

**Report of the Trustees and
Financial Statements for the Year Ended 31st August 2016
for
The Rutland Learning Trust**

Hardings
Chartered Accountants & Statutory Auditor
6 Marsh Parade
Newcastle-under-Lyme
Staffordshire
ST5 1DU

TUESDAY



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COMPANIES HOUSE

The Rutland Learning Trust

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The Rutland Learning Trust

Reference and Administrative Details for the Year Ended 31st August 2016

Members

D Evans (until 27th May 2016)
E Burrows (from 27th May 2016)
Mrs A Martin (appointed by Peterborough Diocese Church Schools Trust)
Rev A D Rayment (appointed by Peterborough Diocese Church Schools Trust)
Peterborough Diocese Church Schools Trust

Trustees

Robert Gooding (Executive Head and Accounting Officer)
David Evans
Alexandra Martin (resigned 17th March 2016)
Emma Studdert-Kennedy (resigned 17th March 2016)
Catherine Drury (resigned 17th March 2016)
Tracey Bedford (resigned 17th March 2016)
Stuart Fry
Chris Barrett (resigned 17th March 2016)
Chris Young (resigned 17th March 2016)
Antonia Scott (resigned 17th March 2016)
Zar Sheikh (chairman) (resigned 5th September 2016)
Karen Greenwood (resigned 17th March 2016)
Pete Wilson (resigned 17th March 2016)
Kate Bates (staff trustee) (resigned 17th March 2016)
Meg Lucas (staff trustee) (resigned 17th March 2016)
Sarah Lyons (staff trustee) (resigned 17th March 2016)
Glenn Fraser (staff Trustee) (resigned 17th March 2016)
Kirsty Gaul (appointed 15th October 2015, resigned 17th March 2016)
Richard Bingham (appointed 15th October 2015, resigned 17th March 2016)
Wayne Faulconbridge (appointed 15th October 2015, resigned 17th March 2016)
Nicola Eastwood (appointed 17th March 2016)
Susan Hickey (appointed 12th July 2016)
Adrienne Holland (appointed 17th March 2016)
Nicholas Horrigan (appointed 17th March 2016)
Julia Seary (appointed 17th March 2016)
Gareth Williams (chairman) (appointed 17th April 2016)

Senior Management Team

Executive Head
Head of School
Head of School
Head of School
Chief Finance Officer

Robert Gooding
Meg Lucas
Sarah Lyons
Glenn Fraser
Graham Kirby

Company Name

The Rutland Learning Trust

Registered Office

Whissendine Church of England Primary
Main Street
Whissendine
Oakham
Rutland
LE15 7ET

The Rutland Learning Trust

**Reference and Administrative Details
for the Year Ended 31st August 2016**

Registered Company Number	09199785 (England and Wales)
Independent Auditors	Hardings Chartered Accountants & Statutory Auditor 6 Marsh Parade Newcastle-under-Lyme Staffordshire ST5 1DU
Bankers	Lloyds 65 High Street Stamford Lincolnshire PE9 2AT

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2016

The Trustees who are also directors of the multi-academy trust for the purposes of the Companies Act 2006, present their annual report together with the audited financial statements of the academy trust for the period from 1 September 2015 to 31 August 2016. The annual report serves the purposes of both a trustees' report, and a directors' report including a strategic report under company law. The Trustees have adopted the provisions of the Statement of Recommended Practice (SORP) 'Accounting and Reporting by Charities' issued in March 2015 and the Academies Accounts Direction issued by the Education Funding Agency.

The principal object and activity of the charitable company is the operation of The Rutland Learning Trust to provide education for pupils of different abilities between the ages of 4 and 11. In accordance with the Articles of Association the charitable company has adopted a "Scheme of Government" approved by the Secretary of State for Education. The Scheme of Government specifies, amongst other things, the basis for admitting pupils to the Academy and that the curriculum should comply with the substance of the national curriculum.

Structure, Governance and Management

The multi-academy trust is a company limited by guarantee and an exempt charity with no share capital (registration no. 09199785) and is comprised of Ketton CE Primary School, St Nicholas CE Primary School and Whissendine CE Primary School. The Multi-Academy Trust's Memorandum and Articles of Association are the primary governing documents of the multi-academy trust.

The Trustees of The Rutland Learning Trust Ltd are also the Directors of the Charitable Company for the purposes of company law. The Charitable Company is known as The Rutland Learning Trust.

Details of the Trustees who served throughout the year are included in the Reference and Administrative Details on page 1.

Members' liability

Each member of the Trust 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.

Governors' indemnities

The Academy has joined the DfE/EFA Risk Pooling Agreement, which includes Governor's liability indemnity insurance.

Recruitment and appointment of Members and Trustees

In the Rutland Learning Trust the majority of Members will be appointees or representatives from the Peterborough Diocese Church Schools Trust. Members of the Trust can be also be nominated by either the Secretary of State for Education, or the Academy Trust. The articles of association require the members of the trust to appoint up to twelve trustees to be responsible for the statutory and constitutional affairs of the charitable company and the management of the Academy. In the Rutland Learning Trust the majority of Trustees will be Foundation Governors.

Policies and procedures adopted for the induction and training of Trustees and Governors.

Governor and Trustee training

As a Trust we subscribe to Leicestershire Governor Development Service and the Peterborough Diocesan Support Service for the provision of governor training programmes.

Whilst appreciating that the role of governors and trustees is voluntary and requires a time commitment, equally the Trust recognises that good school governance is rooted in individuals who come together with a range of experience. As part of our governance structure we will require an annual skills audit and details of training that governors have attended to ensure that the skill mix is suitable for their important role in governing our schools.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2016

Key areas of training are:-

What is good governance – roles and responsibilities?

Safe recruitment for schools

Data – Raise online and the Data Dashboard

Strategic Planning

Self-Evaluation

Admissions

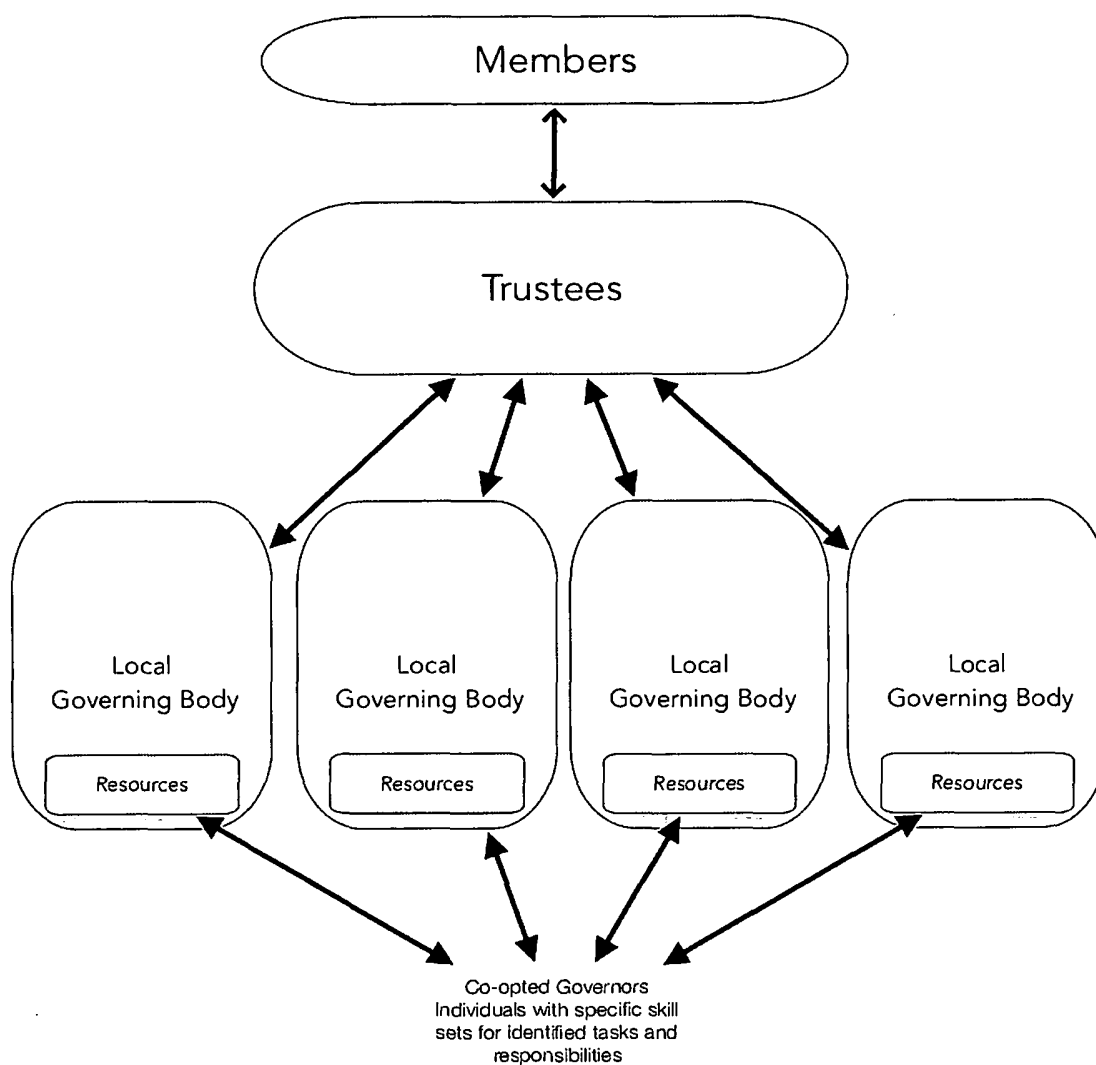
School finance

The training and induction provided for new Trustees will depend on their existing experience. Where necessary induction will provide specific training on roles and responsibilities of Trustees, church governance, charity and educational, legal and financial matters. A skills audit is completed to inform appropriate training requirements. All new Trustees will be given a tour of our schools and provided with access to copies of policies, procedures, minutes, accounts, budgets, plans and other strategic documents that they will need to undertake their role as Trustees. A full induction meeting with the CEO - Executive Head-teacher and Chair of Trustees is undertaken within the first six weeks of appointment – this includes discussing the terms of reference and scheme of delegation. Induction is then carried out informally and is bespoke to the individual.

The induction programme for all new Governors (LGB) is highlighted in the Governor Handbook.

1. An initial meeting with the Executive Head Teacher, Chair of Governors and Head of School/Head teacher: Composition of the Local Governing Body – names and areas of responsibilities, a brief overview of strategic intent, vision and aims, meet key staff members.
2. Complete key documentation e.g. DBS/Barred List check, Safeguarding Policy and any other declarations of pecuniary interests, complete governors' skills audit. Declaration of business interests form.
3. Briefing by Chair and Clerk to Governors on how your Local Governing Body (LGB) operates, its committees, proceedings and protocols at meetings.
4. Initial Diocese and Academy training: What it means to be a governor in a church school, roles and responsibilities of governors.
5. Identify further training needs.
6. Buddy with an experienced governor across the Trust.
7. Familiarisation with the previous OFSTED Report, previous Denominational Inspection Reports, minutes of most recent LGB meeting, SEF, Way Forward School Improvement Plan, Terms of Reference, Scheme of Delegation, Monitoring/Evaluation and meeting schedule.
8. Microsoft 365 login and passwords – policies and key documentation: OFSTED reports, Reports to Governors, Minutes of meetings, RAISE, Datadashboards,
9. Introduction to The Key and Guide to the Law for School Governors.
10. Meeting with Chair/Academy Finance Office if on the Resources Committee.

Committee Structure and Governor Responsibilities



The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2016

Individuals who sit on a Local Governing Bodies (LGB) are referred to as 'Local Governors'. This is because trustees can delegate governance functions to the local level. The continuous focus on Teaching and Learning and high standards requires local governors (particularly Chairs of Governors) to be able to interpret data and monitor performance expertly.

Membership

- Chair
 - Vice
 - Head teacher/Head of School
 - Staff member
 - At least 2 parents
 - At least 3 Foundation Governors
- (St Nicholas must maintain a Foundation Governor majority overall)

There are nominated Governors for each of these key areas of responsibility:

Area of Responsibility	School	Governor(s)
School Improvement: Outcomes - Standards and Progress	Whissendine: St Nicholas: Ketton:	Clare Rowbotham & Alex Martin Richard Bingham & Tracey Bedford Jo Ramsden & Chris Young
Safeguarding	Whissendine: St Nicholas: Ketton:	Helen Atkinson Tracey Bedford and Wayne Faulconbridge Antonia Scott
Inclusion	Whissendine: St Nicholas: Ketton:	Helen Atkinson Kirsty Gaul Antonia Scott
Teaching, Learning and Assessment Strategy	Whissendine: St Nicholas: Ketton:	Clare Rowbotham & Michelle Greening Richard Bingham & Kirsty Gaul Claire Hatton, Chris Barrett & Jo Ramsden
Culture and Christian Ethos	All	Foundation Governors
EYFS	Whissendine: St Nicholas: Ketton:	Emma Studdert-Kennedy Richard Bingham & Kirsty Gaul David Knowles
Behaviour and Welfare	Whissendine & Ketton: St Nicholas:	Foundation Governors Anna Sawyer
Admissions	Whissendine: St Nicholas: Ketton:	Meg Lucas & Phillipa Andrews Peter Wilson & Kate Bates Glenn Fraser, Chris Young and Karen Greenwood
Communications	Whissendine: St Nicholas: Ketton:	Michelle Greening Richard Bingham & Anna Sawyer Antonia Scott
Appraisal – pay recommendations	All	Chair and Vice Chair
RESOURCES: Personnel, Finance, Premises, Health and Safety	Whissendine: St Nicholas: Ketton:	Alex Martin, Meg Lucas, Colin Miles, Nicole Topham, John Rawlings & Kate Bates Catherine Drury, Sarah Lyons, Kate Bates, Sarah Day, Wayne Faulconbridge All governors

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2016

Governors are also responsible for monitoring and evaluating specific sections of the 'Way Forward – School Development Plan'.

Way Forward Action Plans	School	Governor(s)
Governance	All	Chair & Vice Chair
Teaching and Learning	Whissendine: St Nicholas: Ketton:	Clare Rowbotham & Michelle Greening Richard Bingham & Kirsty Gaul Claire Hatton, Chris Barrett & Jo Ramsden
EYFS	Whissendine: St Nicholas: Ketton:	Emma Studdert-Kennedy Richard Bingham & Kirsty Gaul David Knowles
Middle Leadership	All	Chair & Head teacher
Working with families	St Nicholas: Whissendine: Ketton:	Richard Bingham & Anna Sawyer Michelle Greening
Inclusion	Whissendine: St Nicholas: Ketton:	Helen Atkinson Kirsty Gaul Antonia Scott
IT	Whissendine: St Nicholas: Ketton:	Michelle Greening Richard Bingham & Anna Sawyer Antonia Scott
Section 48 Ethos	Whissendine & Ketton: St Nicholas:	All Foundation Governors Revd. Marcus Purnell
English	Whissendine: St Nicholas: Ketton:	John Rawlings Tracey Bedford
Maths	Whissendine: St Nicholas: Ketton:	Alex Martin Pete Wilson
Pupil Premium Champion	Whissendine: St Nicholas: Ketton:	Colin Miles Catherine Drury
Sports Premium Champion	Whissendine: St Nicholas: Ketton:	Wayne Faulconbridge

The LGB consider:

- The Head of School Report – self-evaluation against current OFSTED criteria
- Impact of key actions undertaken from the Way Forward School Development Plan
- Monitoring activities undertaken by the school and Governors
- Local and contextualised issues
- Resource Committee minutes
- Recommendations for the Trust Board

The Resources Committee meets at least 4 times a year to consider:

Health and Safety, Finance, Personnel, Premises.

Please refer to the Resources Committee – Terms of Reference.

Draft agendas are set out in the 'Monitoring Schedule'.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2016

Documents forwarded to the Trustees for their consideration include:

- Head of School report – self-evaluation against OFSTED criteria
- Impact statement – progress towards priorities in the Way Forward School Development Plan
- Minutes of Local Governing Body
- Minutes of RESOURCES Committee
- SEF SUMMARY at the end of each academic year to inform new Way Forward School Development Plan
- Recommendations of the LGB

Arrangements for setting pay and remuneration of key management personnel

Please refer to the 2015 Pay Policy as published on the schools' websites. The following are extracts from this document.

Determination of Leadership Group salaries:

- Group of the School;
- Individual Head Teacher Range (HTR);
- Salary ranges for other members of the leadership group.

For the purposes of determining the group of the school by which the HTR for the Head teacher/Head of School is identified, the Finance Committee - Pay Body will re-calculate annually the appropriate unit total of the school.

The Finance Committee - Pay Body will assign the school to the appropriate Head Teacher Group (HTG) whenever a new Head teacher is to be appointed and on such occasions as the LGB sees fit.

The Head teacher/Head of School may make representations to the Review Committee to consider assigning the school to a new HTG. The school must be assigned to its appropriate group not more than three years after the school was last assigned to a Head teacher group.

If the Finance Committee - Pay Body sees fit to change the group of the school having re-calculated the unit total of the school in accordance with the STPC Document and the school is entitled to be in a HTG, the Pay Body will identify a HTR which will ensure that the minimum of the HTR is not below the minimum of the salary range for the HTG.

When a new Head teacher is appointed, the Finance Committee - Pay Body in accordance with the STPC Document, will re-determine an HTR on which the Head teacher's salary will be paid, according to the size and circumstances of the school. The HTR of the school shall be a range of consecutive salary points selected by the Pay Body within the HTG range for the school.

The Recruitment Selection Committee, set up to appoint a new Head teacher, shall determine the salary point on the ISR (Head teacher Range) to be paid. The selection committee will ensure that there is room for salary progression to be determined by subsequent performance. The Recruitment Selection Committee shall have regard to advice available from persons engaged by the Finance Committee - Pay Body.

In the event that the Finance Committee - Pay Body agrees to the school's Head teacher also being made the Head teacher of another school on a permanent basis, the Head teacher's salary will reviewed in accordance with STPC Document 2015 (paragraph 6.6). Where such a decision is made then the Finance Committee - Pay Body will also review the salary ranges of any other teachers affected by the arrangement by increased responsibilities.

The salary ranges for a Head of School, Deputy or Assistant Head teacher shall be determined with reference to the school's HTR as defined by the STPC Document.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2016

Annual Review of Executive Head Teacher/ Head teacher's salary

At the beginning of each academic year, or at any such time as the Finance Committee - Pay Body, in consultation with the Head teacher may decide, the Appraisal Review governors will agree with the Head teacher, or, in the absence of agreement, set performance objectives together with performance indicators/measures appropriate to each objective. The performance objectives will reflect priorities identified in the school's development plan.

An external adviser appointed by the school will support the Appraisal Review Trustees/Governors and Executive Head teacher in carrying out the annual performance review of the Executive Head teacher/Head of School. The performance review and review statement will be conducted in accordance with the Appraisal policy.

In the autumn term of each year, the Trustees/Governors will receive recommendations from the Appraisal Review team about the salary of the Executive Head teacher/ Head teacher / Head of School. The recommendation shall reflect the Appraisal Review Trustees/Governors' views based on the outcomes of the annual performance review and the Chair of Trustees/Governors view of the Head teacher's overall performance during the year. Any recommendation for movement up the HTR, on which the Head teacher is currently paid, will identify the recommended number of progressed points proposed. The Head teacher will be advised of the proposed recommendation and may make a written response to the recommendation.

The recommendation for the Head teacher will be made in a written statement to the Review Committee, giving reasons for the recommendation and the level of salary that it is recommended should be paid from 1st September. This will either be at the current point on the HTR or point(s) higher, subject to the maximum of the HTR, or any additional payments as identified in the STPC Document 2015, paragraph 10.

The Review Committee will consider the recommendation together with any written response from the Head teacher to the recommendation and make its decision known to the Head teacher in writing on the salary assessment form by 31st December at the latest, to be backdated to 1st September.

Determination of Discretionary payments to Executive Head teachers, Head teachers or Head of Schools.

The Pay Body may decide to pay additional payments to the Head teacher in accordance with paragraphs 10 of the STPC Document 2015. Where a decision is made to increase the Head teacher's salary beyond the maximum of the appropriate HTG determined, the total sum of all payments made to the Head teacher will not exceed 25 per cent of the maximum of the HTG, except in exceptional circumstances. Acting allowances for an acting Head teacher, Head of School, acting Deputy Head teacher, acting Assistant Head teacher or a teacher acting up in a TLR post. In the prolonged absence of the Head teacher, Head of School, a Deputy Head teacher, an Assistant Head teacher or a TLR post holder, the Finance Committee - Pay Body may appoint a teacher to act up during the absence of the post holder.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2016

Related parties and other connected charities and organisations.

The Rutland Learning Trust (RLT) was formed in October 2014 and is a Multi Academy Trust (MAT). It currently comprises of three schools:

- Ketton CE Primary School
- St Nicholas CE Primary School
- Whissendine CE Primary School

A fourth school, Langham CE Primary School, is currently affiliated with the MAT through a Memorandum of Understanding. This is a formalised collaborative partnership. A formal consultation to join our MAT has been instigated. The RLT was approached by the DfE, Local Authority, Diocese and Langham Governors to work with the school from September 2015 due to:

- Weak Leadership and Governance
- Declining standards
- Inconsistent teaching
- Poor curriculum offer and provision

Impact: **“The executive head teacher and head of school have made an immediate difference to the school. Their actions are improving the school rapidly.”** October 2015 OFSTED

Local Authority monitoring visit 18th March 2016

“Leadership at all levels has continued to drive improvement and all leaders are ambitious for further improvement in achievement and teaching. The Executive Head teacher and Head of School have worked relentlessly to drive through the necessary changes. They motivate the staff, who welcome and contribute to the changes that are now bringing about rapid improvement.”

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2016

Objectives and Activities

The Rutland Learning Trust

Providing outstanding education for all pupils – today and tomorrow!

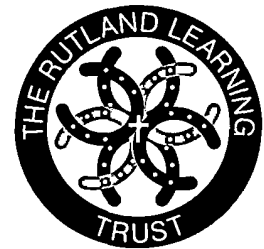
World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.

By

Working Together

Sustaining Excellence

Transforming Learning



By ‘Working Together to Sustain Excellence and Transform Learning’

we believe that we can improve outcomes for all children – today and tomorrow.

By working in this way we know that every child will be valued, cared for and have the very best chance to excel and achieve their potential.

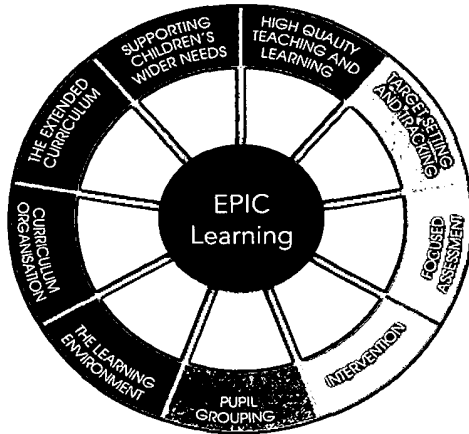
We seek high levels of attainment and achievement across a broad, creative and inspirational curriculum. Memorable learning experiences are at the heart of all we do. Every child deserves to be successful and our role is to help them blossom and believe everything is possible!

The Rutland Learning Trust aims to...

- Promote real, genuine and planned collaboration - Working Together.
- Sustain Excellence - raise standards of achievement for all pupils.
- Transform Learning - provide world-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.
- Provide a broad, balanced and inspirational curriculum for all children.
- Produce independent thinkers and learners who are ready for 21st Century Learning:
Resilient, Responsible, Resourceful, Risk Taking, Reflective and Respectful learners.
- Develop confident, creative, self-assured, collaborative pupils who love to learn, to contribute and to achieve.
- Encourage pupils to be inquisitive and passionate about their learning.
- Cultivate a desire within our children to protect and care for the environment and contribute positively to the local community of which they are members.
- Encourage all pupils to grow in stature, confidence and self-esteem through encouragement, reward and recognition.
- Provide a wide range of extra-curricular and enrichment activities to enhance and deepen skills.
- Foster a healthy competitive attitude, a desire to be successful, a commitment to fair play and to appreciate and enjoy the pleasure of taking part.
- Ensure all children reach their full potential by providing relevant and challenging technological educational experiences.
- Strengthen partnerships with families so that they feel fully involved in their child's education.
- Teach the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs – reinforced through our Christian values.

Our ethos and vision is underpinned by a strong commitment to
Personalised Learning – we call this EPIC or NICE LEARNING.

What is EPIC or NICE Learning?



EPIC Learning

Enjoy – make Progress - Include – be Creative!



New Learning - Inclusive learning - Creative Learning - Enjoyable Learning

EPIC or NICE Learning is our promise to children and their families.

It is also a vehicle for sustainable whole school improvement - creating a self-evaluating, reflective system. EPIC or NICE Learning puts our vision of personalisation into practice.

EPIC or NICE Learning is all about putting our children first!

- It means shaping teaching around the way different children learn.
- It means taking the care to nurture the unique talents of every pupil.
- It means developing the intrinsic motivation of succeeding; pupils working at the very edge of their ability - the struggle, the challenge and the love of learning.
- It means making sure our teaching and learning is the best it can possibly be.
- It means that we remove barriers to learning, and help children get better at getting better!

Our personalised curriculum aims to enable all pupils to become... EPIC or NICE Learners!

- Successful learners, *who enjoy their learning, make great progress and achieve well;*
- Confident, creative individuals, who are able to live safe, healthy and fulfilling lives;
- Active and responsible people, who do the right thing - in the right way!

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2016

How will we achieve our aims?

By...

- Working Together, Sustaining Excellence, Transforming Learning – communicating and inculcating a shared vision;
- Ensuring outstanding learning in order to support, excite and challenge all pupils in every aspect of the curriculum;
- Providing an engaging, relevant and inspiring learning environment;
- Involving children in their own learning; listening to children and learning from children;
- Consistently tracking, intervening and supporting individual children's learning;
- Removing barriers to learning;
- Promoting EPIC/NICE Learning skills in order to develop and enhance our 6Rs;
- Effective policy and practice in safeguarding and child protection;
- Working with and engaging parents and families in their children's learning;
- Working within the local community to support and sustain all learners;
- Establishing, extending and enhancing national and international learning;
- Experiencing and celebrating diversity and challenging injustice.

Christian Ethos:

Christian values and practice are at the heart of our shared life as Church of England Schools and they shape an enquiring and respectful approach to everything we do. We have strong, well-established links with our local churches that contribute regularly to our schools' programmes and we seek to learn about and from other faith-traditions in today's world.

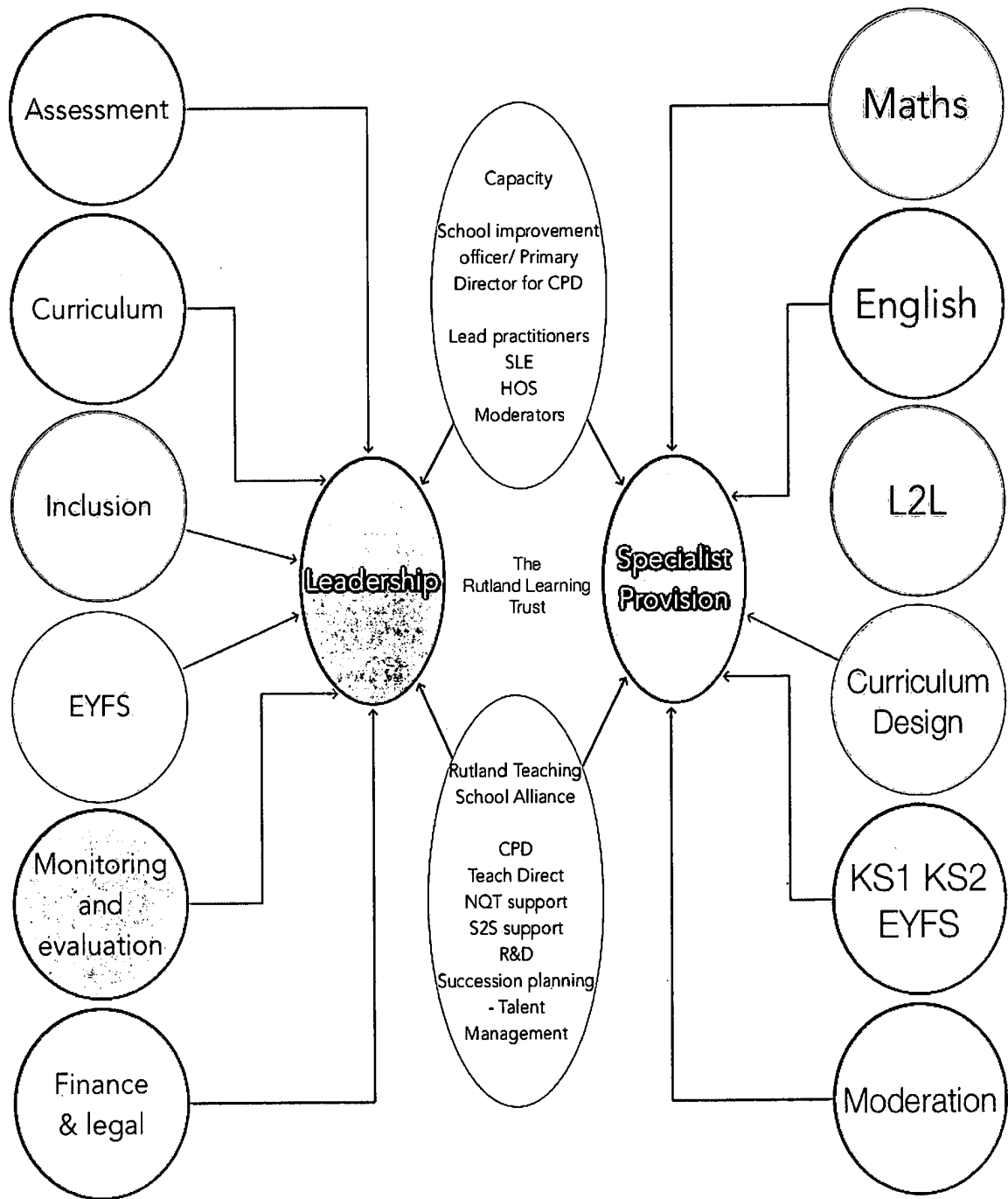
Christian Values:

**Joy, Kindness, Patience, Faithfulness, Unselfishness, Honesty, Tolerance,
Forgiveness, Loyalty, Trust, Empathy, Love**

Through our Christian commitment...

- We will provide a warm, caring and Christian atmosphere in which children feel happy and secure and therefore receptive to learning.
- Children will gain an understanding of the Christian faith and what it means to be part of the world wide Anglican family.
- We will promote the values of love, trust and forgiveness as shown to us through the teachings of Jesus.
- Children will develop a social, spiritual and emotional awareness through these teachings.
- Children will be taught to be sympathetic to the needs of others in society, to conduct their lives with honesty, pride and respect for all and to form valued and lasting relationships through experience of Christian teaching and practice.
- Children will receive a broad, balanced and inspirational education, including the exploration of faith questions that will provide the basis of a successful, informed life.

A shared vision



The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2016

Summary of key objectives and activities for our Multi-Academy Trust 2016/17

We will fine-tune practice and pedagogy to ensure consistently good and outstanding teaching and learning. The quality of teaching will be at least good in every class, every day, across each school.

100% of teaching will be good or better. A significant percentage of teaching will be outstanding!

Each school has identified specific areas of pedagogy to be prioritised next year in their SEF Summary documents.

We will ensure standards are consistently high - well above national and local averages at EYFS, KS1 and KS2. Data headlines from each school will be used to refine cohort and group intervention and identify specific targets for improvement.

In light of the changes to the end of Key Stage testing arrangements, we will review and strengthen our assessment policy. We will ensure all staff has a shared understanding of 'Mastery' and 'Working at greater depth' for both assessment and the planning of teaching sequences. Further moderation to ensure reliability and validity of judgements will be undertaken in each core area.

We will stretch and challenge all pupils whilst providing personalised support for those children with additional needs. We will increase the percentage of pupils exceeding the expected standard, in each Key Stage, in each school – including EYFS.

We will introduce a new approach to curriculum planning and pedagogy in maths.

We will establish 'Learning Teams' to review and evaluate the impact of our curriculum; coach, share, moderate and disseminate great practice.

We will use research to help refine our Pupil Premium and SEND Strategy so that the achievement across the curriculum of disadvantaged pupils, service pupils and those with special educational needs matches or is improving towards that of other pupils with the same starting points.

We will strengthen the roles and capability of middle leaders across our schools. This will promote succession planning, recruitment and talent management; and provide better support to the leadership teams and Head teachers.

We will continue to build Learning Character: READINESS, RESPONSIBILITY, RESILIENCE, RESPECT, RESOURCEFULNESS and REFLECTION to produce independent, creative thinkers who are better prepared for 21st Century Learning. By 2017 all pupils will be involved in independent learning / character projects – across key stage 2.

We will try to establish more meaningful and sustainable local, national and international links with multi faith schools to enable our pupils to better understand cultural difference (similarities) and diversity. This will be undertaken in partnership with the Diocese – Bespoke Project.

We will continue to strengthen Governance ensuring that they are highly visible, approachable and consistently hold the school leadership team to account. Each Local Governing Body will have 100% skills coverage at all times: education, H&S, personnel, business, community, church and parental representation. Robust financial management will be maintained.

We will further enhance our schools enrichment programme. All pupils will be involved in enrichment activities across the school or Trust. All KS2 pupils will have access to intra school competitions, festivals, programmes and activities across the Trust and county.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2016

We will ensure we are Safe and Healthy Schools: developing strategies to promote high attendance, mental health and well-being. A trained mental health/emotional first aider will be available for pupils and families at each school.

All parents will have access to a suite of family learning events: strengthening our ability to provide early intervention for pupils and families with emerging needs. All families will have daily broadcasts using social media to showcase learning in school and provide a purposeful home- school communication pathway.

Public benefit

The Trustees have considered the Charity Commission's guidance on public benefit. The key public benefit delivered by the Trust is the provision of high quality education for its pupils.

“Providing outstanding education for all pupils – today and tomorrow!

World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.

By
Working Together
Sustaining Excellence
Transforming Learning”

**Report of the Trustees
for the Year Ended 31st August 2016
Strategic Report**

Academy Achievement and Performance Review – Data Dashboards July 2016

	Ketton	St Nicholas	Whissendine
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Contextual Information

Head teacher/HOS	Mr G Fraser	Mrs S H Lyons	Mrs M Lucas
Number on roll	202	133	191
PAN	28	20	28
In year leavers	5	7	4
In year arrivals	8	11	6
% FSM	2.97	3%	4.7%
Pupil Premium (actual and %)	17 8%	25 19%	26 13.61%
Pupil Premium Funding	£14,880	£23,640	£30,000
Service Pupils (actual and %)	8 4%	29 22%	7 4%
% EAL		1.5%	1
SEND (ECH Plan) (actual and %)	2 1%	1 0.75%	3 1.5%
SEND – School Support	19 10%	18 14%	15 7.85%
% Attendance	97.2%	97.2%	97.5%
% Un-authorised absences	0.1%	0.4%	0.2%
Persistent absences	0	2	1
Exclusions (fixed and permanent)	0	0	0
Number of Governor monitoring visits	5	8	2

Safeguarding

Looked After Children	0	0	0
Previously Looked After	1	0	2
Child Protection Plan	0	0	3
CIN (actual and %)	2 1%	2 1.5%	4
Social Care/Family Intervention	4 2%	8	5

Health and Safety

RIDDOR	1	0	1
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Report of the Trustees
for the Year Ended 31st August 2016

Performance Data: OFSTED, Quality of Teaching, Finance Overview

	Ketton	St Nicholas	Whissendine
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OFSTED Category

Date of last inspection	March 2010	February 2013	May 2013
Overall effectiveness	1	2	1
Effectiveness of L&M	1	1	1
Quality of T&L	1	2	1
Personal development, behaviour and welfare	1	1	1
Outcomes for pupils	1	2:	1
EYFS	1 (2016) LA Review	1 (2016) LA Review	1 (2016) LA Review
SECTION 48 SIAMS	1 (May 2015)	1 (July 2016)	1

Staffing: Teacher Profile

Leadership	1	1	1
UPS: Post Threshold	4	2	5
Main Pay Scale	4	4	3
NQT	1	1	0
Cause for concern			

Quality of Teaching

% Outstanding	33%	40%	57%
% Good	97% good or better	93% good or better	100% good or better
% Requires Improvement	3%	7%	-
% Inadequate	-	-	-

**Report of the Trustees
for the Year Ended 31st August 2016**

Performance Data: EYFS, Year 1, End of Key Stage 1 – Year 2.

	Ketton	St Nicholas	Whissendine	National Picture
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Early Years Foundation Stage

Cohort size	30	19	27	
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Attainment On-entry v End of Year

Reading	AoE 16% EoY 90%	AoE 23% EoY 85%	AoE 41% EoY 96%	Emerging Priorities for EYFS Continue to stretch and challenge our higher attaining pupils.
Writing	AoE 16% EoY 90%	AoE 45% EoY 85%	AoE 4% EoY 81%	
Maths (number)	AoE 13% EoY 90%	AoE 50% EoY 90%	AoE 41% EoY 85%	
Maths SSM	AoE 13% EoY 90%	AoE 55% EoY 95%	AoE 41% EoY 92%	Increase the percentage of children exceeding the ELG
GOOD LEVEL of DEVELOPMENT	GLD 80%	GLD 81%	GLD 81%	GLD 69% (2016) GLD 61% (2015)

Year 1

Cohort size	29	19	24	
Phonic Screening Test % pass rate	100%	100%	100%	77%
Year 2 Phonic Screening Test Retakes % pass rates	100%	100%	100%	

End of KS1: Year 2 Teacher Assessments

Cohort size	27	21	29	
Reading % achieving the expected standard	78%	90%	79%	National 74% LA 81%
% working within the expected reading standard but at greater depth	33%	24%	41%	
Writing % achieving the expected standard	75%	71%	86%	National 66% LA 70%
% working within the expected writing standard but at greater depth	26%	14%	38%	
Maths % achieving the expected standard	81%	76% (90% in test)	86%	National 73% LA 79%
% working within the expected maths standard but at greater depth	30%	19%	34%	
Grammar, Punctuation and Spelling	Did not sit formal test	76%	Did not sit formal test	No data available

**Report of the Trustees
for the Year Ended 31st August 2016**

	Ketton	St Nicholas	Whissendine	National Picture
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End of KS2: Year 6 TESTS

Current cohort size	29	12	28	
Reading: % achieving the expected standard	79%	75%	70%	National 66% LA 70%
Above national average scaled scores	59%	67%	52%	
Reading: % exceeding 110+ High Score	34%	33%	15%	
Average scaled score	105	105	103	103
Maths: % achieving the expected standard	76%	83%	70%	National 70% LA 68%
Above national average scaled scores	66%	67%	33%	
Maths: % exceeding 110+ High Score	21%	33%	0%	
Average scaled score	105	105	100	
GPAS: % achieving the expected standard	79%	83%	78%	National 72% LA 75%
Above national average scaled scores	48%	75%	58%	
GPAS: % exceeding 110+ High Score	35%	17%	11%	
Average scaled scores	105	105	104	

Y6 Interim Teacher Assessment Framework

Reading % achieving the expected standard	93%	92%	78%	
% working within the expected reading standard but at greater depth				
Writing % achieving the expected standard	76%	83%	81%	National 74% LA 72%
% working within the expected writing standard but at greater depth	10%	25%	37%	
Maths % achieving the expected standard	86%	92%	70%	
% working within the expected maths standard but at greater depth				
Science % achieving the expected standard	93%	92%	89%	
KS2 Reading: Pupil Progress Measures	1.2	-1.3	-2.2	Floor - 5
KS2 Writing: Pupil Progress Measures	-2.8	-1.7	0.1	Floor - 7
KS2 Maths: Pupil Progress Measures	0.7	-1.3	-4.3	Floor - 5
% RWM achieving EXPECTED	66%	67%	59%	National 53% Floor 65%
% RWM achieving a HIGH SCORE	7%	17%	0%	National 5%

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2016

Floor standard

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet.

In 2016, a school will be above the floor if:

- at least 65% of pupils meet the expected standard in English reading,
English writing and mathematics; **or**
- the school achieves sufficient progress scores in **all three** subjects.
At least -5 in Reading and Maths, -7 in Writing.

To be above the floor, the school needs to meet either the attainment **or** all of the progress element.

The attainment element is a combined measure. This means an individual pupil needs to meet the 'expected standard' in English reading, English writing and mathematics, in order to be counted towards the attainment element.

Vision	<div><div>The Rutland Learning Trust</div><div>Strategic Overview</div></div> <div>Providing outstanding education for all pupils – today and tomorrow!</div> <div>World class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.</div>					
Aims	Working Together <i>(Real, genuine and planned collaboration)</i>		Sustaining Excellence <i>(Raising standards of achievement)</i>		Transforming Learning <i>(Improving the quality of teaching and learning, curriculum and use of assessment)</i>	
Delivery priorities	Ensure The Rutland Teaching School Alliance provides effective school improvement	Ensure flexible staffing structures across the Trust to build capacity and deliver high quality school improvement	Ensure effective talent management and succession planning	Refine our Pupil Premium Strategy	Ensure high quality teaching	Build character and the 6Rs
	Strengthen Governance	Promote strategic growth of the Trust	Raise standards of achievement		Enhance our Trust enrichment programme	Strengthen the whole-school learning environment
	Support our families	Sustain and enhance our relationship with the Diocese, local churches and local community	Enhance learning using emerging technologies (at home and at school)	Stretch and challenge pupils of all abilities	Improve our approach to curriculum planning, assessment and reporting: Planning and Assessment	Creating a centre of excellence at each school
Financial Aims	Value for Money					
Critical Success Factors	Demand <i>Pupils numbers, reputation and credibility</i>	Growth <i>10 – 12 schools over three years</i>	Effectiveness	Sustainability Funding <i>National funding formula, sponsorship, grants</i>	Effective resource management <i>Staffing, central services, procurement</i>	
Values	The Rutland Learning Trust promotes high achievement and learning for life through our commitment to NICE/EPIC LEARNING. Alongside our Christian and British values, vision and ethos, this underpins everything we do.					

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2016

Strategic Intent

Providing outstanding education for all pupils – today and tomorrow

World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.
By:

Working Together

(Real, genuine and planned collaboration)

Sustaining Excellence

(Raising standards of achievement)

Transforming Learning

(Improving the quality of teaching and learning, curriculum and use of assessment)

Working Together <i>(Real, genuine and planned collaboration)</i>	2016 Actions/Impact	2017 Next Steps	2017-18
<p>Ensure The Rutland Teaching School Alliance provides effective:</p> <ol style="list-style-type: none"> 1. School-led initial teacher training 2. NQT support 3. High quality professional development opportunities 4. School to school support 5. Deployment of Specialist Leaders of Education 6. Research and development that impacts on pupil outcomes: Action Research 	<p>Successful application for National Leader in Education and National Support School.</p> <p>Sponsor status achieved.</p> <p>The Rutland Teaching School Alliance is making good progress as evidenced against key performance indicators in the BIG 6: Please refer to the RTSA Transformation Plan for more specific details</p> <p>The RTSA is a member of EMSTA (East Midlands Teaching School Alliance - strategic group and support network). This enables the RLT/RTSA to have a more strategic voice for Rutland – system leadership; developing a school lead system.</p> <p>Developing partnerships with other local schools and Teaching Schools contribute to, and develop, the alliance's capacity to offer school improvement work.</p>	<p>Appoint CPD Director (Primary) for 2 days per week</p> <p>Review impact of the Rutland Teaching School Alliance using the quality assurance framework. Good progress is evidenced against key performance indicators in the BIG 6 and outlined in the Transformation Plan.</p> <p>Mini-region maturity action plan is created and shared with all RTSA Trustees.</p> <ol style="list-style-type: none"> 1. SCITT bid in collaboration with NTU 2. Explore opportunities to be aligned with an University Technical College (UTC) 3. Ensure all Appropriate Body work continues to meet statutory requirements and reflects best practice. 4. NQT training events are well attended and evaluations are high. 5. CPD Training focuses on agreed Local Authority and school based strategic priorities and intelligence gathered from local networks of schools 6. Develop a shared protocol of how school to school support is brokered and deployed between the LA, NLEs, SLEs, and the RTSA. Develop PAY POLICY and protocols. 7. SLE/NLE appointments and deployment show high impact on school improvement. Review of the talent management and succession planning documentation to include NQT, NQT+1 and RQT. 8. Action research – create R&D programme in conjunction with NTU based on local intelligence. <p>Develop partnerships with other local schools and Teaching Schools to contribute to and develop the alliance's capacity to offer school improvement work. Review the</p>	

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2016

Working Together (Real, genuine and planned collaboration)	2016 Actions/Impact	2017 Next Steps	2017-18
<p>Strengthen Governance</p> <p>OFSTED Leadership and Management grade will be outstanding in all schools within 2 years of joining the Trust/ at first OFSTED Section 5 Inspection – whichever is the sooner</p> <p>100% skills coverage at all times: Education, legal, HR, business – as evidenced through an annual skills audit</p> <p>Robust financial parameters are maintained: All school maintaining: <75% total income on staffing, <23% of total income non-staffing costs, 2% surplus</p> <p>Self-evaluation and external reviews of Governance show all Governors understand their roles and responsibilities as Members, Trustees and Local Governors (as an Academy and Church school).</p>	<p>OFSTED Leadership and Management is graded as outstanding at each school (LA, Self-evaluation, Section 48 Inspection Reports and INSTEAD). Please also refer to SEF Summary Documentation for each school – LGB minutes.</p> <p>100% skills coverage at all times across the Trust: Education, legal, HR, business – as evidenced through the annual skills audit.</p> <p>Robust financial parameters has been maintained: <75% total income on staffing, 77% Ketton 75% St Nicholas 72% Whissendine</p> <p>Surplus 2.7% Ketton 1% St Nicholas 2% Whissendine Vision and strategic aims of the Trust reviewed and shared with LGBs.</p> <p>A delegated and accountability framework is fully established for each level of Governance: Members, Trustees and LGB.</p> <p>Through training and induction almost all Governors understand their roles and responsibilities as Members, Trustees and Local Governors (as an Academy and Church school). Governor responsibilities are informed by a skills audit and aligned to the strategic priorities of the school.</p> <p>Almost all Governors understand the rationale and implications (accountability process) of being part of a Multi-Academy Trust, National Support School and Sponsor Academy.</p> <p>Almost all Governors are aware of the main targets in the school's Way Forward Action Plan (School Improvement Plan).</p> <p>Almost all Governors have a good understanding of the steps required to secure the outcomes identified in the Way Forward School</p>	<p>structure of the RTSA Leadership and Governance.</p> <p>Develop training and conference facilities at Whissendine and Ketton</p> <p>Review the vision and strategic aims of the Trust and individual schools informed by self-evaluation, SWOT and PESTLE analysis.</p> <p>The Governor competency framework and external reviews ensure all Governors know and understand their roles and have a deep awareness of the vision, strategy, OFSTED accountability frameworks.</p> <p>Succession plan created for all LGB and Trustees in place by December 2016.</p> <p>Appoint Pupil Premium Champion to REVIEW Pupil Premium in each school.</p> <p>Invest in Business Intelligence software to provide interactive data dashboards: standards, finance and strategic planning</p> <p>Termly CoG meetings with Exec HT and CoT.</p> <p>Attend Executive HT/CEHT training events and system leadership networks.</p> <p>Develop a RLT Website (including mobile features) and intranet for the Trustees and each LGB.</p> <p>Full review of Central Services, value for money and group procurement. Policies and procedures incorporated into the RLT Financial Procedures Handbook.</p> <p>Investigate and evaluate National Framework for Procurement; Efficiency Metric (benchmarking exercise – Report Card to Trustees).</p> <p>Evaluate the effectiveness of Trustee Governance using The 10 Characteristics of Successful Multi Academy Trusts maturity matrix</p>	<p>Review the vision and strategic aims of the Trust</p> <p>Update the Trust financial aims and strategy</p> <p>External review of Governance for each LGB: Governor Competency Framework – self evaluation</p> <p>Review Scheme of Delegation, Terms of Reference and Decision Planner</p> <p>Leading Governors to offer peer support and challenge to colleagues in new Academies</p>

**Report of the Trustees
for the Year Ended 31st August 2016**

Working Together (Real, genuine and planned collaboration)	2016 Actions/Impact	2017 Next Steps	2017-18
<p>Support our families</p> <p>OFSTED Behaviour and Safety grade will be outstanding in all schools within 2 years of joining the Trust/ at first OFSTED Section 5 Inspection – whichever is the sooner.</p> <p>All parents have free access to a suite of family learning events: strengthening our ability to provide early intervention for pupils and families with emerging needs.</p> <p>We are Safe and Healthy schools: strategies are in place to promote high attendance (98%), mental health and well-being.</p> <p>Parental surveys and other monitoring activities indicate high levels of satisfaction and engagement with the schools: (90% of parents agree or agree strongly) Leadership and Management, Happiness, Quality of teaching, Curriculum offer and Behaviour</p>	<p>Improvement Plan, Self-Evaluation Summary and Leadership reports. Governors have a clear understanding of the strengths of the school, areas for improvement and key actions to be undertaken.</p> <p>LGB minutes and monitoring visits show that Governors are challenging school leaders about their actions and evidence of impact.</p> <p>Governors can confidently review and evaluate the impact of our Pupil Premium and Sports Funding strategy on pupil outcomes.</p> <p>Safeguarding procedures are fully embedded and are highly effective - Safeguarding audits updated as part of Governor monitoring visits and the school leadership report to LGB.</p> <p>OFSTED Behaviour and Safety is graded as outstanding at each school (LA, Self-evaluation, Section 48 Inspections, INSTEAD). Please also refer to SEF Summary Documentation for each school – LGB minutes.</p> <p>All parents have access to a suite of family learning events at each school.</p> <p>Families and parents are aware of our curriculum offer: What we teach, how we teach and how they can support their children at home. (Website, showcase events, newsletters, Social Media)</p> <p>Families are more involved in school life, in particular with projects that affect their children's progress.</p> <p>Parental surveys and other monitoring activities indicate high levels of satisfaction and engagement with the school: (90% of parents agree or agree strongly) - Effectiveness of communication is at least good in each school. - Standards and progress; refer to data dashboards - Pupil happiness is securely good with many outstanding aspects - Safety and behavior is outstanding - The Quality of teaching and learning – securely good with outstanding aspects - Quality of L&M is outstanding</p>	<p>Review our approaches to reporting to parents so that our families have clear and timely information on how well their children are progressing in relation to the standards expected. 'Chance to Share' (or similar) days will be planned regularly (at least three times) throughout the year to complement our usual Parent Consultation Evenings.</p> <p>All families will have daily broadcasts using social media to showcase learning in school and provide a purposeful home- school communication pathway.</p> <p>Appoint Lead Practitioner/Learning mentor to: -Create a suite of events to involve families in school life, in particular with projects that affect their children's progress; -Ensure parents are given guidance about how to support their child to improve -Provide clear and timely information on how well their child is progressing in relation to the standards expected – reports and publications.</p> <p>All schools to have at least one fully trained Emotional First Aider to: -Ensure we are Safe and Healthy schools: strategies are in place to promote mental health and well being</p>	<p>Lead SENDCo to champion inclusion across the Trust.</p> <p>Appoint Lead Practitioner/Pupil Premium Champion to evaluate PP strategy.</p> <p>Full review of school based interventions using the Teaching & Learning Toolkit Education Endowment Foundation</p> <p>Review impact of Language and literacy coordinator.</p>

The Rutland Learning Trust

**Report of the Trustees
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Working Together <i>(Real, genuine and planned collaboration)</i>	2016 Actions/Impact	2017 Next Steps	2017-18
<p>Ensure flexible staffing structures across the Trust build capacity and deliver high quality school improvement</p> <p>OFSTED leadership and Management grade will be outstanding in all schools within 2 years of joining the Trust/ at first OFSTED Section 5 inspection – whichever is the sooner</p> <p>- A School Improvement Team is established across the Trust to deliver high quality school improvement. -increase, in depth and scope, the range of leadership and teaching expertise across the Trust -Create a portfolio of school improvement specialists to provide S25 support - Ensure quality assurance systems are in place across all schools to monitor and evaluate performance</p>	<p>Successful application for National Leader in Education and National Support School</p> <p>Sponsor status achieved.</p> <p>OFSTED L&M is graded as outstanding at each school (LA, Self-evaluation, Section 48 inspections, INSTEAD). Please also refer to SEF Summary Documentation for each school – LGB minutes.</p> <p>We have increased, in depth and scope, the range of leadership and teaching expertise across the Trust (NLE, Leading teacher/SLE applications)</p> <p>A School Improvement Team: Executive HT, HT, NLE, SLE, Lead Practitioners to provide school improvement visits has been established.</p>	<p>-Strengthen our ability to provide early intervention for pupils and families with emerging needs.</p> <p>Language and literacy coordinator to support early speech development across the Trust. 10 days in each school.</p> <p>Curriculum offer review – to include explicit teaching of SEAL, 6Rs, Mindfulness (yoga trial) and Prevent.</p> <p>Establish Curriculum 'Learning Teams' to review and evaluate the impact of our new curriculum; coach, share and disseminate great practice. New curriculum published for all stakeholders October 2016.</p> <p>Recognise and celebrate pupil and family achievements through awards ceremony/evening, accreditation, recognition certificates and competitions.</p> <p>Review our Pupil Premium Offer – determine a shared strategy across the MAT</p> <p>Full review of school based interventions using the Teaching & Learning Toolkit Education Endowment Foundation</p> <p>Appoint CPD Director (Primary) for 2 days per week: Update CPD Succession Planning/ Talent Management documentation</p> <p>Director of Primary – GALLUP Strengths based coaching accreditation</p> <p>Create a portfolio of school improvement specialists to provide S25 support – Sponsor Capacity Fund application.</p> <p>Aspirant NLE, LLE training toolkit to support succession planning and system leadership.</p> <p>Identify potential aspirant NLEs</p> <p>Appoint Deputy CEO to provide support and challenge for schools</p>	<p>Review staff structure across the trust: identify specialist teachers for IT, maths, science and potential joint appointments to create a school improvement team and strengthen capacity/ LEAD PRACTITIONERS</p>

**Report of the Trustees
for the Year Ended 31st August 2016**

Working Together (Real, genuine and planned collaboration)	2016 Actions/Impact	2017 Next Steps	2017-18
<p>Promote strategic growth of the Trust</p> <p>Sustainable and progressive strategic growth in line with Governments funding strategy (10-12 schools / or over 1200 pupils by 2020: Up to 3 schools per year)</p> <p>-Ensure READINESS: Capacity and capability to raise outcomes; provide high quality school improvement and ensure financial sustainability</p> <p>(Only 1 school in an OFSTED category per year unless they have had a recent change in leadership and can demonstrate strong capacity to improve)</p>	<p>Quality assurance systems are in place across all schools to monitor and evaluate performance. Staffing structure across the trust have been reviewed: specialist teachers for PE/Sports, Music, Languages, Mindfulness have been appointed</p> <p>Successful application for National Leader in Education and National Support School.</p> <p>Sponsor status achieved.</p> <p>Langham CE Primary School working towards becoming part of the RLT in 2016. Currently working via a memorandum of understanding. Consultation to begin September 2016.</p> <p>"Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the last section 5 inspection in order to become a good school." OFSTED July 2015</p> <p>Reviewed protocol and methodology for growth and school improvement: Succession planning, financial strategic plan, due diligence documentation and risk management.</p> <p>RLT fully engaged in conversations with local schools re formalised collaboration and academisation.</p> <p>Introduced new financial management infrastructure: - Appoint Central Business Admin Support - Set up new finance management software - Establish central services provision - Establish group procurement operation</p> <p>Facilities management review: Appointed Lead Premises Officer</p>	<p>Review opportunities to employ specialist staff e.g. educational psychologist, SENCO across the Trust. Each school to have an SEN specialism e.g. dyslexia, Downs, Asperger's, Working memory, Early Language intervention etc.</p> <p>Increase portfolio of school improvement specialisms to provide S2S support, the range of leadership and teaching expertise across the Trust (Leading teacher/SLE appointments)</p> <p>Review impact of School Improvement Team: Report to Trustees and DfE RSC.</p> <p>Up to 3 additional schools to join RLT MAT. (Only 1 school in an OFSTED category per year unless they have had a recent change in leadership and can demonstrate strong capacity to improve).</p> <p>Langham CE Primary School to join RLT MAT</p> <p>RLT Website completed</p> <p>Due Diligence EXTON CE PRIMARY SCHOOL</p> <p>Application for DfE Capacity funding, to: -Provide IT infrastructure related to growing the trust, including data reporting and finance packages -Appoint/nurture leadership capacity across the Trust including business administrator and PA for Exec HT -Utilise educational experts - Appoint Trust Business Admin support across the RLT</p> <p>Suitability and condition survey for all schools to inform capital allocations and funding priorities</p> <p>Implement a new Financial Management system across the Trust. Centralised policy and procedures.</p>	<p>Up to 3 additional schools to join RLT MAT (Only 1 school in an OFSTED category per year unless they have had a recent change in leadership and can demonstrate strong capacity to improve).</p> <p>Explore opportunities for Free Schools: Centre of Excellence/Specialisms strategically and geographically positioned around the county</p> <p>External review of all support services</p>

The Rutland Learning Trust

**Report of the Trustees
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Working Together (Real, genuine and planned collaboration)	2016 Actions/Impact	2017 Next Steps	2017-18
<p>Sustain and enhance our relationship with the Diocese, local churches and local community</p> <p>SIAMS INSPECTION All areas will be graded as outstanding in each school within 2 years of joining the Trust/ at first SECTION 48 Inspection – whichever is the sooner.</p>	<p>All schools in our MAT have now achieved Outstanding in each area of the Section 48 SIAMS Denominational Inspection.</p> <p>St Nicholas – July 2016 Section 48 Inspection: Outstanding in all areas: -Overall Effectiveness: Outstanding - The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners - The impact of collective worship on the school community is outstanding - The effectiveness of the religious education is outstanding - The effectiveness of the leadership and management of the school as a church school is outstanding.</p>	<p>Fully develop group procurement strategy</p> <p>Review reserves policy</p> <p>Introduce investment policy</p> <p>Establish a central capital fund for small school projects that fall outside of the CIF funding streams.</p> <p>Utilise the Diocese SLA to support school improvement, quality assurance, governor support, CPD and bespoke projects.</p> <p>Establish a “working relationship” with the Diocese to support ‘hard to reach’ Rutland Schools and schools requiring significant support.</p> <p>Cultural difference and diversity projects across the Trust. In collaboration with the Diocese, establish sustainable learning partnerships and projects locally, nationally and internationally.</p>	<p>Utilise the Diocese SLA to support school improvement, quality assurance, governor support, CPD and bespoke projects</p>

Report of the Trustees
for the Year Ended 31st August 2016

Sustaining Excellence (Raising standards of achievement)	2015 - 16	2016-17	2017-18
<p>Raise standards of achievement</p> <p>Standards in achievement and attainment at all schools are consistently high; well above national and local averages at EYFS, KS1 and KS2</p> <p>From each different starting point, the proportions of pupils making and exceeding expected progress measures in English and in Mathematics are high compared to national figures.</p> <p>The percentage of pupils attaining the expected standard Reading, Writing and Mathematics combined are well above floor targets and national averages.</p>	<p>Please refer to the performance data above.</p> <p>EYFS: GLD and progress measure are very high compared to the National picture. Continued priority is to stretch and challenge our pupils so that a greater percentage exceed the ELG in identified areas and attain at least in line with 2015 EYFS LA averages.</p> <p>Year 1: 100% in each school achieved the expected standard in the phonics screening test.</p> <p>KS1: All schools high and above the National picture in each subject area.</p> <p>KS2: Reading/Writing and GPAS – all schools above the National Average. Whissendine in line with the National Picture for maths – Ketton and St Nicholas above.</p> <p>Progress Measure Ketton: Reading 1.2, Writing -2.8, Maths 0.7 St Nicholas: Reading -1.3, Writing -1.7, Maths -1.3 Whissendine: Reading 2.2, Writing 0.1, Maths -4.3</p>	<p>SCHOOL DATA TARGETS Ensure standards in achievement and attainment at all schools are consistently high; well above national and local averages at EYFS, KS1 and KS2.</p> <p>From each different starting point, the proportions of pupils making and exceeding expected progress in English and in Mathematics are high compared with national figures.</p> <p>The progress of disadvantaged, service or higher attaining pupils matches or is improving towards that of other pupils nationally.</p> <p>Full review of school based interventions using the Teaching & Learning Toolkit Education Endowment Foundation</p>	<p>SCHOOL DATA TARGETS Ensure standards in achievement and attainment at all schools are consistently high; well above national and local averages at EYFS, KS1 and KS2.</p> <p>From each different starting point, the proportions of pupils making and exceeding expected progress in English and in Mathematics are high compared with national figures.</p> <p>The progress of disadvantaged, service or higher attaining pupils matches or is improving towards that of other pupils nationally.</p> <p>Full review of school based interventions using the Teaching & Learning Toolkit Education Endowment Foundation</p>
<p>Stretch and Challenge</p> <p>Standards in achievement and attainment at all schools are consistently high; well above national and local averages at EYFS, KS1 and KS2.</p> <p>The percentage of pupils working at greater depth in each subject area is well above NA.</p> <p>66% of pupils will attain above average scaled scores in each subject area.</p> <p>- Stretch and challenge our most able pupils whilst providing personalised support for those children with additional needs -Routinely plan for mastery and</p>	<p>Please refer to the Performance Data above</p> <p>EYFS: GLD and progress measure very high compared to National picture. Continued priority is to stretch and challenge our pupils so that a greater percentage exceed the ELG in identified areas and attain at least in line with 2015 EYFS LA averages.</p> <p>KS1: All schools high and above the National picture in each subject area. % working within the expected reading standard but at greater depth</p>	<p>95% of children will achieve their individual targets – as indicated through cohort and individual tracking and scrutiny of PAGs.</p> <p>End of key stage achievement data shows that all HAPs are making good progress – in line or above their national counterparts.</p> <p>Cross Academy projects for our HAPs focus on developing Mastery and Deep learning: fluency, reasoning and problem solving – application of</p>	<p>95% of our HAPs pupils make at least nationally expected progress measures as outlined in the PAGs and Test Base assessment materials.</p> <p>95% of children will achieve their individual targets – as indicated through cohort and individual tracking and scrutiny of PAGs.</p> <p>End of key stage achievement data shows that all HAPs are making good progress – in line or above their national counterparts.</p>

**Report of the Trustees
for the Year Ended 31st August 2016**

Sustaining Excellence (Raising standards of achievement)	2015 - 16	2016-17	2017-18
depth	<p>Ketton: 33%, St Nicks: 24%, Whiss: 41%</p> <p>% working within the expected writing standard but at greater depth Ketton: 26%, St Nicks: 14%, Whiss: 38%</p> <p>% working within the expected maths standard but at greater depth Ketton: 30%, St Nicks: 19%, Whiss: 34%</p> <p>KS2</p> <p>Reading: % above the national average scaled scores Ketton: 59%, St Nicks: 67%, Whiss: 52% Attainment of scaled score 110+ Ketton: 33%, St Nicks: 33%, Whiss: 15%</p> <p>Writing % working at greater depth within the expected standard Ketton: 10 %, St Nicks: 33%, Whiss: 37%</p> <p>GPAS: % above the national average scaled scores Ketton: 48%, St Nicks: 75%, Whiss: 58% Attainment of scaled score 110+ Ketton: 35%, St Nicks: 17%, Whiss: 11%</p> <p>Maths: % above the national average scaled scores Ketton: 66%, St Nicks: 67%, Whiss: 33% Attainment of scaled score 110+ Ketton: 21% St Nicks: 33%, Whiss: 0</p>	<p>new skills and knowledge.</p> <p>Appoint Lead Practitioner to Stretch and Challenge our HAPs across the MAT – competitions and projects from Term 3.</p>	<p>Cross Academy projects for our HAPs focus on developing Mastery and Deep learning: fluency, reasoning and problem solving – application of new skills and knowledge.</p>
<p>Talent Management and Succession Planning</p> <p>80% of teachers pursuing career progression/development training route within the last three years</p>	<p>All teachers pursuing career progression/development training route within the last three years</p> <p>No posts are advertised twice</p> <p>100% retention of recently qualified teachers</p>	<p>Establish Curriculum 'Learning Teams' to review and evaluate the impact of our new curriculum; coach, share and disseminate great practice. New curriculum published for all stakeholders October 2016.</p>	<p>Appoint leading head teachers to offer peer support and challenge to colleagues.</p> <p>Bespoke RLT Programme for Aspirant Head-teachers/Leaders of Tomorrow – develop reflective leadership practice through strengths based coaching</p>

Report of the Trustees
for the Year Ended 31st August 2016

Sustaining Excellence (Raising standards of achievement)	2015 - 16	2016-17	2017-18
<p><5% of posts are advertised twice</p> <p>90% retention of recently qualified teachers</p> <p>80% retention of outstanding teachers</p> <p>Staff attendance >95% in all schools</p> <p>At least 80% of staff record high levels of well being</p> <p>Staff surveys and appraisal demonstrate high levels of engagement and satisfaction at school</p>	<p>90% retention of outstanding teachers</p> <p>1 teacher has left teaching</p> <p>Staff attendance >95% in all schools</p> <p>Identify and develop staff with high leadership potential: bespoke programme of support in place at each school.</p> <p>Appointed: Director of Teaching including CPD (Rutland Teaching School Alliance and RLT) for 2 days per week</p> <p>SLE applications/appointments TBC (Maths, English, EYFS, IT Assessment) SLEs focus on developing leadership capacity and school improvement</p> <p>Lead Premises officer appointed</p> <p>Middle Leaders lead by example and are more able to hold colleagues to account for the outcomes for all pupils. They are more able to:</p> <ul style="list-style-type: none"> - Make accurate judgements of the school's performance - standards. - Understand how well our pupils attain and achieve. - Track pupil progress from starting points, towards targets, within and beyond milestones. - Independently evaluate the quality of provision - our curriculum offer, the quality of teaching and impact of intervention. - Make accurate evaluations and identify specific improvement priorities within appropriate timeframes and cost - Demonstrate that they have improved pupil outcomes by mentoring and coaching staff. 	<p>Create and implement a talent management and succession planning CPD framework (based on the 2016 standards) in each school and across the Trust (align with the Rutland Teaching School and LA key priorities) to include targeted training opportunities for support staff and teaching assistants</p> <p>Extend the Director of Teaching appointment to include a school improvement/lead practitioner role: TEEP Facilitator/Trainer, coaching, mentoring, advising, training, planning, policy development, data analysis.</p> <p>Targeted CPD for identified individuals: NPQH, Aspirant Head-teacher Programme, NPQML, Pathways to leadership NCTL, SENCO Accreditation, Developing leaders for tomorrow, Coaching</p> <p>Create and implement RLT Leadership Induction Programme: as part of weekly/termly leadership meetings</p> <p>Utilise specialist support from other Heads of School/Head-teachers in the Trust. Allocate funds for training and accreditation.</p> <p>Improve standards in Maths, English, EYFS and IT by identifying, appointing and deploying leading teachers to support colleagues across the Trust (application process)</p>	<p>Improve standards in IT and Maths by appointing and deploying leading teachers.</p>

Report of the Trustees
for the Year Ended 31st August 2016

Sustaining Excellence (Raising standards of achievement)	2015 - 16	2016-17	2017-18
		<p>SLE appointment (English, EYFS, Curriculum, IT, Use of Assessment). SLE focus on developing leadership capacity</p> <p>OFSTED type training for all Head-teachers: Lesson observation, evaluation frameworks, QA for INSTEAD: reliability and validity of judgments</p> <p>Gallup – Strengths based coaching accreditation for Director of CPD</p> <p>Gallup Q12 Satisfaction surveys introduced to all members of the team during appraisal.</p> <p>Utilise the new CPD standards to identify and develop staff with high leadership potential</p> <p>Create and implement a bespoke talent management and succession planning CPD framework in each school and across the Trust to include targeted training opportunities for support staff and teaching assistants</p> <p>Establish SLE/NLE brokerage and deployment framework; linked to Strategic Action Planning and LA priorities</p>	

**Report of the Trustees
for the Year Ended 31st August 2016**

Sustaining Excellence <i>(Raising standards of achievement)</i>	2015 - 16	2016-17	2017-18
<p>Enhance learning using emerging technologies (at home and at school)</p> <p>Almost all pupils achieve the nationally expected – age related standard in IT – 30% will be working at a greater depth.</p> <p>All Year 5/6 pupils will complete the RLT Coding Award – or similar.</p> <p>All pupils will have full access to the school website and Microsoft 365 in lessons and at home: Word processing, presenting apps, email, document storage, blogs etc.</p> <p>All families will have daily broadcasts using social media to showcase learning in school and provide a purposeful home- school communication pathway.</p>	<p>Microsoft 365 Access for all staff and governors to improve communication and inculcate sharing best practice.</p> <p>St Nicholas and Governors have created a RLT Coding Award to be taught across KS2.</p> <p>All families have daily broadcasts using social media to showcase learning in school and provide a purposeful home- school communication pathway.</p>	<p>Microsoft 365 access – accounts and emails for all pupils.</p> <p>Reviewed curriculum offer to include: E-safety, Programming, Handling Data Multi-media, Technology in our lives. Audit of hard/software – aligned to new POS (PAG).</p> <p>All schools to undertake a full IT audit to inform a 3 year replacement, development and training programme.</p> <p>Each school to host extracurricular IT and homework clubs to support learning for disadvantaged and HAPs.</p> <p>All schools to review impact of social media– the daily broadcast to parents and families. Class Dolo/ Twitter etc.</p> <p>All Y5/6 pupils to complete the RLT Coding and IT Award.</p>	<p>Microsoft 365 access – accounts and emails for all pupils.</p> <p>Each school to have access to an IT Champion across the Trust (application process)</p> <p>All pupils across the Trust to have full access to IT equipment to support learning in school – new curriculum POS</p> <p>Each school to host extracurricular IT and homework clubs to support learning for disadvantaged and HAPs. All Y5/6 pupils to complete the RLT Coding and IT Award.</p>
<p>Refine our Pupil Premium/Inclusion Strategy</p> <p>In all schools the progress across the curriculum of disadvantaged pupils, service pupils, disabled pupils and those with special educational needs matches or is improving towards that of other pupils with the same starting points.</p> <p>Innovative and creative approaches to intervention facilitates good attendance (98%), emotional well-being, 100% access to extracurricular activities and inculcates high achievement.</p> <p>Bespoke and targeted support enables all disadvantaged children to make progress in line with their peer group.</p>	<p>Each school has a shared Pupil Premium Strategy and evaluation framework using research to inform best practice. Bespoke and targeted support enables our PPG children to make progress in line with their peer group. The attainment GAP in each school.</p> <p>Our Local Offer is published and held as an example of good practice.</p> <p>Provision maps in place for all Disadvantaged/SEND – please refer to the impact statements and data dashboards for each cohort for progress measures.</p> <p>Innovative and creative approaches to intervention facilitates good attendance (>97% in each school), emotional well-being of these pupils, 100% access to extra-curricular activities – before and after school.</p>	<p>Whole school reviews of Pupil Premium Strategy, Policy and Evaluation Framework.</p> <p>Bespoke and targeted support enables our PPG children to make progress in line with their peer group. The progress of disadvantaged or service pupils matches or is improving towards that of other pupils nationally. 90% of pupils make at least expected progress measures as outlined in the PAGs</p> <p>Innovative and creative provision ensures good attendance, emotional well-being, access to extra-curricular activities and improved achievement.</p>	

Report of the Trustees
for the Year Ended 31st August 2016

Sustaining Excellence (Raising standards of achievement)	2015 - 16	2016-17	2017-18
		All pupils have access to a trained Time to Talk – Learning Mentor.	
<p>High quality teaching – Curriculum and use of assessment</p> <p>The quality of teaching is at least good in each school. There is no inadequate teaching. 100% good or better.</p> <p>All schools to attain an OFSTED grading of 1 within two years of joining the Trust, at first Section 5 Inspection – whichever is soonest.</p> <p>The outstanding use of formative assessment; underpinned by a strong commitment to EPIC/NICE LEARNING, ensures the quality of teaching is at least good in each school.</p> <p>Ensure consistently high quality teaching and learning by:</p> <ol style="list-style-type: none"> 1. Embedding our NICE/EPIC Teaching and Learning Framework: Setting high expectations, which inspire, motivate and challenge all pupils. Fine-tune practice and pedagogy to re-affirm consistently good and outstanding teaching and learning 2. Promoting good progress and outcomes by pupils 3. Planning and teaching well-structured teaching sequences 4. Demonstrating good/outstanding subject knowledge 5. Making accurate and productive use of assessment to secure pupil progress. Adapting teaching to respond to the strengths and needs of all pupils. Assessing pupils' work accurately to identify next steps in learning. 	<p>Teacher Profiles show that all lessons (100%) are judged as securely good (over 30% outstanding in each school).</p> <p>OFSTED Grading for the quality of teaching Ketton 2, St Nicholas, 2 Whissendine 1. Teachers reinforce an expectation that all pupils are capable of achieving high standards. Teachers are beginning to plan and teach for mastery and depth – stretching and challenging all pupils. The quality of presentation in all books is at least good in each school.</p> <p>Our remodelled curriculum enables almost all pupils to achieve age related expectations across all subjects in our PAGs. Teachers use a range of questioning techniques. Monitoring shows teachers use precise questioning in class to test conceptual and procedural knowledge and assess pupils regularly to identify those requiring intervention so that almost all pupils keep up.</p> <p>Lesson observations show that questioning in maths is beginning to develop fluency, reasoning and mastery of key objectives for all pupils.</p> <p>Teachers provide pupils with incisive feedback to ensure visible, rapid progress and enable pupils to know how to improve their own learning (at the point of learning).</p> <p>Pupil interviews indicate that all pupils know what they do well, what they need to improve, and how to do it (targets are well embedded in most classes in each school).</p> <p>AfP strategies (including targets) are embedded in routine classroom practice in each setting.</p>	<p>QFT: High quality teaching <u>challenges all learners</u>, consistency of teaching & provision across the Trust. INSTEAD/QA strategies ensure the quality of teaching and learning is at least good with many examples of outstanding practice.</p> <p>Update EPIC /NICE Learning Framework based on latest research and best practice.</p> <p><u>Emerging trends for 2016:</u> - Closing the Gap with disadvantaged pupils -Stretch and challenge all pupils -Increase teacher/teaching assistant subject knowledge to fully develop their understanding of Mastery and Deep learning across all subjects. - Use teaching sequences to introduce subject content progressively and provide dedicated time to embed knowledge, understanding and skills securely – working independently and collaboratively across the curriculum. -Training of Teaching Assistants Fine-tune practice and pedagogy to re-affirm consistently outstanding teaching and learning: Way Forward Action Plan addresses recommendations and priorities identified in the SEF Summary and Leadership Reports to LGB.</p>	<p>QFT: High quality teaching <u>challenges all learners</u>, consistency of teaching & provision across the Trust. INSTEAD/QA strategies ensure the quality of teaching and learning is at least good with many examples of outstanding practice.</p> <p>Update EPIC /NICE Learning Framework based on latest research and best practice.</p> <p>Explore Teacher Exchange Programme – evaluate and extend.</p>

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2016

Sustaining Excellence (Raising standards of achievement)	2015 - 16	2016-17	2017-18
<p>6. Introducing The Professional Standards for Teaching Assistants: Personal and professional conduct Knowledge and understanding Teaching and learning Working with others</p>		<p>Refine assessment strategy: Web-based PAGs and Management tracking system - moderation across school, Trust and Academy.</p> <p>Embed our learning to learn curriculum further: EPIC/NICEC 6Rs, independence, collaboration and growth mindset (metacognition).</p> <p>Continue to develop the role of middle leaders to secure better outcomes for pupils.</p> <p>Explore Teacher Exchange Programme.</p>	
<p>Enhance our Trust enrichment programme</p> <p>All pupils are involved in enrichment activities across the school/Trust.</p> <p>All pupils have access to intra/inter school competitions and activities across the Trust and county.</p>	<p>All KS1 and KS2 pupils have been involved in enrichment activities.</p> <p>All KS2 pupils have access to intra school competitions and activities across the Trust e.g. Math academies, Writing academies and a calendar of competitive and non-competitive sporting events</p> <p>All upper KS2 pupils took part in the first RLT Musical Festival – extremely positive feedback from Governors, staff and pupils.</p> <p>Character Grant Application £100K</p>	<p>As part of our EPIC/NICE Learning entitlement, enhance our enrichment programme across each school – new activities, visits, visitors and staff.</p> <p>Determine a shared Sports Premium Strategy in align with RCC school sports partnership or RTSA Sports Offer.</p> <p>Determine a joint Inclusion Local Offer</p> <p>RLT intra school competitions and activities: Math academies, Writing academies, Creative Arts, Go MAD shared school councils and a varied calendar of competitive and non-competitive sporting events: Reading/Writing/Spelling/Enterprise competitions (PPG and HAPs)</p> <p>RLT Music Festival and Talent Show</p> <p>RLT Artist in Residence</p> <p>Instigate an annual RLT celebration/awards evening.</p> <p>Peer tutoring established across RLT. Investigate GALLUP accreditation.</p> <p>Introduce RLT Independent Learning Award/Dare Award: Awards Ceremony</p>	

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2016

Going Concern

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

Financial review

Reserves

The Trust holds reserves to ensure it can continue to operate and meet its objectives throughout the year.

When considering an appropriate level of reserves, the trustees consider:

- Future Plans
- Uncertainty
- Funds Management
- Context

Given our context our level of reserves will be low at the early stages of our growth in order to maintain the required level of outcomes in teaching and learning.

The Rutland Learning Trust has decided that the reserves level for the financial year 2016/17 will be £70,000 based on analysis of the points above. The level of reserve will be reviewed and set on an annual basis as part of the budget setting plan. Over the next three years in line with the Trusts growth plan the level of reserves is planned to increase as the benefits of economies of scale and efficiencies savings are realised.

The level of reserves at yearend was £79,202.

Principal funding sources

Most of the Academy Trust's income is obtained from the DfE in the form of recurrent grants, the use of which is restricted to particular purposes. The grants received from the DfE during the year ended 31st August 2016 and the associated expenditure are shown as restricted funds in the Statement of Financial Activities.

During the year ended 31st August 2016, total expenditure of £2,777,879 was covered by recurrent grant funding from the EFA/DfE together with the balance brought forward from the previous year. The excess of income over expenditure for the year was £557,153.

At 31st August 2016 the net book value of fixed assets was £146,512 and movements in tangible fixed assets are shown in note 14 to the financial statements. The assets were used exclusively for providing education and the associated support services to the pupils of the Academy.

A full provision has been made to cover the deficit on the Local Government pension scheme of £776,000 as at 31st August 2016. The Academy has entered into a programme of increased contribution rates in order to attempt to reduce the deficit.

The Governors are concerned with the very large deficit that the Local Government pension fund is reporting. The Actuary's assumptions are very much influenced by the latest international financial and economic crisis. The Academy is seeking comfort from the Government that the reported deficit will be ultimately covered by the Treasury.

The Academy held fund balances at 31st August 2016 of £Nil unrestricted funds, £639,794 CIF funds, £79,202 restricted funds before a pension deficit on the LGPS of £776,000 and £146,512 of restricted fixed asset funds.

Investment Policy

In balancing risk against return, investments will be geared towards avoiding risk as opposed to maximising any return on the investment. Accordingly, it is the Trust's policy to only invest funds within the UK, in low risk and immediately accessible deposit accounts or similar financial products. The key factors to consider should be yield, liquidity and security.

The CFO will regularly monitor cash flow and current account balances to ensure immediate financial commitments can be met (payroll and payments runs) and that the current account has adequate balances to meet forthcoming commitments.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2016

Any funds identified that are surplus to immediate cash requirements should be transferred to an appropriate high interest deposit account rate. The maximum investment term cannot be longer than twelve months from the date of deposit.

Interest rates on investments will be regularly reviewed and compared with other investment opportunities.

Plans for Future Periods

Promoting strategic growth of the Trust

- Sustainable and progressive strategic growth in line with Governments funding strategy (10-12 schools over 1200 pupils by 2020: Up to 3 schools per year)
- Ensure the Trust has the capacity and capability to raise outcomes; provide high quality school improvement and ensure financial sustainability
- (Only 1 school in an OFSTED category per year unless they have had a recent change in leadership and can demonstrate strong capacity to improve)
- RLT fully engaged in conversations with local schools and RSC re sponsorship, formalized collaboration and academisation.
- Successful application for National Leader in Education and National Support School.
- Sponsor Status achieved. Langham CE Primary School working towards becoming part of the Trust in 2016. Currently working via a memorandum of understanding.
- Application for DfE Capacity funding, to:
Provide IT infrastructure related to growing the trust, including data reporting and finance packages
Appoint/nurture leadership capacity across the Trust including business administrator
Utilise educational experts
Appoint Trust Business Admin support across the RLT/ PA for Executive Head teacher/CEO

Principal Risks and Uncertainties

Further details regarding risk management can be found in the governance statement

All risks are assessed and negated to the best of the Trust's ability through a live process – strategic planning proactive and a reactive process e.g. risk register, business continuity plans, PESTLE and SWOT analysis informs our principal risk and uncertainties, disaster policy. The key strategic risks that are identified are assessed and for the drivers for our strategic intent.

Auditor

Insofar as the trustees are aware:

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

The Trustees' report, incorporating a strategic report, was approved by order of the board of trustees, as the company directors, on 15th December 2016 and signed on the board's behalf by:

[Signed] 

[Name] **GARETH WILLIAMS**
Trustee

[Date] **15/12/16**

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2016

Scope of Responsibility

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

The Board of Trustees has delegated the day-to-day responsibility to the Executive Head teacher/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 Rutland Learning Trust and the Secretary of State for Education. They are also responsible for reporting to the Board of Trustees any material weaknesses or breakdowns in internal control.

Governance

Federation of Whissendine CofE, St Nicholas CEVA and Ketton CofE Primary

Trustee	Meetings attended	Out of a possible
Rob Gooding	2	2
David Evans	2	2
Alexandra Martin	1	2
Emma Studdert-Kennedy	2	2
Catherine Drury	2	2
Tracey Bedford	2	2
Stuart Fry	2	2
Chris Barrett	1	2
Chris Young	1	2
Antonia Scott	2	2
Zar Sheikh	2	2
Karen Greenwood	1	2
Pete Wilson	2	2
Kate Bates	2	2
Meg Lucas	1	2
Sarah Lyons	2	2
Glenn Fraser	2	2
Charles Cunnell	1	1
Kirsty Gaul	2	2
Richard Bingham	1	2
Wayne Faulconbridge	2	2

Charles Cunnell resigned during Term 1. Kirsty Gaul, Richard Bingham and Wayne Faulconbridge were appointed from 15.10.2015.

A full review of governance will be carried out during the academic year 2016-17 by Mr John Walker.

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2016

The Rutland Learning Trust from 17 March 2016

Trustee	Meetings attended	Out of a possible
David Evans	2	2
Stuart Fry	1	2
Adrienne Holland	2	2
Niki Eastwood	0	2
Sue Hickey	1	1
Nick Horrigan	1	2
Julia Seary	1	2
Gareth Williams	2	2
Rob Gooding	2	2

Sue Hickey was appointed on 17.05.2015 to the Trustee Board but declared an interest and was removed. Following discussions it was agreed her interest did not affect her ability to act as a Trustee and she was re-appointed following the meeting on 12th July 2016.

Local Governing Body attendance

WHISSENDINE	Meetings attended	Out of a possible
Alex Martin	2	2
John Rawlings	2	2
Colin Miles	2	2
Clare Rowbotham	2	2
Meg Lucas	2	2
Emma Studdert-Kennedy	2	2
Nicole Topham	2	2
Phillipa Andrews	2	2
Kate Bates	2	2
Helen Atkinson	1	2
Michelle Greening	2	2

ST NICHOLAS	Meetings attended	Out of a possible
Catherine Drury	2	2
Sarah Lyons	2	2
Anna Sawyer	2	2
Richard Bingham	2	2
Kirsty Gaul	2	2
Marcus Parnell	0	1
Kate Bates	1	2
Wayne Faulconbridge	2	2
Pete Wilson	2	2
Tracey Bedford	2	2
Sarah Day	2	2

WHISSENDINE	Meetings attended	Out of a possible
Glenn Fraser	2	2
Claire Hatton	1	2
Chris Young	2	2
David Knowles	2	2
Antonia Scott	2	2
Chris Barrett	2	2
Jo Ramsden	2	2
Karen Greenwood	1	2
Camilla Welford	1	1

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2016

Review of Value for Money

As accounting officer the Executive Head teacher/Chief Executive has responsibility for ensuring that the Academy Trust delivers good value in the use of public resources. The accounting officer understands that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

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

Improving educational results:

- Regular and systematic review of staff deployment to ensure the best use of skills, expertise and experience. This ensures that the quality of teaching, learning, use of assessment and curriculum provision across the Trust is consistently high. The quality of teaching across the Trust is at least good with many examples of outstanding practice.
- We have sustained and increased the level of intervention staff and use of specialist teachers to help raise standards. This effective and efficient re-deployment of staff and resources has enabled the Trust to support all children. Through prudent strategic financial planning and maximising the use of resources we have been able to fund additional teachers for specialist early literacy intervention, provide additional music teaching, increase levels of sports coaching and employ a language specialist across the schools. These joint appointments are having a positive impact on children's achievement across all ages – both for curriculum and enrichment opportunities. The impact of this is measured not only in terms of pupil progress but also in terms of improving learning dispositions, attendance, attitudes and behaviour.
- Heads of School meet weekly to discuss school improvement. Activities undertaken have included: policy development (Teaching, Learning and Assessment); data analysis; Pupil Premium; curriculum remodeling; monitoring and evaluating our Sports Strategy; communication with parents and sharing of outstanding practice.
- The Rutland Learning Trust regularly reviews its provision and utilises external providers to quality assure and benchmark our provision. This year an OFSTED Inspection team, working alongside Heads of School and Governors/Directors, has reviewed all of our schools. The outcomes for each school are then shared with the Governors at the next meeting where the school development plan is reviewed with key priorities refined. In 2015 both Whissendine CE Primary School and Ketton CE Primary School were inspected by the Diocese. Both achieved an outstanding grade.

In 2016 St Nicholas attained the same outcome: Outstanding in every area of the Inspection.

"The distinctiveness and effectiveness as a Church of England school are outstanding.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners.

The impact of collective worship on the school community is outstanding.

The effectiveness of the leadership and management of the school as a church school is outstanding."

High quality of teaching:

- The overall quality of teaching in each school is consistently good with areas of outstanding practice across all key stages, in each setting. This is validated through OFSTED, Diocese Inspections and other external/internal quality assurance monitoring activities.
We strive to ensure standards continue to rise - increasing the proportion of pupils making better than expected or accelerated progress across all ability groups in reading, writing and maths; especially those pupils with additional needs (support) and disadvantaged pupils.

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2016

- We endeavor to ensure all groups of pupils are offered high quality learning tasks that allow them to be stretched and challenged whatever their ability.

Our teaching and learning priorities for the coming year are highlighted in each school's Self Evaluation Summary Document.

Targeted improvement:

- Frequent and rigorous diagnostic monitoring of standards, teaching and learning by the school leadership team improves outcomes for all pupils across the school and ensures inclusive practice.
- Inclusion is part of our NICE/EPIC Learning Framework
- Pupil Progress Meetings/Teaching and Learning Reviews with Heads of School and other senior staff ensure a full suite of targeted and bespoke intervention is planned for each class. These provision maps are regularly reviewed with the school SENCO.
- Our Local Offer, Pupil Premium Policy and rationale/objectives are reviewed and evaluated by Governors/Directors annually. The impact statement is published on the school website detailing activities undertaken and their impact on supporting our disadvantaged children or pupils with additional needs.
- We review our staffing structure at trust level as well as at individual academy level to ensure growth in expertise and specialisms across the trust.

Focus on individual pupils:

- The Trust has been able to fund additional teachers/teaching time to provide:
 - specialist early literacy intervention
 - additional music teaching
 - increased levels of sports coaching
 - specialist language teaching across teaching
- The Rutland Learning Trust has been able to sustain and increase Teaching Assistant hours to support the school's intervention suite.
- We use the EEF research to inform our intervention strategies.
We consider what the research is suggesting that we should be focusing on to narrow the gaps in children's learning to maximise impact and accelerate pupil progress.
We have, and continue to, prioritise:
Feedback – at the point of learning
Reading Comprehension
Metacognition
Peer tutoring
Early Years intervention
Phonics
One to one tuition
Small group tuition
Increased parental involvement
Sports/Arts Participation/Enrichment Programmes
Homework based on repetition and pre-learning

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Governance Statement for the Year Ended 31st August 2016

Collaboration

Benefits so far...

Working Together (*Real, genuine and planned collaboration*)

- NLE Accreditation
- National Support School Status
- DfE Sponsor Status
- Governance restructure: A localised solution that preserves autonomy and our distinctive Christian character in each school. St Nicholas Section 48 SIAMS Inspection – Outstanding in each area
- Increased collective capacity and capability - access to specialists and expertise across the Trust. We have been able to share outstanding practice, facilities and expertise e.g. SEN/Inclusion teams, EYFS teams, curriculum development, planning and assessment, monitoring and evaluation, strategic planning and moderation.
- SLE applications/appointments
- Using the talents of staff to create specialist provision e.g. Inclusion (working memory, dyslexia and autism) language, music, sports, enrichment, maths, moderation, English, curriculum design.
- Developing our role as strategic partner in the Rutland Teaching School Alliance has enabled us to provide and strategically consider:
 - School-led initial teacher training
 - NQT support
 - High quality professional development opportunities
 - School to school support
 - Deployment of Specialist Leaders of Education Identification and development of staff with high leadership potential.
 - Research and development that impacts on pupil outcomes: Action Research
- Financial benefits of our partnership work - staff working together, enabling high quality training bespoke and exclusive to The Rutland Learning Trust addressing our specific key priorities.
- Ability to attract, develop and retain the very best staff - offering leadership positions across the Trust and Teaching School e.g. senior teachers, assessment leads, Director of Primary CPD for the Teaching School
- Sustained and enhanced our relationship with the Diocese, local churches and Christian communities e.g. Whissendine, St Nicholas and Ketton achieving outstanding in each area of Section 48.

Sustaining Excellence

- Secured and improved standards of pupil attainment and achievement across the Trust in many areas.
- Targeted underperformance - vehicle for school improvement
- Increased rigour and objectivity - self-evaluation/monitoring.
- Teaching is consistently good and much is outstanding. This is an example of how we have shared ideas, provision and excellent practice.
- Provision for children with additional needs has continued to evolve through discussion with our SENCOs. This collaborative approach has resulted in shared policies, joint local offer and access to further specialised teaching e.g. language and literacy.
- Smaller class sizes in some schools.

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2016

Transforming Learning

- Our curriculum and assessment practices have developed enormously enabling us to create a more dynamic and personalised approach.
- Bespoke provision maps with targeted intervention strategies for all vulnerable pupils or groups.
- Sports strategy and enrichment programmes in each school have continued to develop because of shared staff, resources and ideas.
- The children themselves have been involved in collaborative projects... music and sporting activities, author visits, maths challenges, joint visits and visitors. These initiatives have been aided by the leasing of three minibuses.

Financial governance and oversight

The Trustees/Governors carry out a skills audit and competencies exercise to ensure suitability to their role. New Trustees/Governors are actively sought to widen the skills portfolio or fill a current vacancy. As a result they can use their professional experience to actively challenge decision-making and offer practical advice. The Trustees and Governors receive regular budget monitoring reports and medium term planning with option appraisal analysis during budget setting or to consider any changes in direction.

Fitness for purpose

Through the Academy conversion process we changed our banking arrangements, we now have online banking ensuring better control and monitoring of the bank account. Charge cards enable us to access best value through online purchases. We have become a cashless school through a parent payment and income management tool reducing administration costs of cash handling and making the process more secure.

We have entered into a joint procurement scheme with other local schools for the schools meals provision.

Benchmarking

Firstly we benchmark our income and expenditure between our Academy Trust schools. This has been useful in highlighting different levels of spend for the same services, for example photocopying contracts.

We also benchmark our income and expenditure against national sample sets. We compare at a local level, and then nationally based on chosen criteria. We incorporate size, location, social setting and additional needs into the criteria. We also benchmark for improvement looking at other high performing academies. The value of the process is that it prompts us to question and challenge our spending strategies or validate decision-making. This has given weight to our decision to have central services from September 2016 so that we can have Trust level contracts.

Tender exercises are undertaken to ensure that high value contracts are assessed against the marketplace on a regular basis to ensure that long-term contracts (3 to 5 years) remain competitive.

For purchases above £5,000, but below the tender limit, 3 quotes are required where the quality and provision of products/or services are securely high and consistent, multi-year purchasing contracts have been entered into to gain discounts and best value across the Trust.

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2016

Better income generation

The Academy explores every opportunity to generate income linked to the hire of Academy facilities and also linked to the Teaching School designation (e.g. leading conferences and courses, providing school to school support, initial teaching training and mentoring).

Last year we were successful in a Capital CIF Bid (Condition and Improvement) with over one million pounds allocated to Whissendine to replace its roof, update its facilities and create a new extension to the existing school. These facilities will enable the trust to hold regular conferences, training events and meetings whilst improving the amenities for childcare, enrichment and specialist teaching.

The Academy Trust has achieved NLE (National Leader in Education), National Support School Status and Sponsor Status. The Executive Head teacher has also been approached to become an OFSTED Inspector. This needs to be discussed more fully with the Trust board as part of the strategic planning process. The Trust has applied for Sponsor Capacity funding and further MOD Grant.

The Purpose of the System of Internal Control

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

Reviewing control and managing risks

Regular budget reports are reviewed to ensure expenditure is in line with budgeted expectations and any variations explained. Medium term planning and option appraisals are also utilised during budget planning and to consider new opportunities or changes in direction.

We employ strategic planning activities such as a SWOT analysis to evaluate our internal strengths and weaknesses. A PESTLE identifies key external influences considering the environment we operate in. This helps inform our financial strategy.

We are in the process of moving towards a more robust trust level financial strategy that will ensure the trust continues to be sustainable and aligns with the EFA funding philosophy. A 5% top slicing strategy has been shared and agreed with the Trustees, RSC and DfE for when new schools join the Trust.

Our current critical success factors are:

- Demand: Pupil numbers, reputation, credibility, OFSTED rating
- Growth 10 – 12 schools or 1200 pupils
- Funding: Resilient and flexible financial model
- Effective resource management: Staffing, Central Services, Procurement
- Key staff retention - increased leadership capacity

These critical success factors are underpinned by our Financial Aims of:

- Value for money
- Effectiveness
- Sustainability.

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2016

Cash balances held attract a small amount of interest. Investment opportunities are an area of focus for the coming year. The Trust is also moving towards a Trust level contingency rather than individual academy to ensure a higher level of funding is deployed or committed to the objectives of the trust.

Capacity to Handle Risk

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

The Risk and Control Framework

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

- Comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the Board of Trustees
- Regular reviews by the finance and general purposes committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes
- Setting targets to measure financial and other performance
- Clearly defined purchasing (asset purchase or capital investment) guidelines
- Delegation of authority and segregation of duties
- Identification and management of risks
- The Board of Trustees employs an external financial management provider to provide support with the higher functions.
- Accountants have been appointed and carry out the annual audit of accounts to ensure compliance and provide assurance to the Trust.
- The Trust also employs another company to carry out a 'responsible officer role' to report directly to the audit committee. They look at operation, process and suitability of our financial operations and provide assurance to the trust. The internal /reviewer provides advice on financial matters and performing a range of checks on the academy trust's financial systems. In particular the checks carried out in the current period included: testing of payroll systems, testing of purchase systems, testing of control account/ bank reconciliations.

Review of Effectiveness

As accounting officer the Executive Head teacher/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 internal auditor/reviewer
- the work of the external auditor
- the financial management and governance self-assessment process
- the work of the Finance Officer within the Academy Trust who has 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

The Rutland Learning Trust

**Governance Statement
for the Year Ended 31st August 2016**

of internal control by the Trustees and Governors and a plan to address any identified weaknesses and ensure continuous improvement of the system is in place.

Approved by order of the members of the board of trustees on 15 December 2016 and signed on its behalf by:

Trustee: GARETH WILLIAMS

Signed: 

Date: 15.12.16

The Rutland Learning Trust Accounting Officer:

Signed: 

Date: 15/12/16.

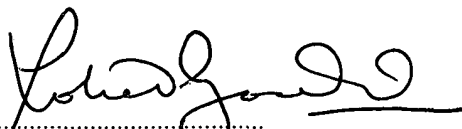
The Rutland Learning Trust

Statement on Regularity, Propriety and Compliance for the Year Ended 31st August 2016

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

I confirm that I and the academy trust board of trustees are able to identify any material irregular or improper use of funds by the academy trust, or material non-compliance with the terms and conditions of funding under the academy trust's funding agreement and the Academies Financial Handbook 2015.

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



.....
Mr R Gooding - Accounting Officer

Date: 15 December 2016

The Rutland Learning Trust

Statement of Trustees Responsibilities for the Year Ended 31st August 2016

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

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

- select suitable accounting policies and then apply them consistently
- observe the methods and principles in the Charities SORP 2015 and the Academies Accounts Direction 2015 to 2016
- make judgments and accounting estimates that are reasonable and prudent
- state whether applicable UK Accounting Standards [FRS 102] have been followed, subject to any material departures disclosed and explained in the financial statements
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business

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

The trustees are responsible for ensuring that in its conduct and operation the charitable company applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from EFA/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 board of trustees on 15 December 2016 and signed on its behalf by:



G Williams - Chairman of the Trustees

Report of the Independent Auditors to the Members of The Rutland Learning Trust

We have audited the financial statements of The Rutland Learning Trust for the year ended 31st August 2016 on pages fifty two to seventy four. The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and the Accounts Direction 2015 to 2016 issued by the Education Funding Agency (EFA).

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

Respective responsibilities of trustees and auditors

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

Our responsibility is to audit and express an opinion on the financial statements in accordance with applicable law and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's Ethical Standards for Auditors.

Scope of the audit of the financial statements

An audit involves obtaining evidence about the amounts and disclosures in the financial statements sufficient to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or error. This includes an assessment of: whether the accounting policies are appropriate to the academy trust's circumstances and have been consistently applied and adequately disclosed; the reasonableness of significant accounting estimates made by the trustees; and the overall presentation of the financial statements. In addition, we read all the financial and non-financial information in the Report of the Trustees to identify material inconsistencies with the audited financial statements and to identify any information that is apparently materially incorrect based on, or materially inconsistent with, the knowledge acquired by us in the course of performing the audit. If we become aware of any apparent material misstatements or inconsistencies we consider the implications for our report.

Opinion on financial statements

In our opinion the financial statements:

- give a true and fair view of the state of the academy trust's affairs as at 31st August 2016 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;
- have been prepared in accordance with the requirements of the Companies Act 2006; and
- have been prepared in accordance with the Charities SORP 2015 and Academies Accounts Direction 2015 to 2016.

Emphasis of matter – Land and Buildings

In forming our opinion on the financial statements, which is not modified, we have considered the adequacy of the disclosure made in note 13 to the financial statements concerning the treatment of land and buildings.

Opinion on other matter prescribed by the Companies Act 2006


In our opinion the information given in the Report of the Trustees for the financial year for which the financial statements are prepared is consistent with the financial statements.

**Report of the Independent Auditors to the Members of
The Rutland Learning Trust**

Matters on which we are required to report by exception

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

- adequate accounting records have not been kept or 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; or
- the trustees were not entitled to prepare the financial statements in accordance with the small companies regime and take advantage of the small companies exemption from the requirement to prepare a Strategic Report or in preparing the Report of the Trustees.



Timothy McNeal FCA (Senior Statutory Auditor)
for and on behalf of Hardings
Chartered Accountants & Statutory Auditor
6 Marsh Parade
Newcastle-under-Lyme
Staffordshire
ST5 1DU

Date: 15 December 2016

Independent Reporting Accountant's Assurance Report on Regularity to The Rutland Learning Trust and the Education Funding Agency

In accordance with the terms of our engagement and further to the requirements of the Education Funding Agency (EFA), as included in the Academies Accounts Direction 2015 to 2016, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by The Rutland Learning Trust during the period 1st September 2015 to 31st August 2016 have been applied to the purposes identified by Parliament and the financial transactions conform to the authorities which govern them.

This report is made solely to The Rutland Learning Trust and the EFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to The Rutland Learning Trust and the EFA 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 Rutland Learning Trust and the EFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of The Rutland Learning Trust's accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of The Rutland Learning Trust's funding agreement with the Secretary of State for Education and the Academies Financial Handbook, extant from 1st September 2015, for ensuring that expenditure disbursed and income received is applied for the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

Our responsibilities for this engagement are established in the United Kingdom by our profession's ethical guidance and are to obtain limited assurance and report in accordance with our engagement letter and the requirements of the Academies Accounts Direction 2015 to 2016. We report to you whether anything has come to our attention in carrying out our work which suggests that in all material respects, expenditure disbursed and income received during the period 1st September 2015 to 31st August 2016 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

Approach

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

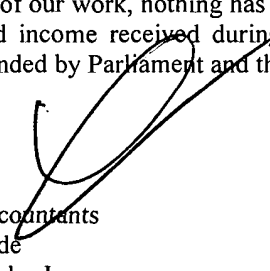
The objective of a limited assurance engagement is to perform such procedures as to obtain information and explanations in order to provide us with sufficient appropriate evidence to express a negative conclusion on regularity.

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

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

Conclusion

In the course of our work, nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the period 1st September 2015 to 31st August 2016 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.



Hardings
Chartered Accountants
6 Marsh Parade
Newcastle-under-Lyme
Staffordshire
ST5 1DU

Date: 15 December 2016

The Rutland Learning Trust

**Statement of Financial Activities
for the Year Ended 31st August 2016**

					Year Ended 31.8.16	Period 2.9.14 to 31.8.15
	Notes	Unrestricted fund £	Restricted fixed assets fund £	Restricted fund £	Total funds £	Total funds £
Income and endowments from						
Donations and capital grants	2	-	17,425	966,766	984,191	77,633
Transfer from Local Authority on conversion		-	-	-	-	(252,964)
Charitable activities						
Funding for the academy's educational operations	3	-	-	2,232,897	2,232,897	2,016,171
Other trading activities	4	-	-	117,274	117,274	108,423
Investment income	5	670	-	-	670	429
Total		670	17,425	3,316,937	3,335,032	1,949,692
Expenditure on						
Raising funds	7	-	-	49,860	49,860	61,433
Charitable activities						
Academy's educational operations		670	54,424	2,672,925	2,728,019	2,189,904
Total	6	670	54,424	2,722,785	2,777,879	2,251,337
Net income/(expenditure)		-	(36,999)	594,152	557,153	(301,645)
Transfers between funds	19	-	16,408	(16,408)	-	-
Other recognised gains/(losses)						
Actuarial gains/losses on defined benefit schemes		-	-	(160,000)	(160,000)	(6,000)
Net movement in funds		-	(20,591)	417,744	397,153	(307,645)
Reconciliation of funds						
Total funds brought forward		-	167,103	(474,748)	(307,645)	-
Total funds carried forward		-	146,512	(57,004)	89,508	(307,645)

The notes form part of these financial statements

The Rutland Learning Trust (Registered number: 09199785)

**Balance Sheet
At 31st August 2016**

					31/8/16	31/8/15
	Notes	Unrestricted fund £	Restricted fixed assets fund £	Restricted fund £	Total funds £	Total funds £
Fixed assets						
Tangible assets	14	-	146,512	-	146,512	167,103
Current assets						
Debtors	15	-	-	250,678	250,678	169,855
Cash at bank and in hand		-	-	<u>649,228</u>	<u>649,228</u>	<u>84,408</u>
		-	-	899,906	899,906	254,263
Creditors						
Amounts falling due within one year	16	-	-	(180,910)	(180,910)	(164,011)
Net current assets		-	-	<u>718,996</u>	<u>718,996</u>	<u>90,252</u>
Total assets less current liabilities		-	146,512	718,996	865,508	257,355
Pension liability	20	-	-	(776,000)	(776,000)	(565,000)
Net assets/(liabilities)		<u>-</u>	<u>146,512</u>	<u>(57,004)</u>	<u>89,508</u>	<u>(307,645)</u>
Funds	19					
Unrestricted funds					-	-
Restricted funds					<u>89,508</u>	<u>(307,645)</u>
Total funds					<u>89,508</u>	<u>(307,645)</u>

These financial statements have been prepared in accordance with the special provisions of Part 15 of the Companies Act 2006 relating to small charitable companies.

The financial statements were approved by the Board of Trustees on 15 December 2016 and were signed on its behalf by:



G Williams -Chairman of the Trustees

The notes form part of these financial statements

The Rutland Learning Trust

**Cash Flow Statement
for the Year Ended 31st August 2016**

		Year Ended 31.8.16 £	Period 2.9.14 to 31.8.15 £
	Notes		
Cash flows from operating activities:			
Cash generated from operations	22	<u>597,983</u>	<u>31,839</u>
Net cash provided by (used in) operating activities		<u>597,983</u>	<u>31,839</u>
Cash flows from investing activities:			
Purchase of tangible fixed assets		(33,833)	(70,956)
Interest received		<u>670</u>	<u>429</u>
Net cash provided by (used in) investing activities		<u>(33,163)</u>	<u>(70,527)</u>
Cash transferred on conversion to an academy		<u>-</u>	<u>123,096</u>
Change in cash and cash equivalents in the reporting period		564,820	84,408
Cash and cash equivalents at the beginning of the reporting period		<u>84,408</u>	<u>-</u>
Cash and cash equivalents at the end of the reporting period		<u>649,228</u>	<u>84,408</u>

The notes form part of these financial statements

**Notes to the Financial Statements
for the Year Ended 31st August 2016**

1. Accounting policies

Basis of preparing the financial statements

The financial statements of the academy trust, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP (FRS 102) '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) (effective 1 January 2015)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Academies Accounts Direction 2015 to 2016 issued by the EFA, the Charities Act 2011 and the Companies Act 2006. The financial statements have been prepared under the historical cost convention.

The Rutland Learning Trust meets the definition of a public benefit entity under FRS 102.

First time adoption of FRS 102

These financial statements are the first financial statements of The Rutland Learning Trust prepared in accordance with Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' and the Charities SORP 2015. The financial statements of The Rutland Learning Trust for the year ended 31st August 2015 were prepared in accordance with previous Generally Accepted Accounting Practice ('UK GAAP') and SORP 2005.

Going concern

The trustees assess whether the use of going concern is appropriate i.e. whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the company to continue as a going concern. The trustees make this assessment in respect of a period of one year from the date of approval of the financial statements.

Income

All income is recognised in the Statement of Financial Activities once the academy trust has entitlement to the funds, it is probable that the income will be received and the amount can be measured reliably.

Grants

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

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

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

Sponsorship income

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

Donations

Donations are recognised on a receivable basis (where there are no performance related conditions), where it is probable that the income will be received and the amount can be measured reliably.

Other income

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

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2016**

1. Accounting policies - continued

Donated goods, facilities and services

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

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

Expenditure

Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the academy trust to that expenditure, 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 accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources.

Raising funds

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

Charitable activities

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

Governance costs

These include the costs attributable to the academy trust's compliance with constitutional and statutory requirements, including audit, strategic management and trustees' meetings and reimbursed expenses.

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2016**

1. Accounting policies - continued

Tangible fixed assets

Depreciation is provided at the following annual rates in order to write off each asset over its estimated useful life.

Fixtures and fittings	- 25% on reducing balance
Computer equipment	- 25% on cost

Assets costing £250 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. 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 such assets is charged to the restricted fixed asset fund in the Statement of Financial Activities so as to reduce the fund over the useful economic life of the related asset on a basis consistent with the academy trust's depreciation policy. Where tangible fixed assets have been acquired with unrestricted funds, depreciation on such assets is charged to the unrestricted fund.

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

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

Taxation

The academy trust is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes. Accordingly, the academy trust is potentially exempt from taxation in respect of income or capital gains received within categories covered by part 11, chapter 3 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2016**

1. Accounting policies - continued

Fund accounting

Unrestricted funds can be used in accordance with the charitable objectives at the discretion of the trustees.

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

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

Further explanation of the nature and purpose of each fund is included in the notes to the financial statements.

Critical accounting estimates and areas of judgement

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

Critical accounting estimates and assumptions

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

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost (income) for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 20, 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 31st March 2013 has been used by the actuary in valuing the pensions liability at 31st August 2016. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

Hire purchase and leasing commitments

Rentals paid under operating leases are charged to the Statement of Financial Activities on a straight line basis over the period of the lease.

Notes to the Financial Statements - continued
for the Year Ended 31st August 2016

1. Accounting policies - continued

Pension costs and other post-retirement benefits

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

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the academy trust in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary on the basis of quinquennial valuations using a prospective benefit method. As stated in note 20, the TPS is a multi-employer scheme and the academy trust is unable to identify its share of the underlying assets and liabilities of the scheme on a consistent and reasonable basis. The TPS is therefore treated as a defined contribution scheme and the contributions recognised as they are paid each year.

The LGPS is a funded scheme and the assets are held separately from those of the academy trust in separate trustee administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit 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 gains and losses on settlements and curtailments. They are included as part of staff costs. Past service costs are recognised immediately in the Statement of Financial Activities if the benefits have vested. If the benefits have not vested immediately, the costs are recognised over the period until vesting occurs. The expected return on assets and the interest cost are shown as a net finance amount of other finance costs or credits adjacent to interest. Actuarial gains and losses are recognised immediately in other gains and losses.

2. Donations and capital grants

			Year Ended	Period
			31.8.16	2.9.14 to 31.8.15
	Unrestricted funds	Restricted funds	Total funds	Total funds
	£	£	£	£
Donations	-	49,316	49,316	31,149
Capital grants		905,605	905,605	-
Educational visits	-	29,270	29,270	46,484
	-	984,191	984,191	77,633

The Rutland Learning Trust

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2016**

3. Funding for the academy's educational operations

			Year Ended 31.8.16	Period 2.9.14 to 31.8.15
	Unrestricted funds £	Restricted funds £	Total funds £	Total funds £
DfE/EFA revenue grant				
General Annual Grant(GAG)	-	1,872,557	1,872,557	1,623,693
Start-up grants	-	-	-	75,000
Other DfE / EFA grants	-	325,345	325,345	204,272
	-	2,197,902	2,197,902	1,902,965
Other government grant				
Local Authority grants	-	34,995	34,995	113,206
	-	2,232,897	2,232,897	2,016,171

4. Other trading activities

			Year Ended 31.8.16	Period 2.9.14 to 31.8.15
	Unrestricted funds £	Restricted funds £	Total funds £	Total funds £
Hire of facilities	-	10,560	10,560	3,871
Catering income	-	44,340	44,340	31,676
Breakfast & after school club	-	4,653	4,653	49,001
Receipts from supply teacher insurance claims	-	4,126	4,126	10,420
Other generated income	-	53,595	53,595	13,455
	-	117,274	117,274	108,423

5. Investment income

			Year Ended 31.8.16	Period 2.9.14 to 31.8.15
	Unrestricted funds £	Restricted funds £	Total funds £	Total funds £
Deposit account interest	670	-	670	429

The Rutland Learning Trust

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2016**

6. Expenditure

				Year Ended 31.8.16	Period 2.9.14 to 31.8.15
	Staff costs £	Non-pay expenditure Premises £	Other costs £	Total £	Total £
Raising funds					
Costs of fundraising	-	-	44,190	44,190	49,662
Costs incurred by trading for a fundraising purpose	-	-	5,670	5,670	11,771
Charitable activities					
Academies educational operations					
Direct costs	1,643,508	-	161,273	1,804,781	1,547,176
Allocated support costs	<u>281,028</u>	<u>417,685</u>	<u>224,525</u>	<u>923,238</u>	<u>642,728</u>
	<u>1,924,536</u>	<u>417,685</u>	<u>435,658</u>	<u>2,777,879</u>	<u>2,251,337</u>

Net income/(expenditure) is stated after charging/(crediting):

	Year Ended 31.8.16 £	Period 2.9.14 to 31.8.15 £
Auditors' remuneration	4,600	4,600
Depreciation	54,424	42,793
Other operating leases	<u>24,050</u>	<u>15,101</u>

7. Raising funds

Costs of fundraising

			Year Ended 31.8.16	Period 2.9.14 to 31.8.15
	Unrestricted funds £	Restricted funds £	Total funds £	Total funds £
Educational visits	<u>-</u>	<u>44,190</u>	<u>44,190</u>	<u>49,662</u>

The Rutland Learning Trust

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2016**

7. Raising funds - continued

Costs incurred by trading for a fundraising purpose

			Year Ended 31.8.16	Period 2.9.14 to 31.8.15
	Unrestricted funds £	Restricted funds £	Total funds £	Total funds £
Purchases	<u>-</u>	<u>5,670</u>	<u>5,670</u>	<u>11,771</u>
Aggregate amounts	<u>-</u>	<u>49,860</u>	<u>49,860</u>	<u>61,433</u>

8. Charitable activities - academy's educational operations

			Year Ended 31.8.16	Period 2.9.14 to 31.8.15
	Unrestricted funds £	Restricted funds £	Total funds £	Total funds £
Direct costs	-	1,804,781	1,804,781	1,547,176
Support costs	<u>669</u>	<u>922,569</u>	<u>923,238</u>	<u>642,728</u>
	<u>669</u>	<u>2,727,350</u>	<u>2,728,019</u>	<u>2,189,904</u>

	Year Ended 31.8.16 Total £	Period 2.9.14 to 31.8.15 Total £
Analysis of support costs		
Support staff costs	230,028	227,775
Depreciation	54,424	42,793
Technology costs	11,201	18,988
Premises costs	387,723	127,195
Other support costs	136,880	114,369
Governance costs	<u>102,982</u>	<u>111,608</u>
Total support costs	<u>923,238</u>	<u>642,728</u>

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2016**

9. Trustees' remuneration and benefits

One or more trustees has been paid remuneration or has received other benefits from an employment with the academy trust. The principal and other staff trustees only receive remuneration in respect of services they provide undertaking the roles of principal and staff members under their contracts of employment, and not in respect of their role as trustees.

The value of trustees' remuneration and other benefits was as follows:

R Gooding (executive head and trustee):

Remuneration £80,000 - £85,000 (2015: £75,000 - £80,000)

Employer's pension contributions £10,000 - £15,000 (2015: £10,000 - £15,000)

M Lucas (staff trustee):

Remuneration £25,000 - £30,000 (2015: £45,000 - £50,000)

Employer's pension contributions £0 - £5,000 (2015: £5,000 - £10,000)

S Lyons (staff trustee):

Remuneration £25,000 - £30,000 (2015: £45,000 - £50,000)

Employer's pension contributions £0 - £5,000 (2015: £5,000 - £10,000)

G Fraser (staff trustee):

Remuneration £25,000 - £30,000 (2015: £45,000 - £50,000)

Employer's pension contributions £0 - £5,000 (2015: £5,000 - £10,000)

M Lucas, S Lyons and G Fraser all resigned as trustees on 17th March 2016. Consequently, the above disclosures only include their remuneration up to the date of resignation.

Trustees' expenses

During the period ended 31st August 2016, travel and subsistence expenses totalling £nil were reimbursed or paid directly to 2 trustees. (2015: £360 reimbursed to 2 trustees)

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2016

10. Staff costs

	Year Ended 31.8.16 £	Period 2.9.14 to 31.8.15 £
Wages and salaries	1,525,845	1,338,138
Social security costs	100,350	76,108
Other pension costs	<u>240,219</u>	<u>203,649</u>
	1,866,414	1,617,895
Supply teacher costs	<u>7,122</u>	<u>13,019</u>
	<u><u>1,873,536</u></u>	<u><u>1,630,914</u></u>

The average number of persons (including senior management team) employed by the academy trust during the year was as follows:

	Year Ended 31.8.16	Period 2.9.14 to 31.8.15
Teachers	27	27
Administration and support	59	60
Management	<u>4</u>	<u>4</u>
	<u><u>90</u></u>	<u><u>91</u></u>

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

	Year Ended 31.8.16	Period 2.9.14 to 31.8.15
£70,001 - £80,000	-	1
£80,001 - £90,000	<u>1</u>	<u>-</u>

The above employee participated in the Teachers' Pension Scheme.

The key management personnel of the academy trust comprise the trustees and the senior management team as listed on page 1. The total amount of employee benefits (including employer pension contributions) received by key management personnel for their services to the academy trust was £265,629 (2015: £245,640)

11. Trustees' and officers' insurance

In accordance with normal commercial practice the academy has purchased insurance to protect trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business. The insurance provides cover up to £1,000,000 on any one claim. The cost of this insurance is included in the total insurance cost.

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2016

12. Comparatives for the statement of financial activities

	Unrestricted fund £	Restricted fixed assets fund £	Restricted fund £	Total funds £
Income and endowments from				
Donations and capital grants	-	7,184	70,449	77,633
Transfer from Local Authority on conversion	123,096	138,940	(515,000)	(252,964)
Charitable activities				
Brought forward				
Funding for the academy's educational operations	-	9,198	2,006,973	2,016,171
Other trading activities	-	1	108,422	108,423
Investment income	429	-	-	429
Total	123,525	155,323	1,670,844	1,949,692
Expenditure on				
Raising funds	-	-	61,433	61,433
Charitable activities				
Academy's educational operations	-	42,793	2,147,111	2,189,904
Total	-	42,793	2,208,544	2,251,337
Net income/(expenditure)	123,525	112,530	(537,700)	(301,645)
Transfers between funds	(123,525)	54,573	68,952	-
Other recognised gains/(losses)				
Actuarial gains/losses on defined benefit schemes	-	-	(6,000)	(6,000)
Net movement in funds	-	167,103	(474,748)	(307,645)
Reconciliation of funds				
Total funds brought forward	-	-	-	-
Total funds carried forward	-	167,103	(474,748)	(307,645)

13. Central services

No central services were provided by the trust to its academies during the period and no central charges arose.

The Rutland Learning Trust

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2016**

14. Tangible fixed assets

	Fixtures and fittings £	Computer equipment £	Totals £
Cost			
At 1st September 2015	47,136	162,760	209,896
Additions	<u>17,334</u>	<u>16,499</u>	<u>33,833</u>
At 31st August 2016	<u>64,470</u>	<u>179,259</u>	<u>243,729</u>
Depreciation			
At 1st September 2015	9,908	32,885	42,793
Charge for year	<u>10,530</u>	<u>43,894</u>	<u>54,424</u>
At 31st August 2016	<u>20,438</u>	<u>76,779</u>	<u>97,217</u>
Net book value			
At 31st August 2016	<u>44,032</u>	<u>102,480</u>	<u>146,512</u>
At 31st August 2015	<u>37,228</u>	<u>129,875</u>	<u>167,103</u>

The trust has not included any amount in respect of the value of land and buildings as a result of instructions from the diocese. This is contrary to the advice from the EFA.

15. Debtors: amounts falling due within one year

	31/8/16 £	31/8/15 £
Trade debtors	116,269	104
Other debtors	1,768	1,768
VAT	44,320	87,967
Prepayments and accrued income	<u>88,321</u>	<u>80,016</u>
	<u>250,678</u>	<u>169,855</u>

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2016

16. Creditors: amounts falling due within one year

	31/8/16	31/8/15
	£	£
Trade creditors	38,713	43,963
Social security and other taxes	30,548	24,945
Other creditors	34,663	28,541
Accruals and deferred income	16,578	14,563
Deferred government grants	<u>60,408</u>	<u>51,999</u>
	<u>180,910</u>	<u>164,011</u>

Deferred income and government grants

	2016
	£
Deferred income and government grants at 1 September 2015	51,999
Resources deferred in the year	60,408
Amounts released from previous years	<u>(51,999)</u>
Deferred income and government grants at 31 August 2016	<u>60,408</u>

At the balance sheet date, the academy trust was holding funds received in advance for the following relating to the 2016/17 academic year:

UIFSM	50,093
Devolved Formula Capital	<u>10,315</u>
	<u>60,408</u>

17. Operating lease commitments

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

	Other operating leases	
	31/8/16	31/8/15
	£	£
Amounts due within one year	7,162	11,212
Amounts due between one and five years	<u>5,285</u>	<u>12,447</u>
	<u>12,447</u>	<u>23,659</u>

18. 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.

The Rutland Learning Trust

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2016**

19. Movement in funds

	At 1.9.15 £	Net movement in funds £	Transfers between funds £	At 31.8.16 £
Restricted funds				
General Annual Grant (GAG)	18,803	97,345	(48,976)	67,172
Other DfE / EFA grants	71,449	(59,419)	-	12,030
Other	-	(32,568)	32,568	-
CIF Fund		639,794	-	639,794
Pension liability	(565,000)	(211,000)	-	(776,000)
Restricted fixed assets fund	<u>167,103</u>	<u>(36,999)</u>	<u>16,408</u>	<u>146,512</u>
	(307,645)	397,153	-	89,508
TOTAL FUNDS	<u>(307,645)</u>	<u>397,153</u>	<u>-</u>	<u>89,508</u>

Net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Gains and losses £	Movement in funds £
Unrestricted funds				
General fund	670	(670)	-	-
Restricted funds				
General Annual Grant (GAG)	1,872,559	(1,807,781)	-	97,345
Other DfE / EFA grants	325,345	(384,764)	-	(59,419)
Local Authority grants	34,995	(34,995)	-	-
Other	178,433	(211,001)	-	(32,568)
Pension liability	-	(51,000)	(160,000)	(211,000)
Restricted fixed assets fund	17,425	(54,424)	-	(36,999)
CIF Fund	<u>873,038</u>	<u>(233,244)</u>	<u>-</u>	<u>639,794</u>
	3,301,795	(2,744,642)	(160,000)	397,153
TOTAL FUNDS	<u>3,302,465</u>	<u>(2,745,312)</u>	<u>(160,000)</u>	<u>397,153</u>

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2016**

19. Movement in funds - continued

Purposes of unrestricted funds

Unrestricted funds includes the surplus on conversion from a local authority school, income from outsourcing of staff and other income generated from the other small donations, etc. which carry no specific restrictions. These funds are available for the academy trust to use as deemed appropriate.

Purposes of restricted funds

The General Annual Grant represents the grant funding received from the EFA in order to cover the on-going costs of the academy trust. Under the funding agreement with the Secretary of State, the academy trust was not subject to a limit on the amount of GAG that it could carry forward at 31 August 2016.

Other DfE/EFA grants received include amounts to cover the cost of insurance, and pupil premiums.

Local Authority grants include nursery / early years funding as well as funding to support children with special education needs.

Purposes of restricted fixed assets funds

The restricted fixed assets funds reflect resources received by the academy trust to acquire assets for continuing use and furtherance of the trust's aims and objectives. Resources expended reflect the associated depreciation charges as set out on the accounting policies.

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2016

19. Movement in funds - continued

Analysis of academies by fund balance

Fund balances at 31 August 2016 were allocated as follows:

	Total £
Whissendine	55,900
Whissendine – CIF Fund	639,794
Ketton	21,789
St Nicholas	1,513
	<hr/>
Total before fixed assets and pension reserve	718,996
	<hr/>
Restricted fixed assets funds	146,512
Pension reserve	(776,000)
	<hr/>
Total	89,508

Analysis of academies by cost

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

	Teaching and educational support staff costs £	Other support staff costs £	Educational supplies £	Other costs (excluding depreciation) £	Total £
Whissendine	536,050	113,300	20,884	442,931	1,113,165
Ketton	477,524	226,916	16,946	156,408	877,794
St Nicholas	387,009	145,412	14,909	134,164	681,494
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
FRS102 pension charge	-	-	-	51,000	51,000
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	1,400,583	485,628	52,739	784,503	2,723,453

20. Pension and similar obligations

Teachers' pension scheme

Introduction

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pensions Regulations (2010) and, from 1 April 2014, by the Teachers' Pension Scheme Regulations 2014. Membership is automatic for full-time teachers in academies and, from 1 January 2007, automatic for teachers in part-time employment following appointment or a change of contract, although they are able to opt out.

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

Notes to the Financial Statements - continued
for the Year Ended 31st August 2016

20. Pension and similar obligations
- continued

Valuation of the Teachers' Pension Scheme

Not less than every four years the Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the TPS in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury. The aim of the review is to specify the level of future contributions. Actuarial scheme valuations are dependent on assumptions about the value of future costs, design of benefits and many other factors. The latest actuarial valuation of the TPS was carried out as at 31st March 2012 and in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014. The valuation report was published by the Department for Education on 9th June 2014. The key elements of the valuation and subsequent consultation are:

- employer contribution rates set at 16.48% of pensionable pay (including a 0.08% employer administration charge (currently 14.1%))
- total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £191,500 million, and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £176,600 million giving a notional past service deficit of £14,900 million
- an employer cost cap of 10.9% of pensionable pay will be applied to future valuations
- the assumed real rate of return is 3.0% in excess of prices and 2% in excess of earnings. The rate of real earnings growth is assumed to be 2.75%. The assumed nominal rate of return is 5.06%

During the previous year the employer contribution rate was 14.1%. The TPS valuation for 2012 determined an employer rate of 16.48% from September 2015, which will be payable during the implementation period until the next valuation as at March 2016, whereupon the employer contribution rate is expected to be reassessed and will be payable from 1 April 2019.

The pension costs paid to TPS in the period amounted to £136,219 (2015: £117,650).

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

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

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 31st August 2016 was £104,000, of which employer's contributions totalled £80,000 and employees' contributions totalled £24,000. The agreed contribution rates for future years are 21.2% for employers and the contribution for employees is dependent upon salary banding.

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 18th July 2013

The amounts recognised in the balance sheet are as follows:

	Defined benefit pension plans	
	31/8/16	31/8/15
	£	£
Present value of funded obligations	(1,641,000)	(1,183,000)
Fair value of plan assets	865,000	618,000
	<u>(776,000)</u>	<u>(565,000)</u>
Deficit	<u>(776,000)</u>	<u>(565,000)</u>
Liability	<u><u>(776,000)</u></u>	<u><u>(565,000)</u></u>

The Rutland Learning Trust

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2016**

**20. Pension and similar obligations
- continued**

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

	Defined benefit pension plans	
	31/8/16	31/8/15
	£	£
Current service cost	110,000	120,000
Net interest from net defined benefit asset/liability	<u>21,000</u>	<u>10,000</u>
	<u>131,000</u>	<u>130,000</u>
Actual return on plan assets	<u>143,000</u>	<u>29,000</u>

Changes in the present value of the defined benefit obligation are as follows:

	Defined benefit pension plans	
	31/8/16	31/8/15
	£	£
Defined benefit obligation	(1,183,000)	(993,000)
Current service cost	(110,000)	(120,000)
Contributions by scheme participants	(24,000)	(25,000)
Interest cost	(46,000)	(37,000)
Actuarial losses/(gains)	-	(8,000)
Actuarial (gains)/losses from changes in financial assumptions	<u>(278,000)</u>	<u>-</u>
	<u>(1,641,000)</u>	<u>(1,183,000)</u>

Changes in the fair value of scheme assets are as follows:

	Defined benefit pension plans	
	31/8/16	31/8/15
	£	£
Fair value of scheme assets	618,000	478,000
Contributions by employer	80,000	86,000
Contributions by scheme participants	24,000	25,000
Expected return	25,000	27,000
Actuarial gains/(losses)	<u>118,000</u>	<u>2,000</u>
	<u>865,000</u>	<u>618,000</u>

The amounts recognised in other recognised gains and losses are as follows:

	Defined benefit pension plans	
	31/8/16	31/8/15
	£	£
Actuarial (gains)/losses from changes in financial assumptions	(278,000)	-
Return on plan assets (excluding interest income)	<u>118,000</u>	<u>2,000</u>
	<u>(160,000)</u>	<u>2,000</u>

Notes to the Financial Statements - continued
for the Year Ended 31st August 2016

20. Pension and similar obligations
- continued

The major categories of scheme assets as a percentage of total scheme assets are as follows:

	Defined benefit pension plans	
	31/8/16	31/8/15
Equities	72%	66%
Bonds	18%	21%
Property	9%	11%
Cash	1%	2%

Principal actuarial assumptions at the balance sheet date (expressed as weighted averages)

	31/8/16	31/8/15
Discount rate	2%	3.7%
Future salary increases	3.1%	4.5%
Future pension increases	2.1%	2.6%
Commutation of pensions to lump sums	50%	50%

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

	At 31/8/16	At 31/8/15
Retiring today		
Males	22.2	22.1
Females	24.3	24.3
Retiring in 20 years		
Males	24.2	24.3
Females	26.6	26.6

Amounts for the current and previous period are as follows:

	31/8/16	31/8/15
	£	£
Defined benefit pension plans		
Defined benefit obligation	(1,641,000)	(1,183,000)
Fair value of scheme assets	865,000	618,000
Deficit	(776,000)	(565,000)

21. Related party disclosures

There were no related party transactions for the year ended 31st August 2016.

Notes to the Financial Statements - continued
for the Year Ended 31st August 2016

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

	Year Ended 31.8.16 £	Period 2.9.14 to 31.8.15 £
Net income/(expenditure) for the reporting period (as per the statement of financial activities)	(115,208)	(301,645)
Adjustments for:		
Depreciation	54,424	42,793
Transfer from Local Authority on conversion	-	252,964
Interest received	(670)	(429)
Increase in debtors	(80,823)	(169,855)
Increase in creditors	689,260	164,011
Difference between pension charge and cash contributions	<u>51,000</u>	<u>44,000</u>
Net cash provided by (used in) operating activities	<u>597,983</u>	<u>31,839</u>

23. First year adoption

Transitional relief

It is the first year that the Academy Trust has presented its financial statements under SORP 2015 and FRS 102. The following disclosures are required in the year of transition. The last financial statements prepared under previous UK GAAP were for the period ended 31st August 2015 and the date of transition to FRS 102 and SORP 2015 was therefore 2nd September 2014.

Comparative figures have been restated to reflect the adjustments made, except to the extent that the Trustees have taken advantage of exemptions to retrospective application of FRS 102 permitted by FRS 102 Chapter 35 'Transition to this FRS'.

Change in recognition of LGPS interest cost

Under previous UK GAAP the trust recognised an expected return on defined benefit plan assets in income/expense. Under FRS 102 a net interest expense, based on the net defined benefit liability, is recognised in income/expense. There has been no change in the defined benefit liability at either 2nd September 2014 or 31st August 2015.