training the next generation of teachers to work in our schools.

Each school provides a nurturing, vibrant and creative environment; while staff can enjoy the benefits of being part of a larger, united organisation, with a strong support network. We invest in our staff to get the best out of them and encourage staff to avail themselves of internal opportunities within the partnership to pursue their career path. The partnership also operates an appraisal scheme which encourages employee feedback and facilitates the opportunity to identify training and support. The partnership encourages training and support opportunities to be both manager-led and identified by the individual employee.

Continued Professional Development and staff training is encouraged and supported by the partnership. Regular training days and events are held both on partnership-wide and individual school basis. The partnership commenced the 2022-23 academic year with a trust-wide 1-day conference held at the ICC in Birmingham, where more than 1300 staff joined three distinguished speakers; Maggie Alphonsi MBE, Derek Redmond & Sir John Timpson CBE in a day of teamwork, learning and sharing. Teams were inspired by the speakers powerful testimonials, and started the year energised to create even more impact on the lives of our students and their communities.

In May 2023, the partnership undertook a confidential staff survey entitled 'Your Voice' which was followed by a series of randomly selected staff focus groups to explore the findings in more detail. The objective of the survey was to give staff the opportunity to express their opinions on their overall experience and wellbeing at work, so that the partnership could create the best working experience possible.

The survey findings were shared with members of the Workforce Committee and Trust Board in July and have contributed to the development of the partnership's people vision and overall HR strategy which will be implemented throughout the next three years. Early outcomes and deliverables of this strategy which will be available to staff in early 2023-24 include the implementation of a new employee assistance package to provide staff with enhanced wellbeing support including employee assistance, counselling and online GP appointments, alongside a new employee benefits package which will provide staff with access to discounted benefits from various providers, welcomed by many due to the current cost of living crisis. The partnership continues also to hold well-being events such as staff breakfasts and praise events to celebrate employees and teams' successes, and the HR team continue to support staff on individual basis with working pattern adjustments to support wellbeing concerns.

Engagement With Employees

The Arthur Terry Learning Partnership aims to ensure that no job applicant suffers discrimination. The partnership's recruitment procedures are reviewed regularly to ensure that individuals are considered on the basis of their relevant merits and abilities, and the partnership strengthened its recruitment capabilities during the year through role creation and subsequent appointment of an experienced Recruitment Manager.

Job selection criteria are regularly reviewed to ensure that they are relevant to the job and are not disproportionate, and short listing of applicants is conducted by more than one person wherever possible. The partnership endeavours to ensure that job advertisements avoid stereotyping or using wording that may discourage groups with a particular protected characteristic from applying, and steps are taken to ensure that vacancies are advertised to a diverse labour market. Applicants will not be asked about health or disability before a job offer is made.

**THERE ARE LIMITED EXCEPTIONS WHICH WILL ONLY BE USED WITH THE HR DIRECTOR APPROVAL.
FOR EXAMPLE:**

- Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments).
- Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment.
- Positive action to recruit disabled persons.
- Equal opportunities monitoring (which will not form part of the decision-making process).

Applicants will not be asked about past or current pregnancy or future intentions related to pregnancy. Applicants will not be asked about matters concerning age, race, religion or belief, sexual orientation, or gender reassignment without the approval from HR (who will first consider whether such matters are relevant and may lawfully be considered). It is a legal requirement to ensure that all staff are entitled to work in the UK. Assumptions about immigration status will not be made based on appearance or apparent nationality. All prospective employees, regardless of nationality, will be expected to produce original documents (such as a passport) before employment starts, to satisfy current immigration legislation. The list of acceptable documents is available from the UK Border Agency.

To ensure that the Arthur Terry Learning Partnership's Equality & Diversity policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged in the organisation, we monitor applicants' ethnic group, gender, disability, sexual orientation, religion and age as part of the recruitment procedure. Provision of this information is voluntary, and it will not adversely affect an applicant's chances of recruitment, or any other decision related to their employment. Analysing this data helps appropriate steps to be taken to avoid discrimination and to improve equality and diversity. The partnership also conducts periodic workforce surveys to identify focus areas for improvement.

If staff are disabled or become disabled, they are encouraged to inform the partnership about their condition so that support can be provided as appropriate. If staff experience difficulties at work because of their disability, they may wish to contact their line manager or the HR team to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Their line manager or a member of the HR team may wish to consult with the staff member and a medical adviser(s) about possible adjustments. They will consider the matter carefully and try to accommodate the staff member needs within reason. If it is considered a particular adjustment would not be reasonable, the reasons will be explained, and an alternative solution found where possible. The Arthur Terry Learning Partnership will monitor the physical features of its premises to consider whether they place disabled workers, job applicants or service users at a substantial disadvantage compared to other staff. Where reasonable, steps to improve access for disabled staff and service users will be taken.

Streamlined Energy & Carbon Reporting



	2023	2022
Energy consumption used to calculate emissions (kWh)	14,451,618	12,898,983
Energy consumption breakdown (kWh):		
Gas	10,514,060	9,152,472
Electricity	3,863,721	3,746,511
Transport fuel	73,837	59,908
Scope 1 emissions (in tonnes of CO2 equivalent):		
Gas consumption	1,919.45	1,670.69
Owned transport	10.22	9.28
Total scope 1	1,929.67	1,679.97
Scope 2 emissions (in tonnes of CO2 equivalent):		
Purchased electricity	800.08	724.50
Scope 3 emissions (in tonnes of CO2 equivalent):		
Business travel in employee-owned or rental vehicles	7.20	5.46
Total gross emissions (in tonnes of CO2 equivalent):	2,736.95	2,409.93
Intensity ratio:		
Tonnes of CO2 equivalent per pupil	0.26	0.24

Streamlined Energy & Carbon Reporting (continued)

We have followed the 2019 HM Government Environmental Reporting Guidelines. We have also used the GHG Reporting Protocol and have used the 2023 UK Government emission conversion factors for greenhouse gas company reporting.

Streamlined Energy and Carbon Reporting (SECR) for academy trusts - GOV.UK (www.gov.uk)

Intensity Measurement

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

Measures Taken to Improve Energy Efficiency

Several projects have been carried out this year which has contributed to increasing energy efficiency, these include:

- Replacement windows.
- Roof replacement at several locations.
- Online meetings have also become standard practice, which has significantly reduced business-related travel on an ongoing basis for all staff across the Trust.
- Hybrid working arrangements to reduce travel.
- A trust wide energy audit focussed on efficiency and consumption recommendations.

We are work in process for the following projects. These are based on recommendations of priorities for investment from the energy audits carried out early in 2023. Currently we are in tender specification and design stage with external professional consultants, with a view to tendering before Christmas. Funding is via the additional DFC that was released to us for energy related projects last year.

Solar Panels:

- | | | |
|--|---------------------|----------------|
| • Scotch Orchard William MacGregor Brookvale | • William MacGregor | • Brookvale |
| • Slade Osborne Nether Stowe | • Osborne | • Nether Stowe |
| • St Chad's St Michael's Greysbrooke | • St Michael's | • Greysbrooke |
| • Coton Green Two Gates Mere Green | • Two Gates | • Mere Green |
| • Curdworth | | |

Streamlined Energy & Carbon Reporting (continued)

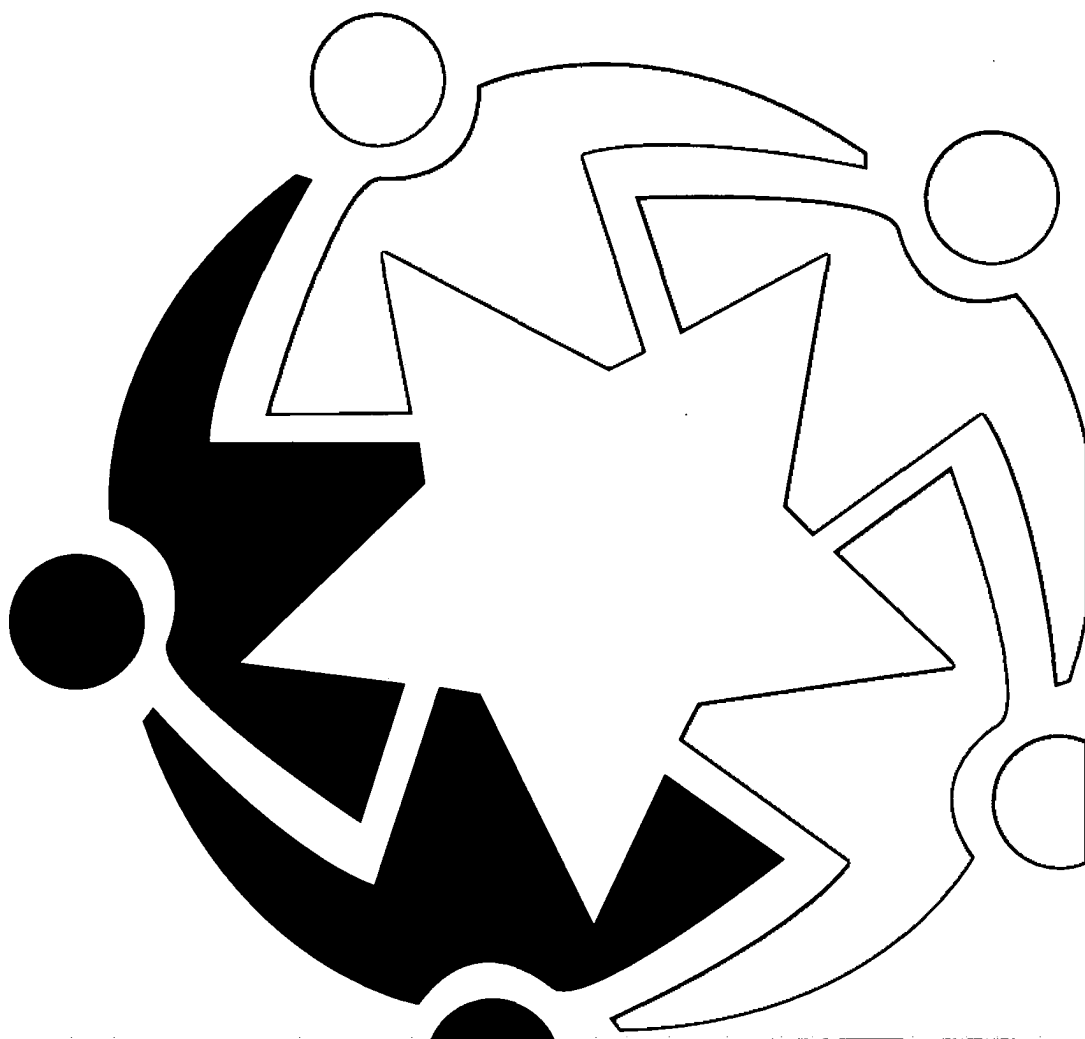
LED Lighting:

- Nether Stowe
- St Michael's
- Greysbrooke
- Coton Green
- Two Gates
- John Willmott
- Mere Green
- Curdworth

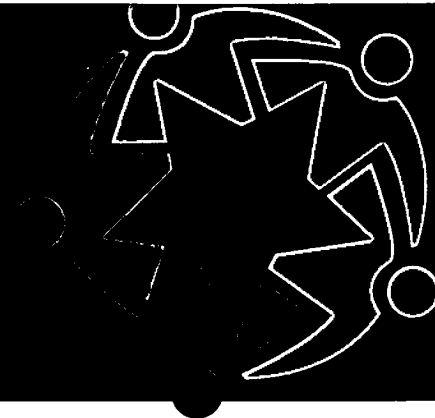
Air Source Heat Pump:

- Coton Green

The Estates team prioritised the School Condition Allocation (SCA) on the basis of Safe, Warm, Dry, Sustainable. All maintenance and improvement works carried out considered sustainable and 'green' solutions to help reduce our energy usage.



Plans For Future Periods



Trustees engage with schools in the geographical area with a view to future growth of the partnership. School improvement and likeminded aims and objectives are key for developing relationships with other schools keen to be involved in the learning partnership.

Following the additions of West Coventry Academy (West Coventry), St Michaels Primary School (Lichfield) and St Chad's Primary School (Lichfield) between January and February 2022, the partnership was proud to formally welcome The Bridge School in August 2023, followed by officially opening the Anna Seward School to nursery and reception students in September 2023.

In July 2023 the Arthur Terry Learning Partnership was appointed by the Department for Education as the sponsor for a new free school primary in Tamworth, currently being developed by Staffordshire County Council on the Dunstall Park Estate. The school, to be called Dunstall Park Primary School, is planned to open in September 2024. Within its first year, the school will offer places within its nursery and reception years before growing annually to reach its full capacity.

The partnership will continue striving to improve the levels of performance of its students at all levels and will continue its efforts to ensure all students are secure in their next steps when leaving school to employment or continuing in training or formal education.

Funds held as custodian on behalf of others

The partnership holds funds on behalf of the Teaching School Council.

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 20 December 2023 and signed on its behalf by:

Mr John Vickers

Chair of Trustees

Governance Statement



Scope of responsibility

As Trustees, we acknowledge we have overall responsibility for ensuring that The Arthur Terry Learning Partnership 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 Chief Executive, as accounting officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between The Arthur Terry Learning Partnership 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.

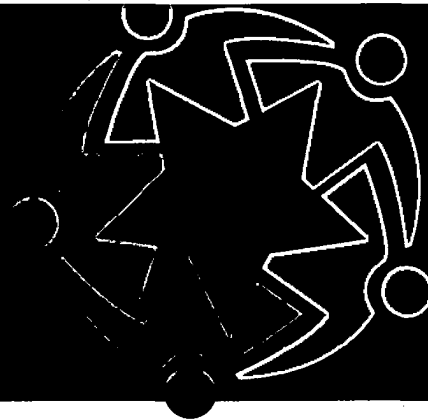
Governance

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 8 times during the year.

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

Trustee	Meetings attended	Out of a possible
Mr John Vickers, Chair	8	8
Miss Heather Morris, Vice Chair, Chair of Audit & Risk	8	8
Mr Brian Cookson, Chair of Finance	8	8
Mrs Katie Hale	5	8
Mr Samuel Henson	6	8
Ms Paulette Osborne OBE (Appointed 25/01/22)	3	8
Mr Alex Yip (Appointed 25/04/22)	5	8
Mrs Maxine Rowley (Appointed 05/09/2022)	4	8
Mr David Watson (Appointed 11/11/2022)	4	7

Governance Statement (continued)



Richard Gill (CEO & Accounting Officer), Simon Smith (Chief Finance & Operations Officer) and Katherine Thomas (Company Secretary) are in attendance at Trust Board meetings.

The finance committee is a committee of the main trust board. Its purpose is to assist the trust in fulfilling its responsibilities for strategic financial planning and monitoring.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
Mr Brian Cookson, Chair of Finance Committee	5	5
Mr Sam Henson	5	5
Mrs Maxine Rowley	3	5
Mr David Watson	2	4

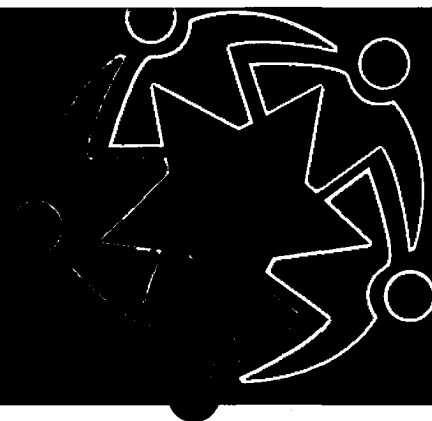
Simon Smith (Chief Finance & Operations Officer), Ria Farrell (Head of Finance) and Katherine Thomas (Company Secretary) are in attendance at the Finance Committee.

The Audit and Risk Committee is a committee of the main trust board. Its purpose is to assist the trust in fulfilling its responsibilities for internal control, risk management and external audit; all other matters are dealt with by the trust board.

Attendance during the year at meetings was as follows:

Trustee / External Advisor	Meetings attended	Out of a possible
Miss Heather Morris, Chair of Audit and Risk	4	4
Mrs Katie Hale	3	4
Mr Alex Yip	3	4
Ms Jane Hounsborne (External Challenge Partner)	4	4

Governance Statement (continued)



Simon Smith (Chief Finance & Operations Officer), Ria Farrell (Head of Finance) and Katherine Thomas (Company Secretary) are in attendance at the Finance Committee.

The Pay and Appraisal Committee is a committee of the main trust board. Its purpose is to determine staff pay and conditions, review appraisal outcomes for staff and undertake the appraisal of the Chief Executive Officer.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
Miss Heather Morris, Chair of Audit and Risk	1	1
Mr John Vickers, Chair	1	1

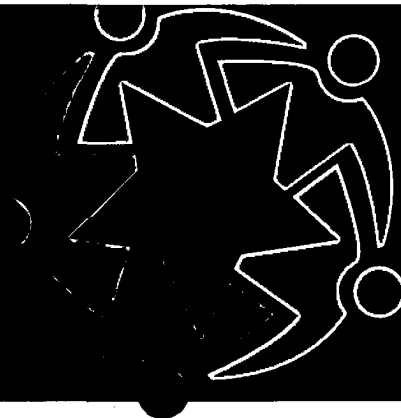
No staff member was present for discussions about their own remuneration.

The School Improvement Standards Scrutiny Committee is a committee of the main trust board. Its purpose is to ensure that a rapid and sustainable programme of improvement takes place at all ATLP schools and hold the Executive Team to account for the performance of schools.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
Mr John Vickers, Chair	5	6
Ms Paulette Osborne OBE	3	6
Mr Alex Yip	4	6

Governance Statement (continued)



Ms Anna Balson (Director of Education – Primary), Ms Deirdre Duignan (Director of Education – Secondary), Lisa Nelson (Trust Vulnerable Children's Lead) and Katherine Thomas (Company Secretary) are in attendance at the School Improvement Standards Scrutiny Committee.

The Teaching School Hub Scrutiny Committee is a committee of the main trust board. Its purpose is to ensure clarity of vision, ethos and strategic direction of the Teaching School Hub Team and to account for its performance against the Department for Education Key Performance Indicators and Delivery Plan.

Attendance during the year at meetings was as follows:

Trustee / External Advisor	Meetings attended	Out of a possible
Mr Samuel Henson, Chair	2	3
Mrs Katie Hale	3	3
Mr Kevin Mattinson (External Advisor)	3	3

Cathryn Mortimer (Teaching School Hub Director) and Katherine Thomas (Company Secretary) are in attendance at meetings of the Teaching School Hub Scrutiny Committee.

In the academic year 2022-23, the Trust Board established a Workforce Committee to recommend the strategic direction and monitor key workforce indicators and implementation programmes for all workforce issues.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
Mrs Maxine Rowley, Chair	3	3
Miss Heather Morris, Chair	3	3
Mr Brian Cookson	3	3

Simon Smith (Chief Finance & Operations Officer), Sandra Martin (HR Director) and Katherine Thomas (Company Secretary) are in attendance at meetings of the Workforce Committee).

Reviews

The Head of Finance prepares forecast outturn data and management accounts which are presented at each finance committee. Management accounts are presented to the Chair of the Trustees on a monthly basis and presented to the board of trustees six times annually. The forecast financial position for each school is 'RAG' rated throughout the financial year. All new approved budgets are also 'RAG' rated to ensure consistency and close monitoring of any potentially vulnerable budgets. The whole process of financial governance is totally inclusive to enable the appropriate level of challenge.

Review of value for money

As Accounting Officer, the Chief Executive Officer has responsibility for ensuring that the partnership 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 partnership'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 partnership has delivered improved value for money during the year by continuing to develop strategies to raise educational outcomes for its children and young people by extending its partnership working, through collaboration by sharing skills and expertise cross curricular and cross phase (primary and secondary) and through the implementation of the Learning Futures programme which will support disadvantaged learners to better access the curriculum and address instances of disadvantage caused by digital poverty. The partnership has benefited from extensive continuing professional development ranging from leadership development, coaching, changes to curriculum, improving student attainment, assessment, behaviour for learning, performance management and performance related pay. All of these areas of training have been provided in-house to achieve good value. This has two-fold value; financial saving and development and investment in our own staff.

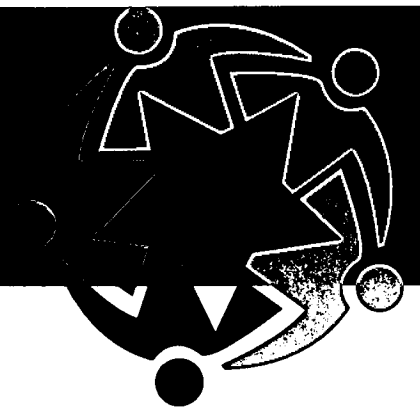
The Accounting Officer has also delivered additional good value for money by utilising expertise within the partnership to support other trusts requiring support with school improvement, alongside a significant focus in the Operations and Estates department to invest into energy-efficient initiatives for our school premises, and a consolidation of contracts to leverage improved purchasing power, particularly with regards to the partnership's electricity contract arrangements.

The Trust Board and Accounting Officer have confidence in the quality assurance of financial management and stringent systems of internal control. The delegated responsibilities of the separate Audit and Risk, and Finance Committees allows additional independent monitoring and oversight of internal controls; this has undoubtedly strengthened the consistency and challenge to the executive team. Leaders and Trustees across the partnership have continued to benefit from both in-house and signposted external training opportunities to increase the consistency and quality of financial management and strategic long-term budget planning. Trustees and headteachers are aware of the government's strategy to drive efficiency and the importance of the financial health of academies.

The partnership implemented centralised services in January 2019 to provide expertise within the areas of operations, estates, finance and human resource management. This continues to provide additional good value from a financial and consistency of delivery approach.

A range of centrally procured services and contracts have successfully been implemented to ensure consistency of service and additional value for money. A programme of review was carried out during the year and will be implemented over the next three years.

Reviews (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 multi academy trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in The Arthur Terry Learning Partnership for the year 1 September 2022 to 31 August 2023 and up to the date of approval of the annual report and financial statements.

Capacity to handle risk

The Board of Trustees has reviewed the key risks to which the partnership 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 partnership's significant risks that has been in place for the year 1 September 2022 to 31 August 2023 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 partnership's system of internal financial control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular, it includes:

- Comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the Board of Trustees
- Regular reviews by the Finance Committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes
- Setting targets to measure financial and other performance
- Clearly defined purchasing (asset purchase or capital investment) guidelines
- Identification and management of risks
- Exception reporting to the Audit and Risk Committee

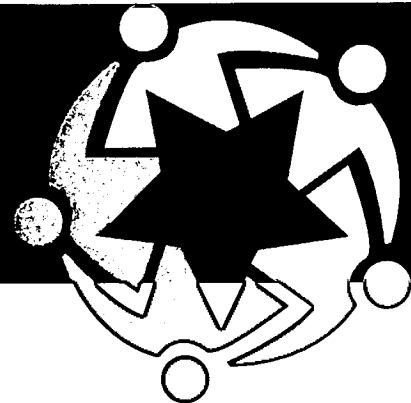
The Board of Trustees has decided to buy-in an internal audit service from **Bishop Fleming LLP**

The internal auditor role includes giving advice on financial matters and performing a range of checks on the trust's financial systems e.g. payroll, financial controls and risk.

The internal auditor reports to the Audit and Risk Committee on the operation of the systems of control and on the discharge of the board of trustees' financial responsibilities.

The internal auditor has delivered the schedule of work as planned. There have been no material control issues arising as a result of the internal auditor's work.

Reviews (continued)



Review of effectiveness

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

- The work of the external auditor;
- The work of the internal auditor;
- The school resource management self-assessment tool;
- The work of the Chief Finance and Operations Officer, Head of Finance and Finance 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 committee and a plan to address any recommendations to ensure continuous improvement of the system is in place.

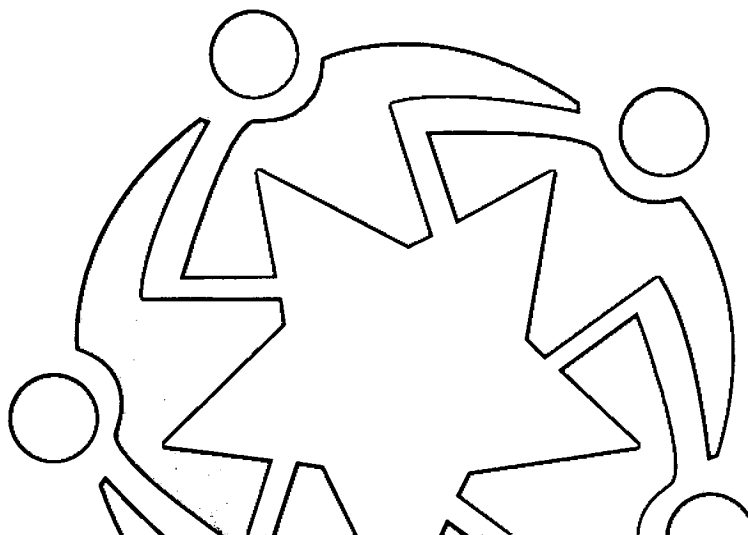
**Approved by order of the members of the Board of Trustees
on 20 December 2023 and signed on their behalf by:**

Mr John Vickers
Chair of Trustees

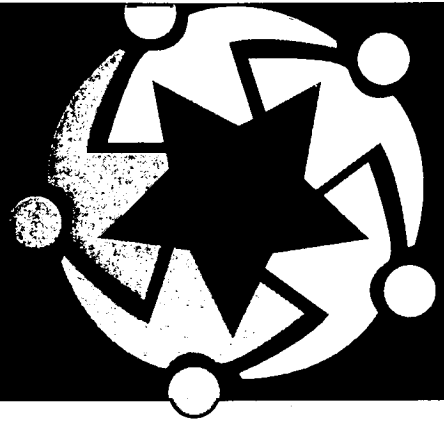
A handwritten signature in black ink, appearing to read 'J. Vickers', written over a horizontal line.

Mr Richard Gill CBE
Chief Executive Officer and Accounting Officer

A handwritten signature in black ink, appearing to be a stylized 'R' followed by a flourish.



Statement on Regularity, Propriety and Compliance



As Accounting Officer of The Arthur Terry Learning Partnership, I have considered my responsibility to notify the partnership 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, including for estates safety and management, under the funding agreement between the partnership and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academy Trust Handbook 2022, including responsibilities for estates safety and management.

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

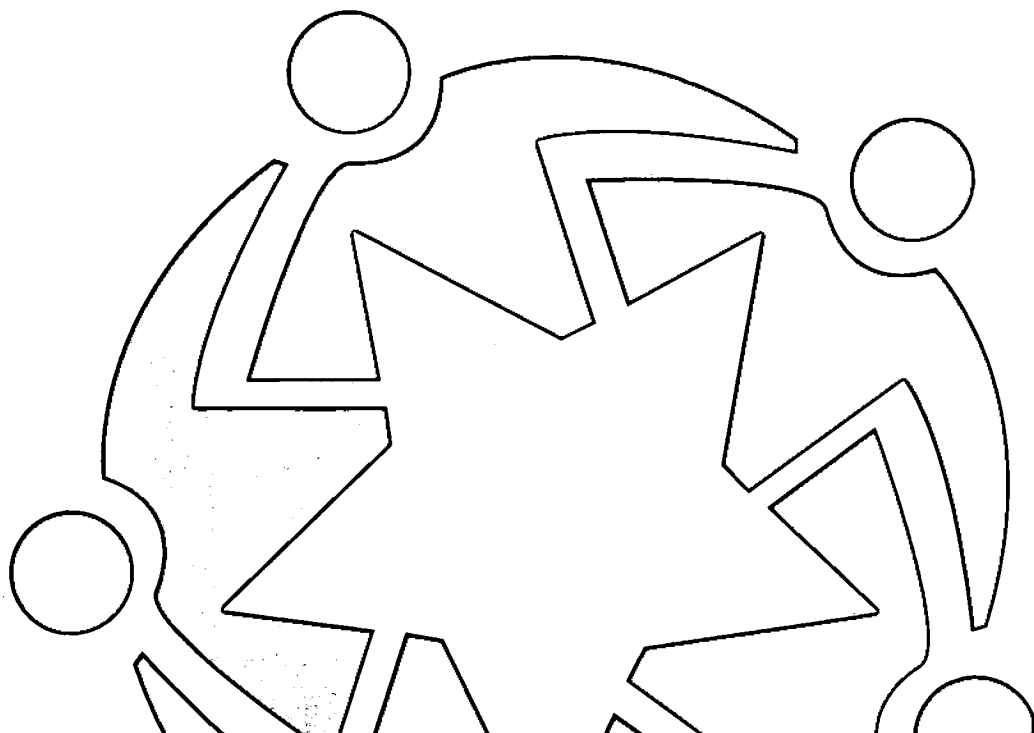
I confirm that no instances of material irregularity, impropriety or funding non-compliance have been discovered to date. If any instances are identified after the date of this statement, these will be notified to the Board of Trustees and ESFA.

Mr Richard Gill CBE

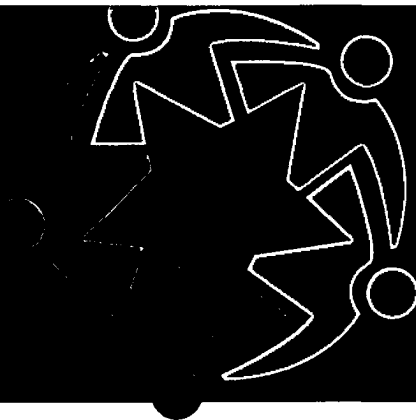
Chief Executive Officer and Accounting Officer

Date: 20th December 2023

A handwritten signature in black ink, appearing to be 'R Gill', written over a light blue circular stamp.



Statement of Trustees' Responsibilities



Statement of Trustees' responsibilities for the year ended 31 August 2023

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 . 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 2022 to 2023;
- make judgements and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- 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 20 December 2023
and signed on its behalf by:**

Mr John Vickers

Chair of Trustees

A handwritten signature in black ink, appearing to read 'J. Vickers', with a long horizontal flourish underneath.

Independent Auditors' Report



Independent auditors' Report on the financial statements to the Members of The Arthur Terry Learning Partnership

Opinion

We have audited the financial statements of The Arthur Terry Learning Partnership (the 'Company') for the year ended 31 August 2023 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 2022 to 2023 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 Company's affairs as at 31 August 2023 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 2022 to 2023 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 Auditors' responsibilities for the audit of the financial statements section of our report. We are independent of the Company 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.

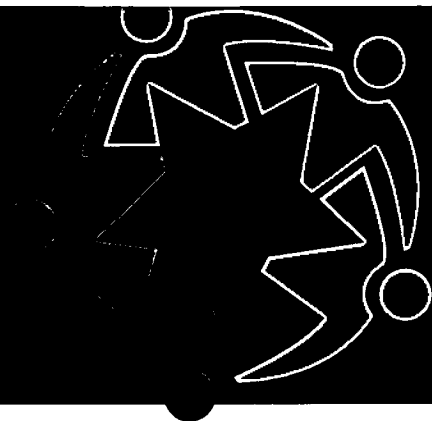
Conclusions Relating To Going Concern

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 Company'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 Auditors' Report (continued)



Other Information

The other information comprises the information included in the annual report other than the financial statements and our auditors' 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

- 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 Company 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:

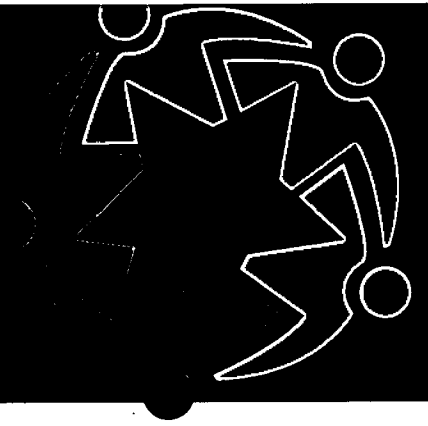
- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of Trustees' remuneration specified by law are 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 Statement of trustees' responsibilities, the Trustees (who are also the directors of the Company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, 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 Company'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 Company or to cease operations, or have no realistic alternative but to do so.

Independent Auditors' Report (continued)



Auditors' 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 auditors' 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:

Our approach to identifying and assessing the risks of material misstatement in respect of irregularities, including fraud and non-compliance with laws and regulations, was as follows:

- the senior statutory auditor ensured that the engagement team collectively had the appropriate competence, capabilities and skills to identify or recognise non-compliance with applicable laws and regulations;
- we identified the laws and regulations applicable to the company through discussions with directors and other management, and from our commercial knowledge and experience of the academy sector;
- we focused on specific laws and regulations which we considered may have a direct material effect on the financial statements or the operations of the company, including the financial reporting legislation, Companies Act 2006, taxation legislation, anti-bribery, employment, and environmental and health and safety legislation;
- we assessed the extent of compliance with the laws and regulations identified above through making enquiries of management and inspecting legal correspondence; and
- identified laws and regulations were communicated within the audit team regularly and the team remained alert to instances of non-compliance throughout the audit.

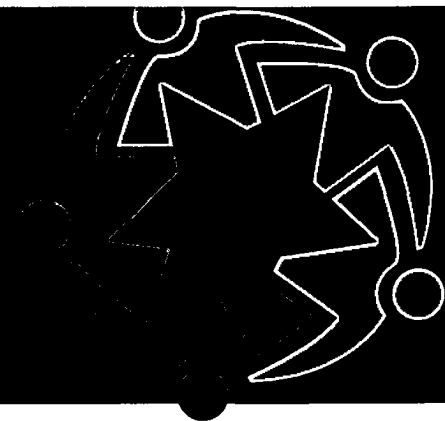
We assessed the susceptibility of the Company's financial statements to material misstatement, including obtaining an understanding of how fraud might occur, by:

- making enquiries of management as to where they considered there was susceptibility to fraud, their knowledge of actual, suspected and alleged fraud; and
- considering the internal controls in place to mitigate risks of fraud and non-compliance with laws and regulations.

To address the risk of fraud through management bias and override of controls, we:

- performed analytical procedures to identify any unusual or unexpected relationships;
- tested journal entries to identify unusual transactions;
- assessed whether judgements and assumptions made in determining the accounting estimates set out in Note 3 were indicative of potential bias; and
- investigated the rationale behind significant or unusual transactions.

Independent Auditors' Report (continued)



n response to the risk of irregularities and non-compliance with laws and regulations, we designed procedures which included, but were not limited to:

- agreeing financial statement disclosures to underlying supporting documentation;
- reading the minutes of meetings of those charged with governance;
- enquiring of management as to actual and potential litigation and claims; and
- reviewing correspondence with HMRC, relevant regulators and the Company's legal advisors.

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 auditors' report.

Use of our report

This report is made solely to the Company'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 Company's members those matters we are required to state to them in an auditors' 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 Company and its members, as a body, for our audit work, for this report, or for the opinions we have formed.

Mark Gurney FCCA (Senior statutory auditor)

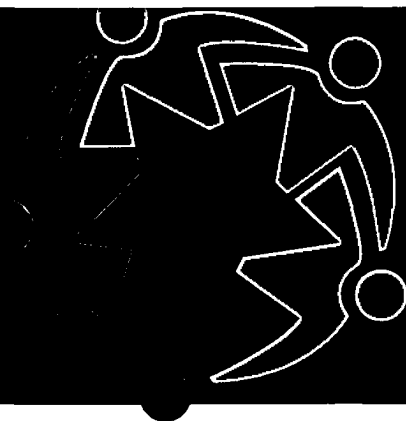
for and on behalf of

Dains Audit Limited

Statutory Auditor
Chartered Accountants

Birmingham
20 December 2023

Independent Reporting



Independent Reporting Accountant's Assurance Report on Regularity to The Arthur Terry Learning Partnership and the Education & Skills Funding Agency

In accordance with the terms of our engagement letter dated 26 September 2022 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2022 to 2023, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by The Arthur Terry Learning Partnership during the year 1 September 2022 to 31 August 2023 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 The Arthur Terry Learning Partnership and ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to The Arthur Terry Learning Partnership 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 The Arthur Terry Learning Partnership and ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of The Arthur Terry Learning Partnership's Accounting Officer and the reporting accountant

The Accounting Officer is responsible, under the requirements of The Arthur Terry Learning Partnership's funding agreement with the Secretary of State for Education dated 1 May 2012 and the Academy Trust Handbook, extant from 1 September 2022, 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 2022 to 2023. 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 2022 to 31 August 2023 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

Approach

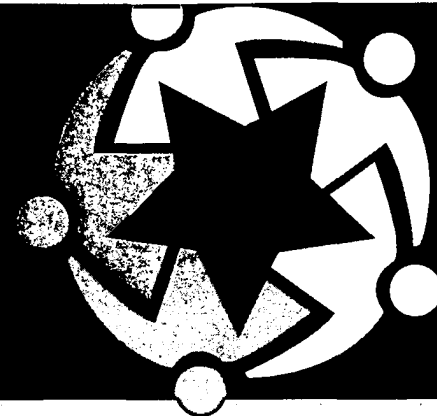
We conducted our engagement in accordance with the Framework and Guide for External Auditors and Reporting Accountant of Academy Trusts issued by ESFA. We performed a limited assurance engagement as defined in our engagement letter.

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 Partnership's income and expenditure.

Independent Reporting



Conclusion

In the course of our work, nothing has come to our attention which suggest in all material respects the expenditure disbursed and income received during the year 1 September 2022 to 31 August 2023 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

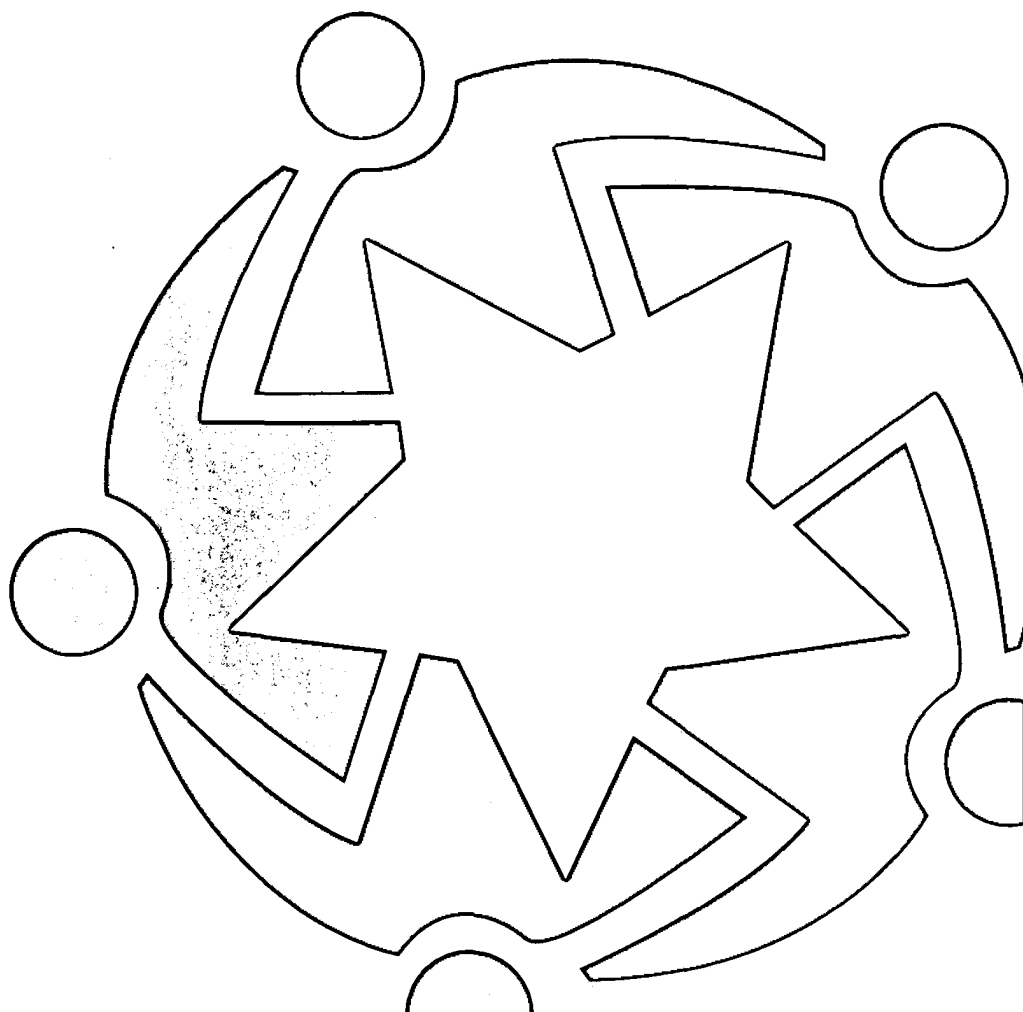
Dains Audit Limited

Dains Audit Limited

Statutory Auditor
Chartered Accountants

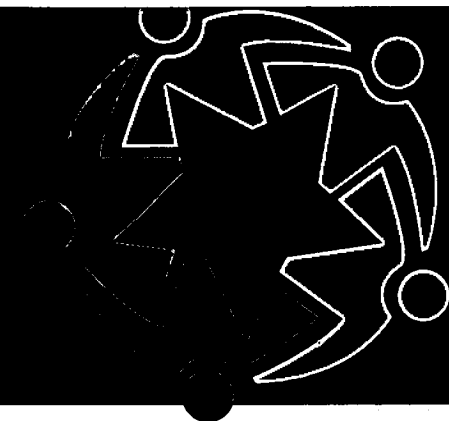
Birmingham

Date: 20 December 2023



Balance sheet

As at 31 August 2023

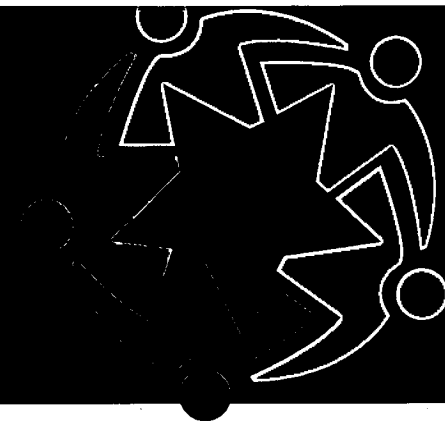


		Unrestricted funds 2023	Restricted funds 2023	Restricted fixed asset funds 2023	Total funds 2023	Total funds 2022
	Note	£000	£000	£000	£000	£000
Income from:						
Donations and capital grants:	3					
Transfer from local authority on conversion		-	-	3,099	3,099	14,810
Transfer of existing academy in to the partnership		-	-	-	-	2,955
Other donations and capital grants		226	-	44,551	44,776	2,216
Other trading activities		852	-	-	852	293
Investments	6	21	-	-	21	1
Charitable activities:						
Funding for the multi academy trust's educational operations		883	65,935	-	66,818	58,734
Teaching school hub		1	1,586	-	1,587	1,697
Total income		1,983	67,521	47,650	117,154	80,706
Expenditure on:						
Charitable activities:						
Multi academy trust educational operations		2,024	70,180	9,061	81,264	65,673
Teaching school hub		-	1,262	-	1,262	1,480
Total expenditure		2,024	71,442	9,061	82,527	67,153
Net (expenditure) / income		(41)	(3,921)	38,589	34,627	13,553
Transfers between funds	19	(3,289)	770	2,519	-	-
Net movement in funds before other recognised gains/(losses)		(3,330)	(3,151)	41,108	34,627	13,553
Other recognised gains/(losses):						
Actuarial gains on defined benefit pension schemes	28	-	10,470	-	10,470	34,560
Net movement in funds		(3,330)	7,319	41,108	45,097	48,113
Reconciliation of funds:						
Total funds brought forward		4,307	(6,690)	114,344	111,961	63,848
Net movement in funds		(3,330)	7,319	41,108	45,097	48,113
Total funds carried forward		977	629	155,452	157,058	111,961

The Statement of financial activities includes all gains and losses recognised in the year.


Balance sheet

As at 31 August 2023

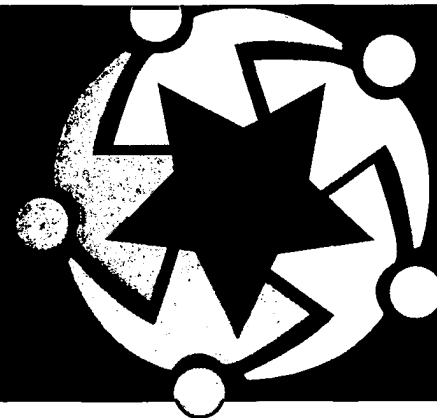


	Note		2023 £000	2022 £000
Fixed assets				
Tangible assets	15		153,401	110,585
Current assets				
Debtors	16	3,368	1,913	
Cash at bank and in hand	24	7,817	15,641	
		11,185	17,554	
Creditors: amounts falling due within one year	17	(7,150)	(5,505)	
Net current assets		4,035		12,049
Total assets less current liabilities		157,436		122,634
Creditors: amounts falling due after more than one year	18	(12)		(271)
Net assets excluding pension liability		157,424		122,363
Defined benefit pension scheme liability	28	(366)		(10,402)
Total net assets		157,058		111,961
Funds of the Partnership				
Restricted funds:				
Fixed asset funds	19	155,452	114,344	
Restricted income funds	19	995	3,712	
Restricted funds excluding pension liability	19	156,447	118,056	
Pension reserve	19	(366)	(10,402)	
Total restricted funds	19	156,081		107,654
Unrestricted income funds	19	977		4,307
Total funds		157,058		111,961

The financial statements on pages 60 to 99 were approved by the Trustees, and authorised for issue on 20 December 2023 and are signed on their behalf, by:

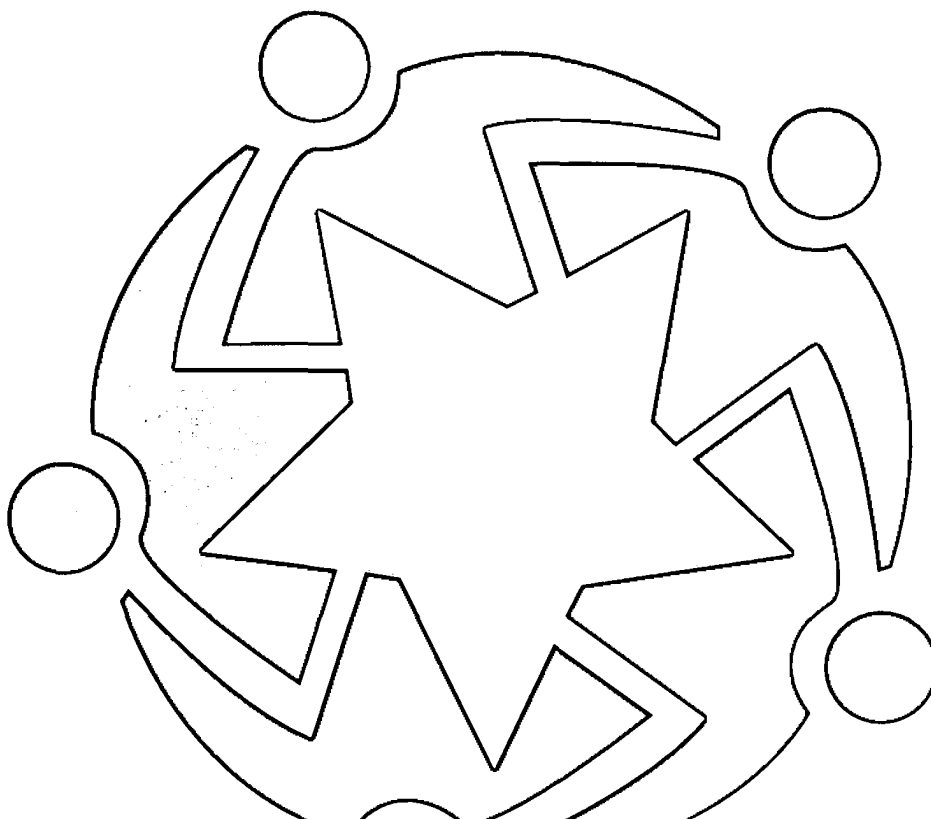

 Mr John Vickers
 Chair of Trustees

Statement for cash flows for the year ended 31 August 2023

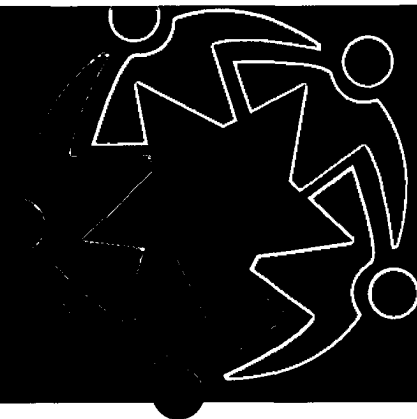


	Note	2023 £000	2022 £000
Cash flows from operating activities			
Net cash (used in)/provided by operating activities	21	(4,305)	1,403
Cash flows from investing activities	23	(3,353)	1,076
Cash flows from financing activities	22	(167)	(50)
Change in cash and cash equivalents in the year		(7,825)	2,429
Cash and cash equivalents at the beginning of the year		15,642	13,213
Cash and cash equivalents at the end of the year	24, 25	7,817	15,642

The notes on pages 60 to 99 form part of these financial statements



Notes to the financial statements for the year ended 31 August 2023



1. Accounting policies

The Arthur Terry Learning Partnership is a company limited by guarantee incorporated in England and Wales. The registered number of the company is 07730920 and its registered office is Kittoe Road, Sutton Coldfield, West Midlands, B74 4RZ. The principal activity of the partnership is given in the Trustees Report.

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

1.1 Basis of preparation of financial statements

The financial statements of the Partnership, 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 2022 to 2023 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

The Arthur Terry Learning Partnership meets the definition of a public benefit entity under FRS 102.

1.2 Going concern

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

1.3 Income

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

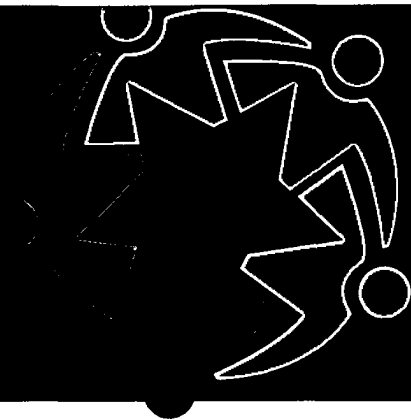
Grants

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

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

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

Notes to the financial statements for the year ended 31 August 2023



1. Accounting policies (continued)

1.3 Income (continued)

- **Sponsorship income**

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

- **Donations**

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

- **Other income**

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

- **Donated goods, facilities and services**

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

- **Transfer on conversion**

Where assets and liabilities are received by the Partnership on conversion to an academy, 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 Partnership. An equal amount of income is recognised as a transfer on conversion within 'Income from Donations and Capital Grants' to the net assets received.

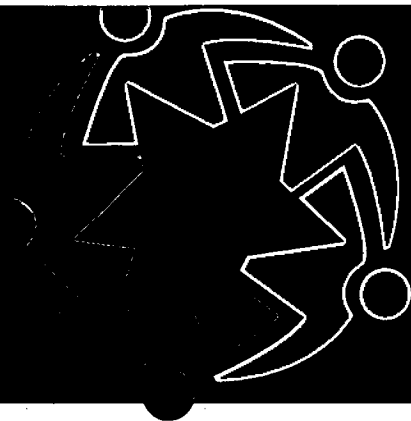
- **Transfer of existing academies into the Partnership**

Where assets and liabilities are received on the transfer of an existing academy into the Partnership, 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 Partnership. An equal amount of income is recognised for the transfer of an existing academy into the Partnership within 'Income from Donations and Capital Grants' to the net assets acquired.

- **Donated fixed assets (excluding transfers on conversion or into the Partnership)**

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 Capital Grants' and a corresponding amount is included in the appropriate fixed asset category and depreciated over the useful economic life in accordance with the Partnership's accounting policies.

Notes to the financial statements for the year ended 31 August 2023



1. Accounting policies (continued)

1.4 Expenditure

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.

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.

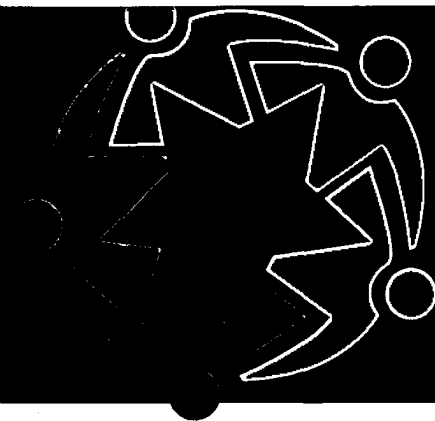
Charitable activities

These are costs incurred on the Partnership's educational operations, including support costs and costs relating to the governance of the Partnership apportioned to charitable activities. All resources expended are inclusive of irrecoverable VAT.

1.5 Interest receivable

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the Partnership; this is normally upon notification of the interest paid or payable by the institution with whom the funds are deposited.

Notes to the financial statements for the year ended 31 August 2023



1. Accounting policies (continued)

1.6 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.

The partnership occupies:

- (a) land held as freehold;
- (b) land provided to it by the Local Authority under a 125-year lease;
- (c) land provided to it by site trustees under a mere licence (also referred to as a Church Supplemental Agreement) which contains a two year notice period,

In respect of the above:

- (a) A figure is entered that reflects the fair value of the land;
- (b) A figure is entered that reflects advice taken on the value of the lease;
- (c) Having considered the fact that the partnership occupies the land and such buildings that may be or may come to be erected on it by a mere licence that transfers to the partnership no rights or control over the site, save that of occupying it at the will of the site trustees under the terms of the relevant site trust, the directors have concluded that the value of the land and buildings occupied by the academy trust will not be recognised on the balance sheet of the partnership.

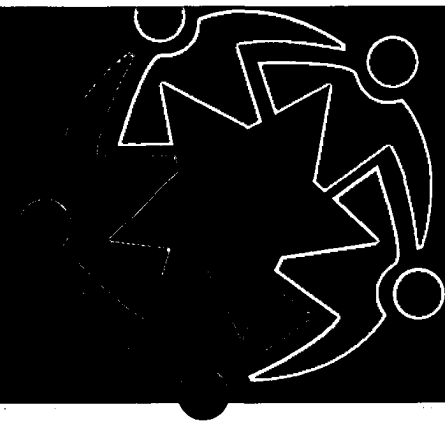
Depreciation is provided on all tangible fixed assets other than freehold land and assets under construction, at rates calculated to write off the cost of each asset on a straight-line basis over its expected useful life, as follows:

Depreciation is provided on 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 bases:

Freehold property	2% Straight line
Longterm leasehold land	over the life of the lease
Longterm leasehold property	2% Straight line
Plant and machinery	
Computer equipment	30% Straight line
Motor vehicles	25% Straight line

Notes to the financial statements for the year ended 31 August 2023



1. Accounting policies (continued)

1.6 Tangible fixed assets (continued)

Assets in the course of construction are included at cost. Depreciation on these assets is not charged until they are brought into use and reclassified to freehold or leasehold land and buildings.

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

1. Accounting policies (continued)

1.7 Debtors

Trade and other debtors are recognised at the settlement amount after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

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

1.8 Cash at bank and in hand

Cash at bank and in hand includes cash and short-term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

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 Partnership 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.

1.10 Financial instruments

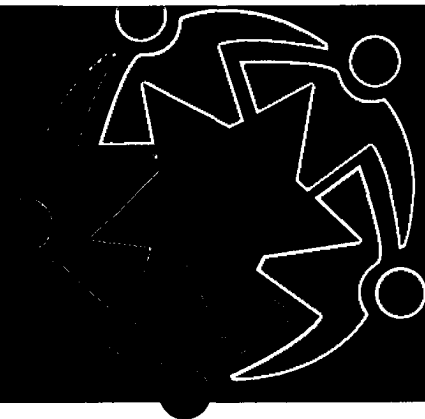
The Partnership only holds basic financial instruments as defined in FRS 102. The financial assets and financial liabilities of the Partnership and their measurement bases are as follows:

Financial assets - trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 16. 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 17 and 18. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

Notes to the financial statements for the year ended 31 August 2023



1.11 Leased assets

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

1.12 Pensions

Retirement benefits to employees of the Partnership 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 Partnership 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 Partnership 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 Agency arrangements

The partnership acts as an agent in distributing 16-19 bursary funds from ESFA. Payments received from ESFA and subsequent disbursements to students are excluded from the statement of financial activities as the partnership does not have control over the charitable application of the funds. The funds received and paid and any balances held are disclosed in note 33.

1.14 Fund accounting

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

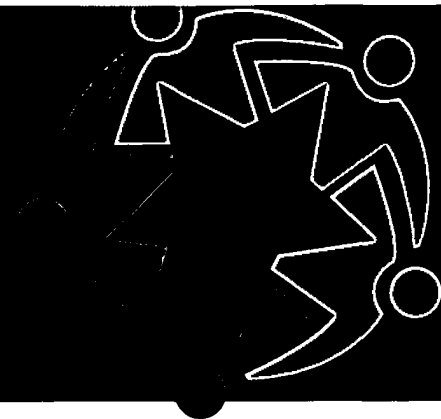
Designated funds comprise unrestricted funds that have been set aside by the Trustees for particular purposes. The aim and use of each designated fund is set out in the notes to the financial statements.

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

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

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

Notes to the financial statements for the year ended 31 August 2023



2. Critical accounting estimates and areas of judgement

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

Critical accounting estimates and assumptions:

The Partnership 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 28, will impact the carrying amount of the pension liability. Furthermore a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2022 has been used by the actuary in valuing the pensions liability at 31 August 2023. 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.

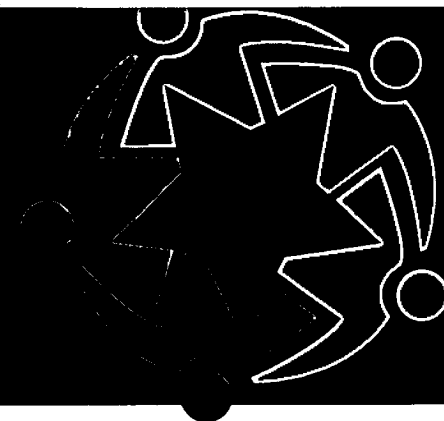
Critical areas of judgement:

The preparation of the financial statements in conformity with generally accepted accounting principals requires the Trustees to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results in the future could differ from those estimates. In this regard, the Trustees believe that the critical accounting policies where judgements or estimating are necessarily applied are summarised below.

Depreciation and residual values

The Trustees have reviewed the asset lives and associated residual values of all fixed asset classes and have concluded that asset lives and residual values are appropriate.

Notes to the financial statements for the year ended 31 August 2023

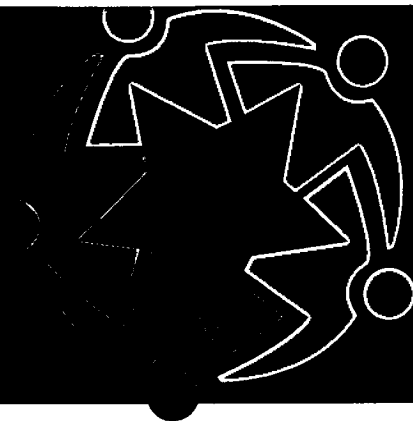


3. Donations and capital grants

	Unrestricted funds 2023 £000	Restricted funds 2023 £000	Restricted fixed asset funds 2023 £000	Total funds 2023 £000
Transfer from local authority on conversion	-	-	3,099	3,099
Transfer of existing academies	-	-	-	-
Donations	226	-	34,949	35,175
Capital Grants	-	-	2,727	2,727
Similar incoming resources	-	-	6,875	6,875
	<u>226</u>	<u>-</u>	<u>47,650</u>	<u>47,876</u>

	Unrestricted funds 2022 £000	Restricted funds 2022 £000	Restricted fixed asset funds 2022 £000	Total funds 2022 £000
Transfer from local authority on conversion	841	(1,480)	34	(605)
Transfer of existing academies	-	(5,738)	8,693	2,955
Donations	95	-	15,415	15,510
Capital Grants	-	-	2,121	2,121
	<u>936</u>	<u>(7,218)</u>	<u>26,263</u>	<u>19,981</u>

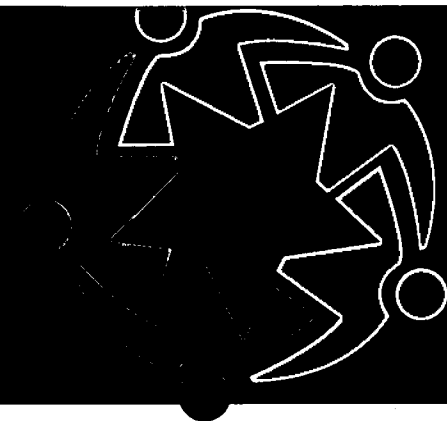
Notes to the financial statements for the year ended 31 August 2023



4. Funding for the Partnership's charitable activities

	Unrestricted funds 2023 £000	Restricted funds 2023 £000	Total funds 2023 £000
Educational operations			
DfE/ESFA grants			
Educational activities	-	55,534	55,534
Other DfE/ESFA grants			
Pupil Premium	-	3,058	3,058
UNIFSM	-	509	509
Start up grant	-	173	173
Rates relief	-	58	58
Teachers' pay and Teachers' pension grants	-	176	176
Supplementary grant	-	2,327	2,327
Others DfE /ESFA grants	-	694	694
	-	62,529	62,529
Other Government grants			
Local authority grants	-	2,169	2,169
	-	2,169	2,169
Other income from the Partnership's educational operations	883	666	1,549
COVID-19 additional funding (DfE/ESFA)			
Recovery premium	-	571	571
	-	571	571
	883	65,935	66,818
Teaching school hub			
DfE/ESFA grants	-	1,061	1,061
Other Government grants	-	168	168
Other income	1	357	358
	1	1,586	1,587
	884	67,521	68,405

Notes to the financial statements for the year ended 31 August 2023

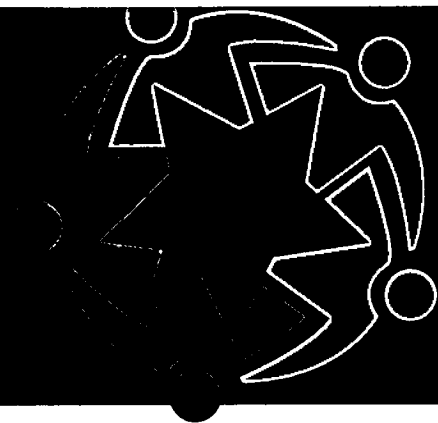


4. Funding for the Partnership's charitable activities (continued)

	Unrestricted funds 2022 £000	Restricted funds 2022 £000	Total funds 2022 £000
Educational operations			
DfE/ESFA grants			
Educational activities	-	51,055	51,055
Other DfE/ESFA grants			
Pupil Premium	-	2,716	2,716
UNIFSM	-	441	441
Start up grant	-	50	50
Rates relief	-	121	121
Teachers' pay and Teachers' pension grants	-	246	246
Supplementary grant	-	579	579
Others DfE /ESFA grants	-	99	99
	-	55,307	55,307
Other Government grants			
Local authority grants	-	1,438	1,438
	-	1,438	1,438
Other income from the Partnership's educational operations	591	952	1,543
COVID-19 additional funding (DfE/ESFA)			
Recovery premium	-	100	100
Other DfE/ESFA COVID-19 funding	-	346	346
	-	446	446
	591	58,143	58,734
Teaching school hub			
DfE/ESFA grants	-	974	974
Other Government grants	-	228	228
Other income	7	488	495
	7	1,690	1,697
	598	59,833	60,431

The Partnership received £571,000 (2022 - £100,000) of funding for recovery premium and costs incurred in respect of this funding totalling £571,000 (2022 - £100,000).

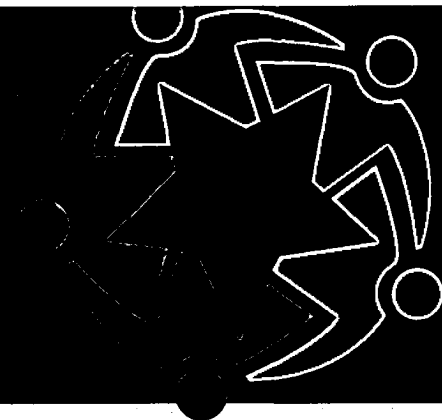
Notes to the financial statements for the year ended 31 August 2023



5. Other trading activities

	Unrestricted funds 2023 £000	Total funds 2023 £000
Letting income	97	97
Other income	755	755
	<u>852</u>	<u>852</u>
	Unrestricted funds 2022 £000	Total funds 2022 £000
Letting income	138	138
Salary and expenditure recharges	40	40
Other income	115	115
	<u>293</u>	<u>293</u>

Notes to the financial statements for the year ended 31 August 2023

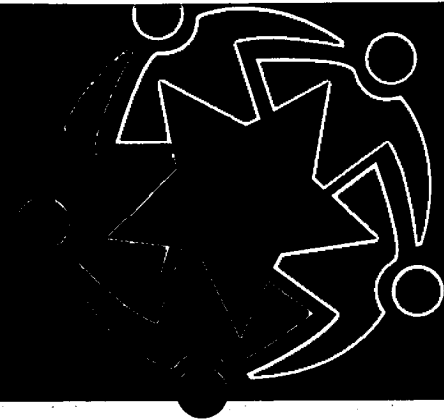


6. Investment income

	Unrestricted funds 2023 £000	Total funds 2023 £000
Bank interest	21	21

	Unrestricted funds 2022 £000	Total funds 2022 £000
Bank interest	1	1

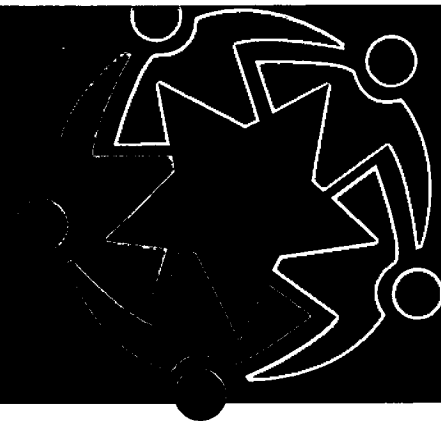
Notes to the financial statements for the year ended 31 August 2023



7. Expenditure

	Staff Costs 2023 £000	Premises 2023 £000	Other 2023 £000	Total 2023 £000
Educational operations:				
Direct costs	45,559	228	6,348	52,135
Allocated support costs	10,812	10,944	7,373	29,129
Direct costs - Teaching school hub:				
Direct costs	777	-	416	1,193
Allocated support costs	-	-	69	69
	<u>57,148</u>	<u>11,172</u>	<u>14,206</u>	<u>82,526</u>
	Staff Costs 2022 £000	Premises 2022 £000	Other 2022 £000	Total 2022 £000
Educational operations:				
Direct costs	44,115	170	6,353	50,638
Allocated support costs	6,063	5,875	3,097	15,035
Direct costs - Teaching school hub:				
Direct costs	392	-	945	1,337
Allocated support costs	-	-	143	143
	<u>50,570</u>	<u>6,045</u>	<u>10,538</u>	<u>67,153</u>

Notes to the financial statements for the year ended 31 August 2023

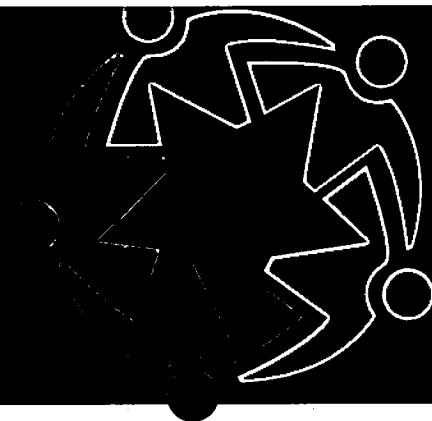


8. Analysis of expenditure by activities

	Activities undertaken directly 2023 £000	Support costs 2023 £000	Total funds 2023 £000
Educational operations	52,135	29,129	81,264
Teaching school hub	1,193	69	1,262
	<u>53,328</u>	<u>29,198</u>	<u>82,526</u>

	Activities undertaken directly 2022 £000	Support costs 2022 £000	Total funds 2022 £000
Educational operations	50,638	15,035	65,673
Teaching school hub	1,337	143	1,480
	<u>51,975</u>	<u>15,178</u>	<u>67,153</u>

Notes to the financial statements for the year ended 31 August 2023



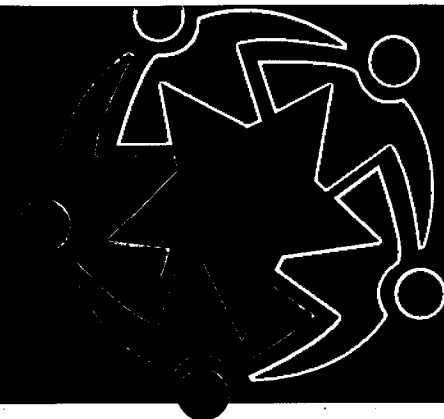
8. Analysis of expenditure by activities (continued)

Analysis of direct costs

	Educational operations 2023 £000	Teaching school hub 2023 £000	Total funds 2023 £000
Pension finance costs	442	-	442
Staff costs	41,767	777	42,544
Educational supplies	3,204	364	3,568
Examination fees	706	-	706
Staff development and other staff costs	625	52	677
Educational consultancy	269	-	269
Travel, subsistence and expenses	1,102	-	1,102
Insurance	228	-	228
Agency staff	3,792	-	3,792
	<u>52,135</u>	<u>1,193</u>	<u>53,328</u>

	Educational operations 2022 £000	Teaching school hub 2022 £000	Total funds 2022 £000
Pension finance costs	666	-	666
Staff costs	42,082	392	42,474
Educational supplies	3,981	897	4,878
Examination fees	535	-	535
Staff development and other staff costs	181	48	229
Educational consultancy	423	-	423
Travel, subsistence and expenses	567	-	567
Insurance	170	-	170
Agency staff	2,033	-	2,033
	<u>50,638</u>	<u>1,337</u>	<u>51,975</u>

Notes to the financial statements for the year ended 31 August 2023



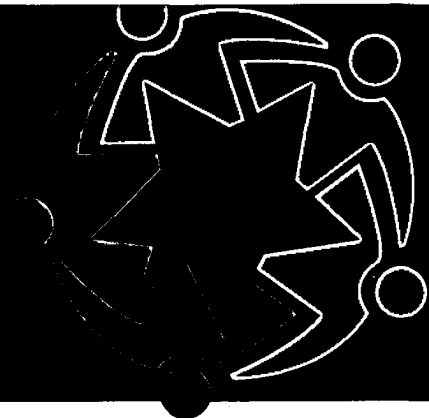
8. Analysis of expenditure by activities (continued)

Analysis of support costs

	Educational operations 2023 £000	Teaching school hub 2023 £000	Total funds 2023 £000
Staff costs	10,812	-	10,812
Depreciation and impairment costs	8,207	-	8,207
Maintenance of premises	694	-	694
Cleaning and caretaking	823	-	823
Operating lease rentals	79	-	79
Rates	308	-	308
Catering	2,043	-	2,043
Energy	2,240	-	2,240
Technology costs	859	9	868
Other premises costs	1,422	-	1,422
Other support costs	1,581	60	1,641
Governance	61	-	61
	<u>29,129</u>	<u>69</u>	<u>29,198</u>

	Educational operations 2022 £000	Teaching school hub 2022 £000	Total funds 2022 £000
Staff costs	6,063	-	6,063
Depreciation	2,784	-	2,784
Maintenance of premises	393	-	393
Cleaning and caretaking	1,128	-	1,128
Operating lease rentals	88	-	88
Rates	344	-	344
Catering	1,076	-	1,076
Energy	1,067	-	1,067
Technology costs	573	16	589
Other premises costs	964	-	964
Other support costs	470	127	597
Governance	85	-	85
	<u>15,035</u>	<u>143</u>	<u>15,178</u>

Notes to the financial statements for the year ended 31 August 2023



9. Net (expenditure)/income

Net(expenditure)/income for the year includes:

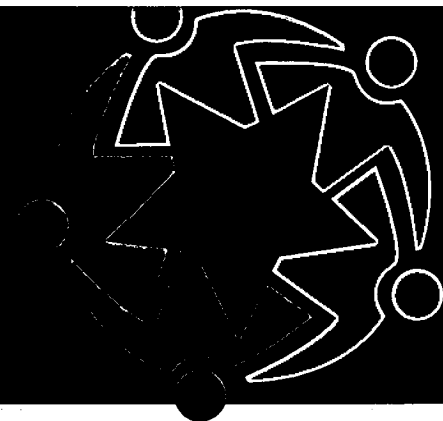
	2023 £000	2022 £000
Operating lease rentals	79	88
BSF / PFI contract expenditure	928	651
Depreciation of tangible fixed assets	3,450	2,783
Impairment of tangible fixed assets	4,757	-
	<u> </u>	<u> </u>

The impairment of tangible fixed asset relates to the old school building at West Coventry Academy following the completion of the new building.

10. Auditors' remuneration

	2023 £000	2022 £000
Fees payable to the Partnership's auditor for the audit of the Partnership's annual accounts	38	35
Fees payable to the Partnership's auditor in respect of:		
Taxation compliance services	-	1
Other services	5	11
	<u> </u>	<u> </u>

Notes to the financial statements for the year ended 31 August 2023



11. Staff

a. Staff costs

Staff costs during the year were as follows:

	2023 £000	2022 £000
Wages and salaries	39,666	33,582
Social security costs	4,178	3,511
Pension costs	9,429	11,427
	<u>53,273</u>	<u>48,520</u>
Agency staff costs	3,792	2,033
Staff restructuring costs	83	17
	<u>57,148</u>	<u>50,570</u>

Staff restructuring costs comprise:

	2023 £000	2022 £000
Redundancy payments	7	-
Severance payments	76	17
	<u>83</u>	<u>17</u>

b. Severance payments

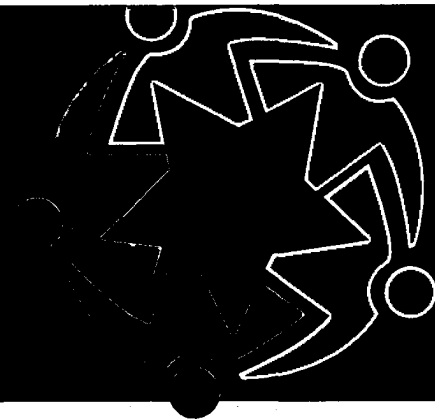
The Partnership paid 4 severance payments in the year (2022 - none), disclosed in the following bands:

	No.	No.
£0 - £25,000	3	2
£25,001 - £50,000	1	-
	<u>4</u>	<u>2</u>

c. Special staff severance payments

The value of all special staff severance payments made by the partnership during the period was £75,707 (2022 - £16,500). Individually the payments made were £38,000, £15,640, £12,776 and £9,657.

Notes to the financial statements for the year ended 31 August 2023



11. Staff (continued)

d. Staff numbers

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

	2023 No.	2022 No.
Teachers	702	617
Support staff	791	664
Management	10	22
	<u>1,503</u>	<u>1,303</u>

e. Higher paid staff

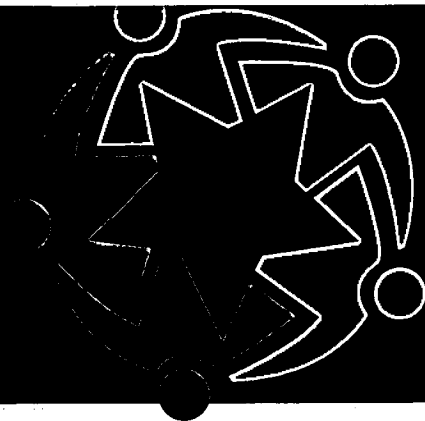
The number of employees whose employee benefits (excluding employer pension costs) exceeded £60,000 was:

	2023 No.	2022 No.
In the band £60,001 - £70,000	27	20
In the band £70,001 - £80,000	16	13
In the band £80,001 - £90,000	6	3
In the band £90,001 - £100,000	3	3
In the band £100,001 - £110,000	2	1
In the band £110,001 - £120,000	3	1
In the band £130,001 - £140,000	-	1
In the band £140,001 - £150,000	1	-
	<u>1</u>	<u>-</u>

f. Key management personnel

The key management personnel of the Partnership comprise the Trustees and the Executive team as listed on page 2. 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 Partnership was £674,000 (2022 - £518,000).

Notes to the financial statements for the year ended 31 August 2023



12. Central services

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

- Human resources
- Educational services
- Financial services
- Operations
- Legal and Governance
- Others as arising

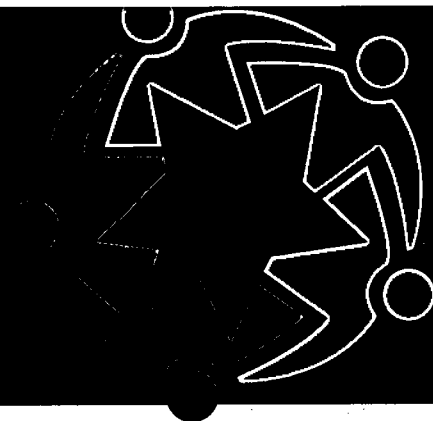
The Partnership charges for these services on the following basis:

Flat percentage of General Annual Grant of 4.5% plus associated costs of centralised budgets (2022 - flat percentage of General Annual Grant of 4.5%).

The actual amounts charged during the year were as follows:

	2023 £000	2022 £000
Arthur Terry School	1,705	638
Stockland Green School	1,269	331
Slade Primary School	553	690
Brookvale Primary School	296	99
Hill West Primary School	452	137
Mere Green Primary School	597	172
The Coleshill School	1,014	604
Scotch Orchard Primary School	230	55
Two Gates Primary School	324	110
Curdworth Primary School	127	40
William MacGregor Primary School	236	81
Nether Stowe School	682	314
John Wilmott School	1,283	494
Coton Green Primary School	352	74
Greysbrookes Primary School	200	48
Osborne Primary School	378	189
St Michael's CofE (C) Primary School	334	102
St Chad's CE Primary School	171	52
West Coventry Academy	1,198	328
Teaching School Hub	35	-
Total	11,436	4,558

Notes to the financial statements for the year ended 31 August 2023



13. Related party transaction - Trustees' remuneration and expenses

For part of the prior year the Chief Executive Officer was a Trustee and was paid remuneration or received other benefits from an employment with the Partnership. The Chief Executive Officer only received remuneration in respect of the services he provides undertaking the role of the Chief Executive Officer under his contract of employment. The value of Trustees' remuneration and other benefits was as follows:

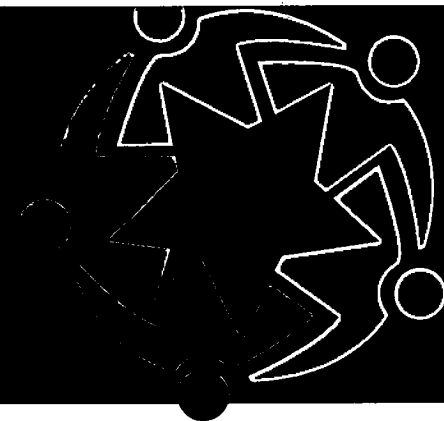
Mr Richard Gill, CEO & Accounting Officer (resigned as Trustee on 18 November 2021)	2023 £000	2022 £000
Remuneration	-	30-35
Pension contributions paid	-	5-10

During the year ended 31 August 2023, travel and subsistence expenses totalling £NIL were reimbursed or paid directly to no Trustees (2022 - £NIL).

14. Trustees' and Officers' insurance

In accordance with normal commercial practice, the Partnership 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 £5,000,000 on any one claim and the cost for the year ended 31 August 2023 was £486 (2022 - £362). The cost of this insurance is included in the total insurance cost.

Notes to the financial statements for the year ended 31 August 2023



15. Tangible fixed assets

	Land and buildings £000	Fixture and fittings £000	Computer equipment £000	Motor vehicles £000	Total £000
Cost					
At 1 September 2022	119,157	3,674	3,115	36	125,982
Additions	8,139	2,669	3,440	-	14,248
Acquired on conversion	36,775	-	-	-	36,775
At 31 August 2023	164,071	6,343	6,555	36	177,005
Depreciation					
At 1 September 2022	12,094	1,242	2,028	33	15,397
Charge for the year	2,119	430	898	3	3,450
Impairment charge	4,757	-	-	-	4,757
At 31 August 2023	18,970	1,672	2,926	36	23,604
Net book value					
At 31 August 2023	145,101	4,671	3,629	-	153,401
At 31 August 2022	107,063	2,432	1,087	3	110,585

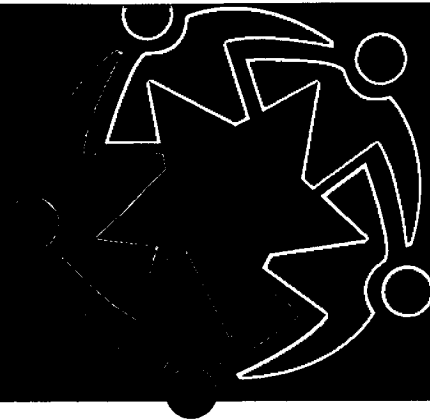
Included in land and buildings are £13,604,000 of freehold land and buildings. The remaining of £139,889,000 are leasehold land and buildings.

The impairment charge relates to the old school building at West Coventry Academy following the completion of the new building.

16. Debtors

	2023 £000	2022 £000
Due within one year		
Trade debtors	170	426
Other debtors	640	470
Prepayments and accrued income	2,558	1,017
	3,368	1,913

Notes to the financial statements for the year ended 31 August 2023



17. Creditors: Amounts falling due within one year

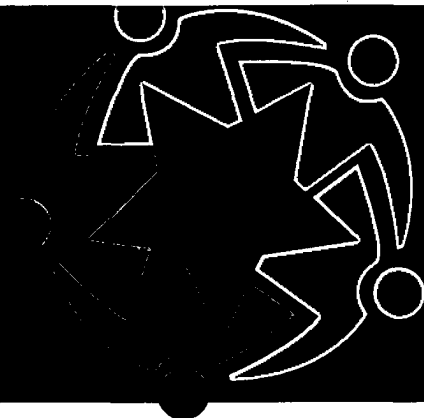
	2023 £000	2022 £000
Other loans	169	77
Trade creditors	1,817	2,508
Other taxation and social security	1,019	934
Other creditors	1,109	956
Accruals and deferred income	3,036	1,030
	<u>7,150</u>	<u>5,505</u>
	2023 £000	2022 £000
Deferred income at 1 September 2022	390	364
Resources deferred during the year	644	390
Amounts released from previous periods	(390)	(364)
	<u>644</u>	<u>390</u>

18. Creditors: Amounts falling due after more than one year

	2023 £000	2022 £000
Other loans	12	271

Other loans is made up of interest free "Salix" loans from the ESFA.
These loans are repayable in either quarterly or half yearly installments.

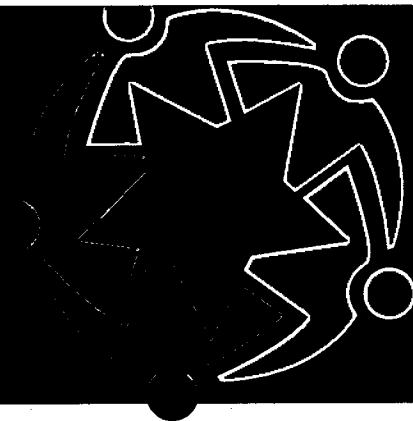
Notes to the financial statements for the year ended 31 August 2023



19. Statement of funds

	Balance at 1 September 2022 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2023 £000
Unrestricted funds						
Designated funds						
Designated Fund	1,087	-	-	(1,087)	-	-
General funds						
General Funds	3,220	1,983	(2,024)	(2,202)	-	977
Total Unrestricted funds	4,307	1,983	(2,024)	(3,289)	-	977
Restricted general funds						
General Annual Grant (GAG)	2,432	55,534	(58,766)	800	-	-
UIFSM	-	509	(509)	-	-	-
Pupil Premium	-	3,058	(3,058)	-	-	-
Recovery Premium	60	571	(631)	-	-	-
Teachers Pay & Pension grant	-	176	(176)	-	-	-
Other DfE / EFSA grants	408	3,252	(3,450)	-	-	210
Other government grants	285	2,149	(2,123)	-	-	311
Teaching school hub	527	1,586	(1,609)	(30)	-	474
Other income	-	686	(686)	-	-	-
Pension reserve	(10,402)	-	(434)	-	10,470	(366)
	(6,690)	67,521	(71,442)	770	10,470	629

Notes to the financial statements for the year ended 31 August 2023



19. Statement of funds (continued)

	Balance at 1 September 2022 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2023 £000
Restricted fixed asset funds						
School Condition Allocation	3,577	2,000	(853)	(2,673)	-	2,051
Other Fixed Asset funds	110,767	45,650	(8,208)	5,192	-	153,401
	<u>114,344</u>	<u>47,650</u>	<u>(9,061)</u>	<u>2,519</u>	<u>-</u>	<u>155,452</u>
Total Restricted funds	<u>107,654</u>	<u>115,171</u>	<u>(80,503)</u>	<u>3,289</u>	<u>10,470</u>	<u>156,081</u>
Total funds	<u>111,961</u>	<u>117,154</u>	<u>(82,527)</u>	<u>-</u>	<u>10,470</u>	<u>157,058</u>

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

Designated funds

This fund represents funds which the Trustees have earmarked for future projects.

Restricted general funds

This fund represents grants and other income received for the partnership's operational activities and development.

Pension reserve

The pension reserve included within restricted general funds represents the partnership's share of the pension liability arising on the LGPS pension fund.

Restricted fixed asset funds

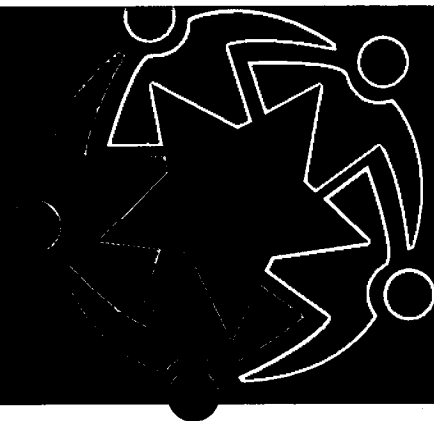
This fund represents grants and other income received to carry out works of a capital nature.

Transfers between funds

Transfers between funds relate to purchases of a capital nature expenditure being funded by GAG, other DfE/ESFA grants and other funding.

Under the funding agreement with the Secretary of State, the Partnership was not subject to a limit on the amount of GAG it could carry forward at 31 August 2023.

Notes to the financial statements for the year ended 31 August 2023

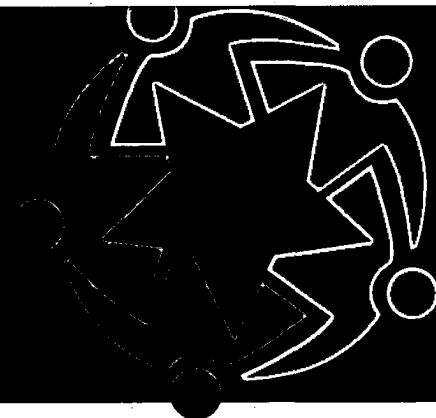


19. Statement of funds (continued)

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

	Balance at 1 September 2021 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2022 £000
Unrestricted funds						
Designated funds						
Designated Fund	1,643	-	-	(556)	-	1,087
General funds						
General Funds	1,818	1,821	(975)	556	-	3,220
Teaching School Hub	-	7	(7)	-	-	-
	1,818	1,828	(982)	556	-	3,220
Total Unrestricted funds	3,461	1,828	(982)	-	-	4,307
Restricted general funds						
General Annual Grant (GAG)	3,350	51,054	(51,438)	(534)	-	2,432
UIFSM	-	441	(441)	-	-	-
Pupil Premium	-	2,716	(2,716)	-	-	-
Recovery Premium	232	100	(332)	-	-	-
Teachers Pay & Pension grant	-	346	(286)	-	-	60
Other DfE / EFSA grants	-	246	(246)	-	-	-
Other government grants	-	850	(442)	-	-	408
Teaching school hub	-	1,438	(1,153)	-	-	285
Other income	716	1,690	(1,473)	(406)	-	527
Other income	-	332	(332)	-	-	-
Pension reserve	(34,445)	(6,598)	(3,919)	-	34,560	(10,402)
	(30,147)	52,615	(62,778)	(940)	34,560	(6,690)

Notes to the financial statements for the year ended 31 August 2023



19. Statement of funds (continued)

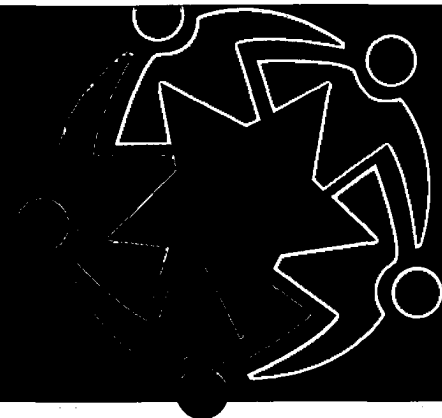
	Balance at 1 September 2021 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2022 £000
Restricted fixed asset funds						
School Condition Allocation	2,256	1,845	(483)	(41)	-	3,577
Other Fixed Asset funds	88,278	24,418	(2,910)	981	-	110,767
	<u>90,534</u>	<u>26,263</u>	<u>(3,393)</u>	<u>940</u>	<u>-</u>	<u>114,344</u>
Total Restricted funds	<u>60,387</u>	<u>78,878</u>	<u>(66,171)</u>	<u>-</u>	<u>34,560</u>	<u>107,654</u>
Total funds	<u>63,848</u>	<u>80,706</u>	<u>(67,153)</u>	<u>-</u>	<u>34,560</u>	<u>111,961</u>

Total funds analysis by academy

Fund balances at 31 August 2023 were allocated as follows:

	2023 £000	2022 £000
Arthur Terry Learning Partnership	1,498	7,531
Teaching School Hub	474	488
	<u>1,972</u>	<u>8,019</u>
Total before fixed asset funds and pension reserve	<u>155,452</u>	<u>114,344</u>
Restricted fixed asset fund	(366)	(10,402)
Pension reserve		
Total	<u>157,058</u>	<u>111,961</u>

Notes to the financial statements for the year ended 31 August 2023



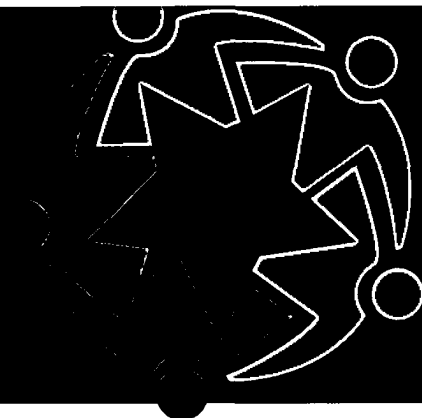
19. Statement of funds (continued)

Total cost analysis by academy

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

	Teaching and educational support staff costs £000	Other support staff costs £000	Educational supplies £000	Other costs excluding depreciation £000	Total 2023 £000
Arthur Terry Learning Partnership	1,649	4,129	531	10,124	16,433
Anna Seward Primary School	2	-	-	-	2
Arthur Terry School	7,542	789	433	316	9,080
The Bridge Academy	60	10	-	-	70
Brookvale Primary School	816	80	81	59	1,036
The Coleshill School	5,034	892	659	323	6,908
Coton Green Primary School	1,099	117	38	53	1,307
Curdworth Primary School	512	34	17	41	604
Greysbrooke Primary School	745	59	34	82	920
Hill West Primary School	1,565	108	63	126	1,862
John Willmott School	4,089	877	434	142	5,542
Mere Green School	2,074	322	113	169	2,678
Nether Stowe School	3,064	595	233	108	4,000
Osborne Primary School	1,840	176	84	112	2,212
Stockland Green School	3,321	782	378	143	4,624
Scotch Orchard School	858	65	32	72	1,027
Slade Primary School	1,833	225	99	111	2,268
St Chad's CE Primary School	782	285	81	58	1,206
St Michael's CofE (C) Primary School	1,396	88	91	108	1,683
Two Gates Primary School	1,155	151	44	75	1,425
West Coventry Academy	5,188	913	436	292	6,829
WilliamMacGregor Primary School	767	115	31	82	995
Teaching School Hub	945	-	-	664	1,609
Partnership	46,336	10,812	3,912	13,260	74,320

Notes to the financial statements for the year ended 31 August 2023

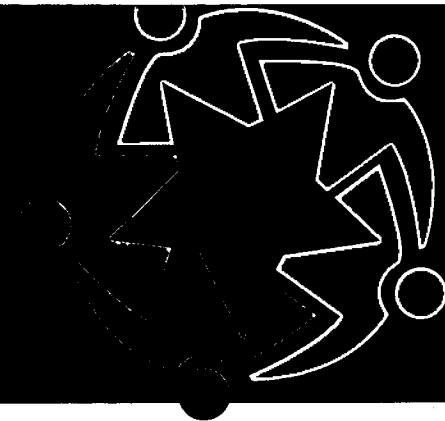


19. Statement of funds (continued)

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

	Teaching and educational support staff costs £000	Other support staff costs £000	Educational supplies £000	Other costs excluding depreciation £000	Total 2022 £000
Arthur Terry Learning Partnership	5,108	2,534	1,768	4,809	14,219
Arthur Terry School	7,290	501	400	648	8,839
Stockland Green School	3,527	305	338	263	4,433
Slade Primary School	1,666	144	188	132	2,130
Brookvale Primary School	657	101	84	32	874
Hill West Primary School	1,542	102	109	87	1,840
Mere Green School	1,941	195	131	125	2,392
The Coleshill School	4,781	593	526	155	6,055
Scotch Orchard School	655	57	85	40	837
Nether Stowe School	3,088	239	189	173	3,689
Curdworth Primary School	412	36	54	16	518
Two Gates Primary School	1,061	115	81	74	1,331
William MacGregor Primary School	713	66	29	73	881
John Willmott School	4,270	435	548	194	5,447
Coton Green Primary School	1,020	88	86	34	1,228
Osborne Primary School	1,510	115	78	20	1,723
Greysbrooke Primary School	689	55	73	64	881
St Michael's CofE (C) Primary School	859	44	60	46	1,009
St Chad's CE Primary School	478	83	32	28	621
West Coventry Academy	3,513	255	82	91	3,941
Teaching School Hub	392	-	946	143	1,481
Partnership	45,172	6,063	5,887	7,247	64,369

Notes to the financial statements for the year ended 31 August 2023



20. Analysis of net assets between funds

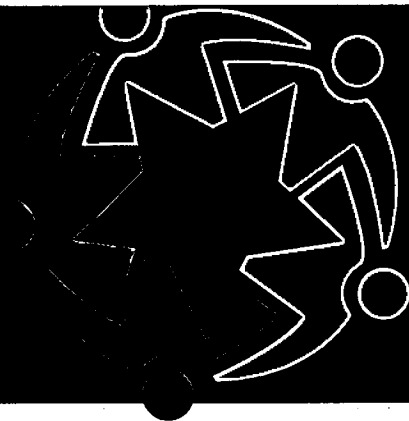
Analysis of net assets between funds - current year

	Unrestricted funds 2023 £000	Restricted funds 2023 £000	Restricted fixed asset funds 2023 £000	Total funds 2023 £000
Tangible fixed assets	-	-	153,401	153,401
Current assets	977	8,031	2,177	11,185
Creditors due within one year	-	(7,036)	(114)	(7,150)
Creditors due in more than one year	-	-	(12)	(12)
Provisions for liabilities and charges	-	(366)	-	(366)
Total	977	629	155,452	157,058

Analysis of net assets between funds - prior year

	Unrestricted funds 2022 £000	Restricted funds 2022 £000	Restricted fixed asset funds 2022 £000	Total funds 2022 £000
Tangible fixed assets	-	-	110,585	110,585
Current assets	4,307	9,424	3,823	17,554
Creditors due within one year	-	(5,471)	(34)	(5,505)
Creditors due in more than one year	-	(241)	(30)	(271)
Provisions for liabilities and charges	-	(10,402)	-	(10,402)
Total	4,307	(6,690)	114,344	111,961

Notes to the financial statements for the year ended 31 August 2023



21. Reconciliation of net income to net cash flow from operating activities

	2023 £000	2022 £000
Net income for the year (as per statement of Financial Activities)	34,627	13,553
Adjustments for:		
Impairment of fixed assets	4,757	-
Depreciation	3,450	2,783
Interest receivable	(21)	(1)
Defined benefit pension scheme on conversion	-	6,598
Defined benefit pension scheme cost less contributions payable	(8)	3,253
Defined benefit pension scheme finance cost	442	666
Increase in debtors	(1,455)	(492)
Increase in creditors	1,553	1,022
Capital grants from DfE and other capital income	(2,727)	(2,121)
Loan liability inherited from local authority on conversion	-	284
Gift of property and assets on conversion	(3,099)	(24,142)
Gift of property and assets	(34,949)	-
Free School property and assets transferred	(6,875)	-
Net cash (used in)/provided by operating activities	(4,305)	1,403

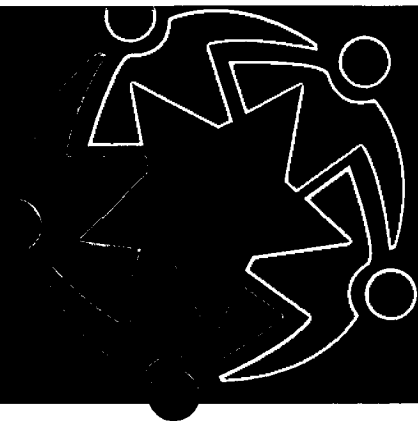
22. Cash flows from financing activities

	2023 £000	2022 £000
Repayments of borrowing	(167)	(50)
Net cash used in financing activities	(167)	(50)

23. Cash flows from investing activities

	2023 £000	2022 £000
Dividends, interest and rents from investments	21	1
Purchase of tangible fixed assets	(6,101)	(1,046)
Capital grants from DfE Group	2,696	2,121
Capital funding received from sponsors and others	31	-
Net cash (used in)/provided by investing activities	(3,353)	1,076

Notes to the financial statements for the year ended 31 August 2023



24. Analysis of cash and cash equivalents

	2023 £000	2022 £000
Cash in hand and at bank	7,817	15,642
Total cash and cash equivalents	7,817	15,642

25. Analysis of changes in net debt

	At 1 September 2022 £000	Cash flows £000	At 31 August 2023 £000
Cash at bank and in hand	15,641	(7,824)	7,817
Debt due within 1 year	(77)	(92)	(169)
Debt due after 1 year	(271)	259	(12)
	15,293	(7,657)	7,636

26. Conversion to an academy trust

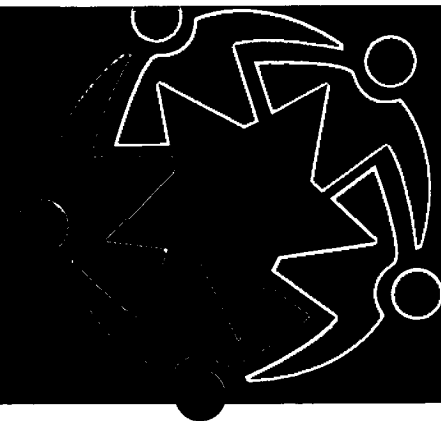
On 1 August 2023 The Bridge Academy converted to academy trust status under the Academies Act 2010 and all the operations and assets and liabilities were transferred to The Arthur Terry Learning Partnership from Staffordshire County Council for £NIL consideration.

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

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

	Restricted fixed asset funds £000	Total funds £000
Tangible fixed assets		
Leasehold land and buildings	3,099	3,099
Net assets	3,099	3,099

Notes to the financial statements for the year ended 31 August 2023



27. Capital commitments

	2023 £000	2022 £000
Contracted for but not provided in these financial statements		
Acquisition of tangible fixed assets	-	642

28. Pension commitments

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

The latest actuarial valuation of the TPS related to the period ended 31 March 2016 and of the LGPS 31 March 2022.

Contributions amounting to £1,102,000 were payable to the schemes at 31 August 2023 (2022 - £956,000) and are included within creditors.

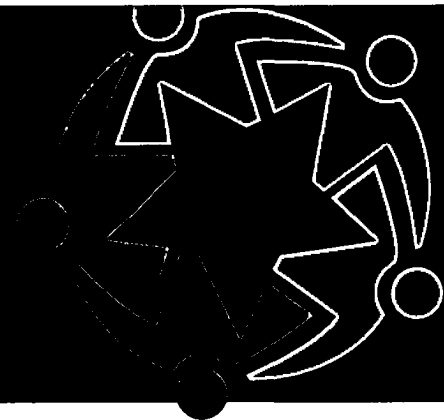
Teachers' Pension Scheme

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pension Scheme Regulations 2014. Membership is automatic for 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.

Page

Notes to the financial statements for the year ended 31 August 2023



28. Pension commitments (continued)

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 31 March 2016 TPS actuarial valuation results were implemented from 1 September 2019. The key elements of the valuation and subsequent consultation were:

- 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 latest actuarial TPS valuation results, as at 31 March 2020, were released in October 2023. The revised employer contribution rate, arising from this valuation, is due to be implemented from 1 April 2024.

The employer's pension costs paid to TPS in the year amounted to £6,125,000 (2022 - £5,463,000).

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>).

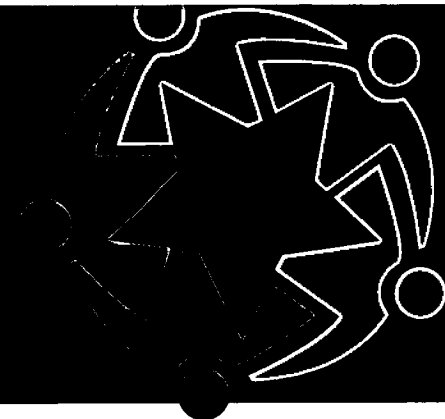
Under the definitions set out in FRS 102, the TPS is an unfunded multi-employer pension scheme. The Partnership has accounted for its contributions to the scheme as if it were a defined contribution scheme. The Partnership has set out above the information available on the scheme.

Local Government Pension Scheme

The LGPS is a funded defined benefit pension scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2023 was £3,944,000 (2022 - £3,144,000), of which employer's contributions totalled £3,200,000 (2022 - £2,454,000) and employees' contributions totalled £744,000 (2022 - £690,000). The agreed contribution rates for future years are 22.2 per cent for employers and 5.5 to 12.5 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 and on 21 July 2022, the Department for Education reaffirmed its commitment to the guarantee, with a parliamentary minute published on GOV.UK.

Notes to the financial statements for the year ended 31 August 2023



28. Pension commitments (continued)

Principal actuarial assumptions

	2023	2022
	%	%
Rate of increase in salaries	3.86	3.80
Rate of increase for pensions in payment/inflation	2.99	3.05
Discount rate for scheme liabilities	5.20	4.25

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

	2023 Years	2022 Years
Retiring today		
Males	19.9	21.4
Females	24.2	23.9
Retiring in 20 years		
Males	21.1	22.6
Females	25.5	25.7

Sensitivity analysis

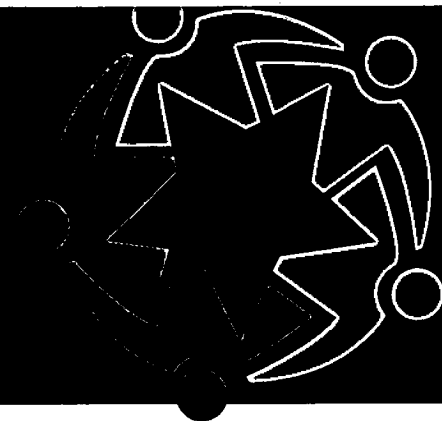
	2023 £000	2022 £000
Discount rate +0.1%	(942)	(1,073)
Discount rate -0.1%	942	1,073
Mortality assumption - 1 year increase	1,695	1,882
Mortality assumption - 1 year decrease	(1,695)	(1,882)
CPI rate +0.1%	859	929
CPI rate -0.1%	(859)	(929)

Share of scheme assets

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

	At 31 August 2023 £000	At 31 August 2022 £000
Equities	27,994	24,549
Corporate bonds	9,164	7,647
Cash and other liquid assets	3,463	3,144
Other	1,389	1,301
Total market value of assets	42,010	36,641

Notes to the financial statements for the year ended 31 August 2023



28. Pension commitments (continued)

The actual return on scheme assets was £2,107,000 (2022 - £(1,503,000)).

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

	2023 £000	2022 £000
Current service cost	3,192	(5,707)
Interest income	1,624	554
Interest cost	(2,066)	(1,220)
Total amount recognised in the Statement of financial activities	2,750	(6,373)

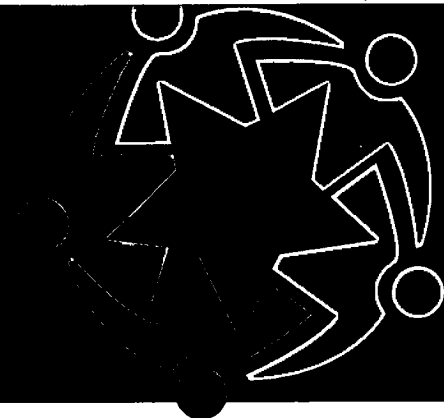
Changes in the present value of the defined benefit obligations were as follows:

	2023 £000	2022 £000
At 1 September	47,043	61,779
Conversion of academy trusts	-	14,175
Interest cost	2,066	1,220
Employee contributions	744	690
Actuarial gains	(9,987)	(36,167)
Benefits paid	(683)	(361)
Current service cost	3,192	5,707
At 31 August	42,375	47,043

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

	2023 £000	2022 £000
At 1 September	36,641	27,334
Conversion of academy trusts	-	7,577
Interest income	1,624	554
Actuarial gains/(losses)	483	(1,607)
Employer contributions	3,200	2,454
Employee contributions	744	690
Benefits paid	(683)	(361)
At 31 August	42,009	36,641

Notes to the financial statements for the year ended 31 August 2023



29. Operating lease commitments

At 31 August 2023 the Partnership had commitments to make future minimum lease payments under non-cancellable operating leases as follows:

	2023 £000	2022 £000
Land and buildings		
Not later than 1 year	1,344	1,202
Later than 1 year and not later than 5 years	7,178	6,412
Later than 5 years	32,586	35,467
	<u>41,108</u>	<u>43,081</u>

The commitment under land and buildings represents the total amount payable under the BSF / PFI contracts that the partnership is subject to.

	2023 £000	2022 £000
Other		
Not later than 1 year	5	34
Later than 1 year and not later than 5 years	5	9
	<u>10</u>	<u>43</u>

30. 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.

31. Related party transactions

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

32. Post balance sheet events

On 1 September 2023, the Partnership opened a new free school in Lichfield called Anna Seward Primary School.

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The Arthur Terry Learning Partnership, a charitable company limited by guarantee, registered in England and Wales, company number 07730920. Registered office: The Arthur Terry School, Killoe Road, Four Oaks, Sutton Coldfield, West Midlands, B74 4RZ
CEO: Richard Gill OBE NPQH, NLE, FRSA

Version 1



Arthur Terry
Teaching School Hub
North Birmingham

Arthur Terry



THE COLESHILL SCHOOL



John Willmott School



Aspire Believe Achieve

West Coventry



Academy



Cotton Green Primary School



FOUR OAKS



Mere Green
PRIMARY SCHOOL



Believe to achieve



Running into School : Reaching into Life



Arthur Terry Learning Partnership

Together we are stronger