

**Report of the Trustees and
Financial Statements for the Year Ended 31st August 2017
for
The Rutland Learning Trust**

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

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The Rutland Learning Trust

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for the Year Ended 31st August 2017**

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The Rutland Learning Trust

Reference and Administrative Details for the Year Ended 31st August 2017

Members

G Williams
E Burrows
Mrs A Martin (appointed by Diocese of Peterborough)
Rev A D Rayment (appointed by Diocese of Peterborough)
Diocese of Peterborough

Trustees

Robert Gooding (Executive Head and Accounting Officer)
Gareth Williams (Chair of Trustees)
David Evans (Vice Chair, Chair of Audit Committee)
Sue Hickey (Chair of Scrutiny, School Improvement and Quality Assurance)
Rev James Saunders (Safeguarding)
Adrienne Holland
Nicole Topham
Nick Horrigan
Kristi Withers
Anna Raine

Senior Management Team

CEO and Executive Head
Headteacher – Whissendine
Headteacher – St Nicholas
Headteacher – Ketton
Headteacher - Langham
Chief Finance Officer

Robert Gooding
Meg Lucas
Sarah Lyons
Glenn Fraser
Dianne Rowland
Graham Kirby

Company Name

The Rutland Learning Trust

Registered Office

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

Registered Company Number

09199785 (England and Wales)

Independent Auditors

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

The Rutland Learning Trust

**Reference and Administrative Details
for the Year Ended 31st August 2017**

Bankers

Lloyds
65 High Street
Stamford
Lincs
PE9 2AT

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2017

The trustees who are also directors of the academy trust for the purposes of the Companies Act 2006, present their report with the financial statements of the academy trust for the year ended 31st August 2017. The trustees have adopted the provisions of 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) and the Academies Accounts Direction issued by the Education and Skills Funding Agency.

Principal activities

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.

Constitution

The multi-academy trust is a company limited by guarantee and an exempt charity with no share capital (registration no. 9199785) and comprises of Ketton CE Primary School, St Nicholas CE Primary School, Langham 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 pages 1 and 2.

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/ESFA 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.

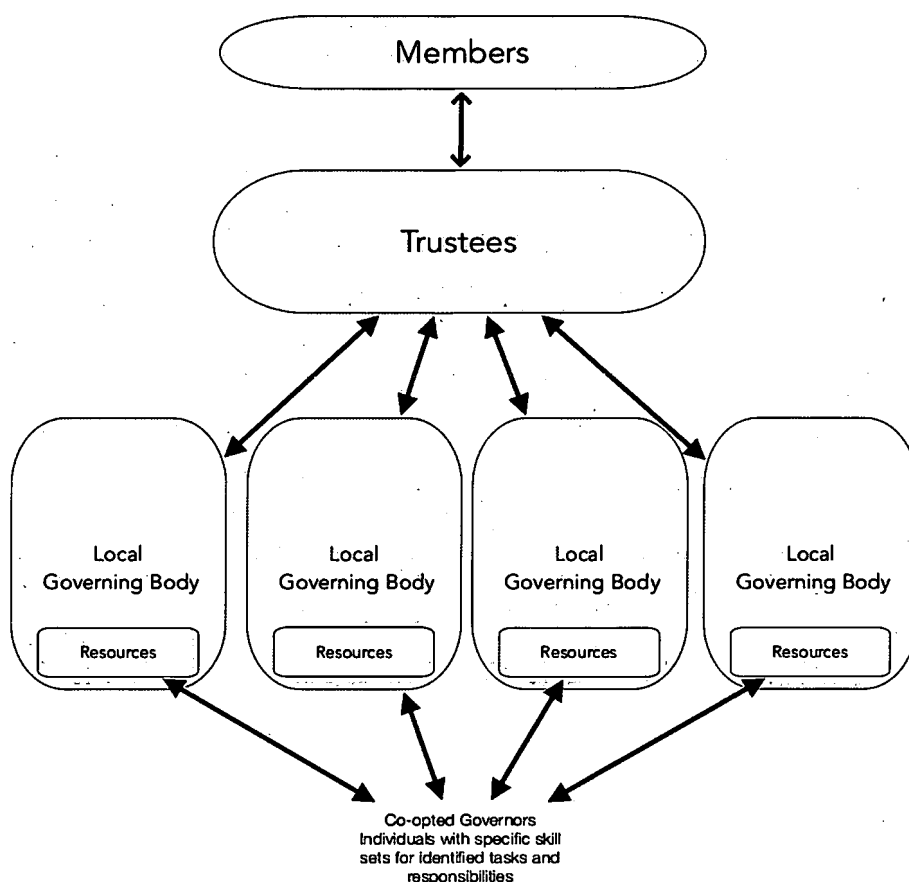
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The Rutland Learning Trust - General Principles

It is The Rutland Learning - Multi-Academy Trust's stated intention and preference that:

- The Trust Board and Local Governing Bodies will work collaboratively and in partnership at all times.
- The Trust Board will make decisions, following consultation with Local Governing Bodies, on matters which will affect all academies in the trust: Local Governing Bodies will make decisions on matters which will affect individual academies.
- Local Governing Bodies and Head teachers of academies in the trust should be as autonomous as possible and have as much freedom as possible.
- Local Governing Bodies and Head teachers will have maximum delegation of responsibility and decision making for the strategic direction and day-to-day operation of their academies *unless there is a cause for concern*.
- The Trust Board will put in place effective arrangements for monitoring and evaluating the performance of Local Governing Bodies and academies.
- The Trust Board will take action, including the full or partial withdrawal of delegated authorities to individuals, groups and Local Governing Bodies should the individual, group, or Local Governing Body, fail to carry out their duties and responsibilities effectively.
- The governance arrangements of good schools/academies joining the trust (as agreed through due diligence) will remain in the main unchanged *except where changes are required in order to comply with legal or statutory requirements, or to ensure optimal effectiveness of the Rutland Learning Trust*.
- The Trust Board will fully consult Local Governing Bodies on proposals for composition, membership, structure terms of reference for Local Governing Bodies and sub-committees, on arrangements for the recruitment and appointment of governors, and on arrangements for the introduction of the trust's multi-academy governance arrangements before any decisions are made.
- The Trust Board will fully consult Local Governing Bodies before putting in place any arrangements which directly affect Local Governing Bodies and individual academies and before taking any decisions on policy or procedural matters.
- Local Governing Bodies will report regularly and frequently to the Trust Board and will make available all relevant data and information on performance.

The Rutland Learning Trust - Governance Structure



MEMBERS:

The members are akin to the shareholders of a company. They have ultimate control over the academy trust, with the ability to appoint/remove some of the trustees and the right to amend/review the trust's articles of association. They also sign off the financial statement and annual report. The Chair of the Board of Trustees will also be a Member. The separation of Members and Trustees is desirable for achieving robust accountability.

In the Rutland Learning Trust the majority of Members will be appointees of or representatives from the Peterborough Diocese Church Schools Trust.

- The Peterborough Diocese Church Schools Trust
- Two individuals appointed by the Peterborough Diocese Church Schools Trust
- The Chair of Trustees
- An additional Member appointed under Article 16.

Article 16 allows the Members to appoint and remove an Additional Member, with the written consent of the Diocesan Board of Education.

The Members:

- Appoint/remove Trustees
- Review the Articles of Association
- Sign off the financial statement and annual report

**Report of the Trustees
for the Year Ended 31st August 2017**

TRUSTEES

The trustees are responsible for the same 3 core governance functions performed by the governing body in a maintained school: setting the direction, holding the Chief Executive Officer to account and ensuring financial probity. Three Trustees will also form an Audit Committee and Three Trustees will form a Scrutiny and Policy Committee.

Academy Trusts are charitable companies and the trustees are company directors and must comply with company law requirements. The duties are largely the same as those of a governor of a maintained school, such as regularly attending meetings, managing conflicts of interest, seeking advice from the academy's leadership team and ensuring the academy has appropriate procedures in place for reporting financial information.

The model articles state that the Chair of the Board of Trustees will also be a member, thereby ensuring a link between the 2 layers. However, while trustees can also serve as members, the most effective governance models recognise that the members are responsible for holding the trustees to account. Some separation between those serving as trustees and those serving as members is, therefore, desirable for achieving robust accountability.

THE ROLE OF A TRUSTEE

In law the Academy Trust is a corporate body, which means:

No individual can act on her/his own without proper authority from the Trustees;

All individuals carry equal responsibility for decisions made, and;

Although appointed from different backgrounds and with different skills, the overriding concern of all individuals has to be the welfare of the Trust and schools as a whole.

For the Trustees to carry out its role effectively, individuals must be:

Prepared and equipped to take their responsibility seriously;

Acknowledged as an accountable body by the lead professionals;

Willing and able to monitor and review their own performance.

Trustees should have the skills and attributes to:

- Constantly focus on what's best for the school and pupils by challenging in a constructive manner, asking probing questions and visualising the strategic picture, in terms of both the MAT and the academies within it.
- Understand and effectively carry out their roles, responsibilities and accountabilities, with the ability to take risks and consider dynamic and innovative options.
- Measure and lead school improvement and drive the necessary changes.
- Understand the financial and the business elements of leading a MAT, as well as the legal aspects of the role and how the trust and the business work.
- Work as part of a team and accept shared responsibility and accountability, as well as undertaking frequent self-evaluation in order to remain effective.
- Act with a strong moral purpose, integrity and honesty, and as an advocate for the MAT's christian values, ethos and philosophy.
- Express disagreement in a rational and professional manner.
- Adopt an entrepreneurial mind-set in order to see and make the most of opportunities that are outside the day-to-day practices of the MAT or academy.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2017

- Be innovative, creative and open-minded by engaging in futures thinking and 'horizon scanning'.
- Ensure that they have the commitment and stamina to drive forward the MAT, as well as the will to abandon the 'good' in order to find the 'outstanding'.

Trustees set the strategic direction of the MAT by:

- Setting the vision, values, aims and objectives for the MAT
- Agreeing the policy framework for achieving those aims and objectives
- Appoint/remove/suspend members of the Local Governing Body
- Reviewing the scheme of delegation arrangements annually
- Elect a chair, vice chairs and any other officers

Trustees challenge and support the school by monitoring, reviewing and evaluating:

- The effectiveness of the school in relation to external benchmarks
- The implementation and effectiveness of the policy framework
- Progress towards annual priorities as detailed in the strategic plan

Trustees ensure accountability by:

- Ratifying the annual evaluation of school effectiveness
- Holding the CEO/ Executive Head teacher / Head teacher /Head of School / School Leadership Team to account for the performance of the school including finance and achievement of pupils
- Responding to OFSTED and other commissioned reports, where necessary
- Ensuring parents and students are involved, consulted and informed as appropriate
- Making available information to the community
- Appointing and performance managing the CEO/Executive Head teacher who, with the LGB and school leadership teams, deliver the vision (through the day to day leadership and management of the school, implementation of the agreed policy framework and school improvement strategy, and delivery of the curriculum) and report appropriately to the Trustees.

Trustees have complete discretion over what is delegated to each Local Governing Body.

TRUSTEES are appointed based on their particular skill set:

LEADERSHIP, PEDAGOGY, FINANCE, BUSINESS, PERSONNEL, CURRICULUM, COMMUNICATION, LEGAL and STRATEGY

The CEO / Executive Head teacher is also an ex-officio Trustee.

Report of the Trustees
for the Year Ended 31st August 2017

TRUSTEES: APPROVED & APPOINTED by the MEMBERS

Trustee	Skill Set	Biography/ Experience
Gareth Williams	LEADERSHIP, STRATEGY, PEDAGOGY/EDUCATION, CURRICULUM, GOVERNANCE.	Education Consultant. Has been a primary school teacher, head teacher, a Registered Inspector with Ofsted and an LA Officer. Served as a Deputy Director of Education (Wigan MBC, 1999-2005) and a Director of Education (Leicestershire CC, 2005-6) and Director of Children and Young People Services (Leicestershire CC 2006-2013). Also served as a Governor in a CE school in Merseyside and as Church Warden in a rural Leicestershire parish. Works for Virtual Staff College Nottingham developing Leadership Training and has been a mentor for senior educationalists in various organisations in England. Works part time as a ministerial adviser to the Welsh Government and sits on a number of Boards that are working with failing schools and Local Authorities in Wales. Chairs the Welsh Government group developing national accountability strategies for schools, Local Authorities, Consortia and Central Government. Also works on a part time basis with a number of national educational bodies in England.
David Evans	LEADERSHIP, STRATEGY, FINANCE, BUSINESS, CHANGE MANAGEMENT	Member and Director of RLT. Previous Chair of Governors. 15 years of business and team leadership. Married with two young sons schooled within the RLT. Interests in running and cycling.
Rev James Saunders	ETHOS, LEADERSHIP, STRATEGY, SAFEGUARDING, EDUCATION	<p>Revd Dr James Saunders is an Anglican priest. For the past eight years he has been a teacher and member of the leadership team in an independent boarding school, where he is responsible for safeguarding and child protection. He has served on the governing bodies of Church of England primary schools for the past twelve years, chairing committees focussed on school improvement, ethos and vision. In his time as Chair of Governors, the school appointed a new head teacher, restructured its leadership team, and moved from being 'Requires Improvement' to 'Good'. He sat for two years on Rutland LA Education Performance Board, which acts as a sounding-board and steering group for those involved in improving school standards in the county.</p> <p>James lives in Rutland and has had two children in local schools. He has deep roots in the local community, and is committed to giving all children the best possible experience of school and life-chances.</p>
Adrienne Holland	LEADERSHIP, STRATEGY, PEDAGOGY/EDUCATION, CURRICULUM.	Since retiring from 17 years of Headship, was the temporary Primary Strategic Lead for RCC and was interim Head for a very small rural school in Leicestershire. Has been a School Improvement Partner for schools in Leicestershire, Nottinghamshire and Warwickshire and is also Vice Chair of Governors for a local Primary School and Vice Chair of Home-Start Melton and Rutland. She is a Trustee for Raynes Trust, a Charitable Foundation and have acted as an External Assessor for both Warwick and Nottingham Trent Universities, from 2005-2011. She remains passionately committed to education and continuous school improvement. I have 2 children and 2 grandchildren and live in Melton Mowbray.
Nicole Topham	LEGAL, HEALTH, BUSINESS, PERSONNEL, COMMUNICATION.	Nicole currently works as a Legal Adviser to the Secretary of State for Transport and his policy advisors. She has been a solicitor acting on behalf of the government since 2009.
Sue Hickey	LEADERSHIP, STRATEGY, PEDAGOGY/EDUCATION, CURRICULUM,	Previously a head teacher of both small rural primaries and latterly in large city schools. After thirteen years as a head teacher, she left headship to become a School Improvement Partner. For the last seven years, she has been an Education Adviser and has considerable experience in supporting, monitoring and challenging school performance through school improvement work with senior leadership teams.
Nick Horrigan	BUSINESS, COMMUNICATION, IT	Chair of Governors at Langham Primary School and on the strategic board of trustees of the RLT. Work for a local IT company-developing solutions for local and central government and the financial sector.

**Report of the Trustees
for the Year Ended 31st August 2017**

Kristi Withers	BUSINESS, COMMUNICATION, STRATEGY, CHANGE MANAGEMENT. FINANCE	Works full time for Mars Chocolate. Is passionate about seeing the school continue to develop generations of children to fulfil their potential academically, physically and socially as well as providing them with a safe and positive environment. She brings a number of skills to the Trust Board including; sales, negotiation, budget management, leadership and line management, strategy development, recruitment, coaching and capability, employee engagement and change management. Many of these skills are transferable and support her role as a governor to develop the strategy, review finances and ensure standards, accountability and effective policy.
Anna Raine	BUSINESS, DATA – STATISTICS, COMMUNICATION, FINANCE.	Anna Raine BSc (Hons) - Economics and Statistics. An office manager in a local primary school for over 7 years. She has a detailed understanding of all aspects of school life - policies, finance, safeguarding and personnel. Anna was previously a product buyer at Next Retail Limited sourcing products, negotiating prices and buying terms, and presenting data to the board on a quarterly basis. She is actively involved in the local community and was secretary of the parochial church council for 8 years.

CHIEF EXECUTIVE OFFICER

The Chief Executive Officer/ Executive Head teacher (CEO) will be appointed by the Trustees of the Trust, to lead the Rutland Learning Trust team to achieve the ambitions of the Trust and will be accountable to the Board through the Chair. The CEO will also be required to report to the Members and other key stakeholders, including the DfE, the Regional Schools Commissioner, ESFA and other statutory parties.

The Chief Executive Officer/ Head teacher (CEO) will advise the Board and lead the team in a way which is aligned with our mission and values.

Principal Accountabilities and Responsibilities

- Achieve the ambitions of the Trust as agreed annually.
- Working with the Trustees to develop the vision, plans, and budgets setting out how the Trust and its constituent academies will move forward towards the Trust's strategic intent each year.
- To ensure compliance with the requirements of the Master Funding Agreement and Supplemental Funding Agreements for the Academy Trust.
- To be the Accounting Officer for the Trust, personally responsible for the propriety and regularity of the public finances.
- Agree delegations with the Trust Board to the Local Governing Bodies and Head teachers of the member Academies for their day to day operations, while agreeing with the Head teachers which matters are most effectively discharged collectively.
- To ensure compliance with the Rutland Learning Trust Scheme of Delegation.
- To lead the Trust in achieving excellence with a focus on continuous improvement and raising standards.
- To be wholly accountable for all aspects of Teaching and Learning and Standards across the Trust and act as principal adviser to the Board of Trustees on all areas of provision.
- Review the progress of the Academies within the Trust, liaising with their Local Governing Bodies, and take action as necessary to ensure that progress and improvement is delivered and maintained, with a drive towards agreed levels of progress and the highest grade of external validation.
- Provide accurate and timely reports of activities and performance to the Trust Board, and all other stakeholders in accordance with requirements, devising succinct but informing summary reporting systems.
- Ensure the Board and schools are advised of current education policy or issues.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2017

- Utilise the collective strengths of member schools for the benefit of all members of the Trust, so that students receive the best possible outcomes.
- To provide motivational and inspirational leadership at all levels of the organisation.
- Take a leading role in key plans and documents such as the Trust's long term strategic plan, self-evaluation and school improvement plans of the Academies.
- Develop pan-academy strategies to support the economic life and well-being of the communities where we are represented, in the sharing of facilities and ideas.
- Act as an ambassador for the Trust in developing partnerships and links with stakeholders that promote a positive profile of the Trust.
- Be responsible for meeting the demands of changing legislation, new initiatives and changing practice.
- Hold line management responsibility for all of the Head teachers in the Trust.
- Develop and maintain strong working relationships with the Head teachers, Chairs of Governors, Governors, Trades Unions and other key personnel within the Academies and Trust, to ensure the effective and collegiate sharing of communication and knowledge.
- To be responsible for developing a diverse, innovative, inclusive and personalised curriculum offer for all pupils across the Trust.
- Support the need for effective communication, both internal and external to the Trust, including liaising with the local and national media.
- Convene and lead the Executive team of Head teachers and others across the Trust to deliver a collective and consistent strategy, determining the best means of delivery.
- Implement strategies and reputational management to ensure we are the 'go to' MAT in our local area which will result in achievement of recruitment targets and maintain attendance.
- Work with the Finance (Audit and Due Diligence) Trustees and Chief Finance Officer to drive efficiencies and collaborative working across the Trust.
- Identify key agencies, individuals and groups that could enhance the work of the Trust, and secure their partnership for the benefit of the Trust.
- Develop strategies for the generation of additional revenue and resources for the Trust.
- Support the Chair of the Trustees in the recruitment and induction of Chairs and Governors for member Academies.

Oversight of new schools / projects

- Instigate and co-ordinate applications for the transfer of new schools into the Trust.
- Ensure appropriate due diligence and risk assessment is carried out, and present such applications to the Audit Committee and then Board for consideration.
- Direct and manage transfers of schools into our Multi-Academy Trust, ensuring that appropriate and timely project management is in place to achieve a smooth transition, complying with all appropriate protocols.
- Lead and work alongside functional specialists as required to achieve objectives.
- Lead and motivate incoming schools into the ethos of the Trust.

The CEO / Executive Head Teacher is an ex officio Trustee.

LOCAL GOVERNORS – LOCAL GOVERNING BODY

Membership – up to 12

Individuals who sit on local governing bodies (LGBs) 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.

- 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)

Local Governing Body (LGB)

The LGB meets at least 4 times a year to consider:

Provision; Safeguarding; Inclusion; Teaching, Learning and Assessment; Culture and Christian Ethos; Outcomes, Standards and Progress; Quality of the Curriculum Offer; EYFS; Behaviour and Welfare.

There are nominated Governors for each of these key areas linked to the SID School Improvement Document. Some Governors may also undertake planned monitoring activities across other schools in our Multi-Academy Trust.

THE LOCAL GOVERNING BODY EVALUATES AND CHALLENGES:

The effectiveness of leadership and management

- demonstrating an ambitious vision, have high expectations for what all children and learners can achieve and ensure high standards of provision and care for children and learners
- improving staff practice and teaching, learning and assessment through rigorous performance management and appropriate professional development
- evaluating the quality of the provision and outcomes through robust self-assessment, taking account of users' views, and use the findings to develop capacity for sustainable improvement
- providing learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community
- successfully planning and managing learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment

The impact of teaching, learning and assessment

- teachers, practitioners and other staff have consistently high expectations of what each child or learner can achieve, including the most able and the most disadvantaged
- teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to children and learners
- assessment information is gathered from looking at what children and learners already know, understand and can do and is informed by their parents/previous providers as appropriate

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2017

- assessment information is used to plan appropriate teaching and learning strategies, including to identify children and learners who are falling behind in their learning or who need additional support, enabling children and learners to make good progress and achieve well
- except in the case of the very young, children and learners understand how to improve as a result of useful feedback from staff and, where relevant, parents, carers and employees understand how learners should improve and how they can contribute to this
- engagement with parents, carers and employees helps them to understand how children and learners are doing in relation to the standards expected and what they need to do to improve
- equality of opportunity and recognition of diversity are promoted through teaching and learning
- where relevant, English, mathematics and other skills necessary to function as an economically active member of British society and globally are promoted through teaching and learning.

The personal development, behaviour and welfare of pupils

- pride in achievement and commitment to learning, supported by a positive culture across the whole provider
- self-confidence, self-awareness and understanding of how to be a successful learner
- choices about the next stage of their education
- prompt and regular attendance
- following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others
- understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.

The outcomes for our children

The school/academy takes account of current standards and progress, by evaluating the extent to which pupil's progress well from their different starting points and achieve or exceed standards expected for their age.

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. We also independently run a suite of Governor Training modules as outlined in the school's SID. The CEO holds termly (every 6 weeks) meeting with all Chairs of Governors from across the Trust.

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 undertake an annual skills audit, a Governor Profiling activity and record details of training that governors have attended to ensure that the skill mix/set is suitable for their important role in governing our schools.

**Report of the Trustees
for the Year Ended 31st August 2017**

Key areas of training include:-

Induction: What is good governance – roles and responsibilities for Church schools and Academies?

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)

(Additional information is outlined in the Academy SID – School Improvement Document).

1. An initial meeting with the Head Teacher and Chair of Governors:
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. If requested, buddy with an experienced governor across the Trust.
7. Familiarization with the previous OFSTED Report, previous Denominational Inspection Reports, minutes of most recent LGB meeting, SEF, School SID, Terms of Reference, Scheme of Delegation, Monitoring/Evaluation and meeting schedule.
8. Introduction to The Key and Guide to the Law for School Governors – Governor handbook.
9. Meeting with Chair/Academy Finance Office if on the Resources Committee.

**Report of the Trustees
for the Year Ended 31st August 2017**

Arrangements for setting pay and remuneration of key management personnel

Please refer to the RLT Pay Policy as published on the Trust website.
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 is identified, the LGB Resources Committee will re-calculate annually the appropriate unit total of the school.

The LGB Resources Committee 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 LGB Resources Committee 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 LGB Resources Committee 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 LGB Resources Committee 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 LGB 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 (Headteacher 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 LGB Resources Committee

In the event that the LGB Resources Committee 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 LGB Resources Committee 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.

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

At the beginning of each academic year (or at any such time as the LGB Resources Committee, 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 Trust will support the Appraisal Review Governors and Executive Head teacher in carrying out the annual performance review of the Head teacher. The performance review and review statement will be conducted in accordance with the Appraisal policy.

**Report of the Trustees
for the Year Ended 31st August 2017**

In the autumn term of each year, the Trustees/Governors will receive recommendations from the Appraisal Review team about the salary of the CEO/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 overall performance of that individual 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 2016, paragraph 10.

Any recommendation for movement up the HTR, on which the CEO/Executive Head teacher is currently paid, will identify the recommended number of progressed points proposed. The CEO/Executive Head teacher will be advised of the proposed recommendation and may make a written response to the recommendation.

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.

The recommendation for the CEO/Executive Head teacher will be made in a written statement to the Full Trust Board, giving reasons for the recommendation and the level of salary that it is recommended should be paid from 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.

**Report of the Trustees
for the Year Ended 31st August 2017**

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 four schools:

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

A fifth school, Exton CE Primary School, is currently affiliated with the MAT through a Memorandum of Understanding. This is a formalised collaborative partnership. An Academy Order to join the RLT has been approved. The RLT was approached by the DfE, Local Authority, Diocese and Langham Governors to work with the school from September 2016 due to:

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

Glaphorn CE Primary School, is also currently affiliated with the MAT through a Memorandum of Understanding. A consultation about whether the school will join the RLT will begin in April 2018.

The RLT is currently supporting Cottesmore Millfield Academy via Strategic School Improvement Emergency Funding. The RSC has serious concerns about the capability and capacity of the Academy and is actively seeking to re-broker the school. Discussions with the DfE, ESFA and RSC around full sponsorship of CMA are ongoing - with a potential conversion date in Jan 2018.

Great Casterton CE Primary School, Empingham CE Primary School and Uppingham CE Primary School have all expressed interest in joining the Rutland Learning Trust MAT in 2018. They all have the support of the Local Authority and Diocese and consultations will commence in early 2018.

The Rutland Learning Trust

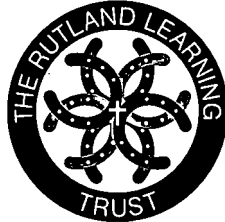
Report of the Trustees for the Year Ended 31st August 2017

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.

OUR ACADEMIES

- 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.

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.

OUR CHRISTIAN VALUES

Joy, Kindness, Patience,
Faithfulness, Unselfishness, Honesty,
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.

**Report of the Trustees
for the Year Ended 31st August 2017**

THE RUTLAND LEARNING TRUST: Values driven – Educationally led

The Rutland Learning Trust is values driven and educationally led; it aims to provide world-class education and care that allows every child to reach their potential; it recognises the importance of teaching and learning. It operates a robust school improvement system, with the ultimate aim of doing something exceptional for children in our care. All pupils will be safe and all will be supported, whatever their needs.

The Rutland Learning Trust aims for all academies to be outstanding. This means outstanding outcomes for all children; innovative, enthusiastic, well- trained staff that provide high-quality teaching, learning and assessment experiences every day, and pupils that leave education well-prepared for the next step of their lives.

The Rutland Learning Trust aims to contribute positively to the self-improving school-led system in education across this locality. We are committed to adding real value to the community, helping it become even more effective in order to achieve the very best for all pupils. We believe in true collaboration; working in partnership, investing in people and building capacity for long term, sustainable success. Our academies will need to respond to the challenge of creating and responding to this changing landscape.

Our strategy is ambitious and exciting; it reflects our locality and the needs of our children. Our education system is in a state of fundamental change as we move to a self- improving system that reduces central government control in favour of a school-led system. This provides a great opportunity for all of our schools to take the lead and create a system that our children deserve.

Bold and dynamic leadership, at all levels, is fundamental to help transform our local education system. We need to develop and own this new system together and take risks to ensure all our learners, regardless of their starting point or background, have their needs met and thrive in the communities that we create.

Our challenge is to continue our journey in improving systems so that all the academies within the Rutland Learning Trust are ‘outstanding’, not only in terms of their Ofsted judgement, but also in the eyes of our learners, staff, families and our wider community members.

VISION

The Rutland Learning Trust has a clear and compelling vision for the future.

Each school is to be clear about, and be able to articulate, the moral purpose of the Rutland Learning Trust, its mission and its values. All stakeholders to share an understanding of what it means to be part of the Rutland Learning Trust.

The Rutland Learning Trust will:

- Ensure the core set of values is understood and upheld across the Trust;
- Ensure no academy becomes an outlier to the overall vision;
- Identify what success will look like for the Trust in one, two and three years’ time.
- Support each Academy to be able to demonstrate ‘Working Together, Sustaining Excellence and Transforming Learning’ and uphold the Trust’s core set of values;
- Support each Academy to create an annual School Improvement Document, Whole School Self Evaluation Framework and Accountability Structures.

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...

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2017

Vision	The Rutland Learning Trust Vision Overview 2017-2020 <i>Providing outstanding education for all pupils – today and tomorrow!</i> <i>World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.</i>					
	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>	
Aims						
Objectives						
Financial Aims						
Critical Success Factors						
Values						



Teaching and Learning Priorities 2017/19

Mastery for All

- Fine-tune practice and pedagogy to ensure consistency of provision across our schools.
- Strengthen teachers understanding of Mastery and Mastery at Greater Depth across all subjects.
- Stretch and challenge - ensure 'quick graspers/advanced learners' are routinely challenged through more demanding problems which deepen their knowledge of the same content.

Lesson Design

- Improve lesson design that plans for MASTERY for ALL with the role of the staff changing throughout sessions from modelling, explaining, questioning, coaching, guiding, facilitating and challenging through high quality interactions.
- 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.
- Embed the innovative use of IT across the curriculum for shared and independent learning.

Personalised Feedback

- Ensure consistently high-quality marking and precise feedback at the point of learning improves pupils' achievement.
- Ensure a rich variety of AfP strategies are routinely used.
- Inculcate a strong culture where self and peer assessment is encouraged as well as improvement and progress championed.

Maths achievement across KS2

- Strengthen teachers understanding of how to plan for MASTERY in maths
- Provide pupils with tools to work at greater depth in maths – conjecture, independence, collaboration, explaining, reasoning, use of language, application of 6Rs.
- Ensure intelligent practice, consolidation and variation plays a central role in developing fluency, reasoning and problem solving.

Metacognition – Learning to Learn

- Continue to develop 'learning character' and independence through our EPIC LEARNING, NICE LEARNING Frameworks
- Embed the systematic and structured teaching of our 6 Rs:
Readiness, Resilience, Reflection, Resourcefulness, Respect, Responsible.

Reflective Practice

- Continue to develop more reflective practice through RLT learning networks, lesson study and coaching; and the innovative use of IT.

Target Groups

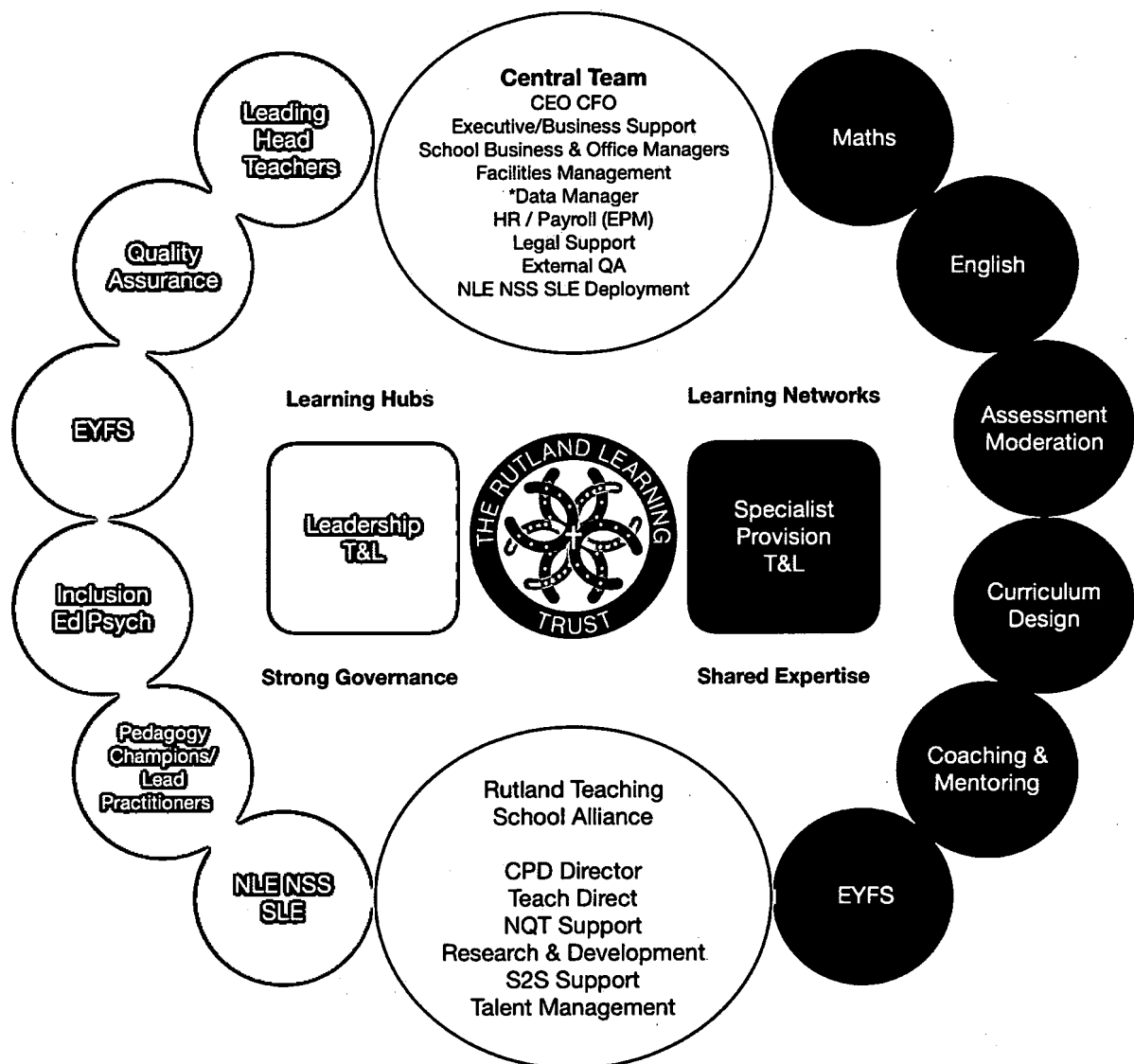
Based on prior attainment bands, stretching and challenging all pupils remains an on-going priority especially:
Higher Attaining Pupils for Greater Depth (HAPs).
Middle Attaining Pupils (MAPS)
Disadvantaged Pupils (Free School Meals).
Pupils NEW to schools in upper KS2.

The Rutland Learning Trust

Providing outstanding education for all pupils – today and tomorrow!

By
Working Together
Sustaining Excellence
Transforming Learning

Our Capacity for Sustained School Improvement



The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2017

Aims	Working Together <i>(Real, genuine and planned collaboration)</i>
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Objective	*Promote strategic growth of the Trust
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Key Performance Indicators	Sustainable and progressive strategic growth in line with Governments funding strategy: (10-12 schools / or 2000 pupils by 2020: Up to 3 schools per year). 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.	July 2017
	Ensure readiness for managed growth. The Trust has the flexibility, capacity and capability to raise outcomes, provide high quality school improvement and respond to the bespoke needs of a joining school.	July 2017
	There is a well communicated strategic vision & plan that moves seamlessly from implementation into impact. The Trust has a strategic plan that seamlessly sits within the school plans. There is clear evidence that all of the trust priorities are being delivered by the school. It is impossible to tell who takes the credit as the delivery and QA is united and done by both.	July 2017

Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
RLT on track to achieve the target of sustainable and progressive strategic growth in line with Governments funding strategy 10-12 schools / or over 2000 pupils by 2020.	Update the Vision, Aims and Strategic Intent document for Trustees Review: Strategic Growth Plan Review: Criteria for Growth Review: Phased Growth Model Proposed growth plan: Exton CE Primary December 2017 Cottesmore Millfield Academy – Sponsored Jan 2018 Great Casterton and Empingham Feb 2018 Uppingham Aril 2018 Glaphorn July 2018 Explore opportunities for a Free School: Centre of Excellence/Specialisms strategically and geographically positioned around the county – St George's Barracks		CEO	Termly Reviews	CoT	Trust Board Meetings	Trustee meetings	
	Review and publish the 2017 Central Services Offer	5% Central services charge	CEO	September 2017	CEO	SID Scrutiny QA Reports Trust Support Plans	Website CoG Meetings Heads meetings	

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2017

<p>The RLT has the capacity and capability to raise outcomes; provide high quality school improvement and ensure financial sustainability for all schools in the Trust.</p> <p>The Team uses existing expertise in individual academies/schools in the Rutland Learning Trust to develop optimum school to school support and central services.</p> <p>A 'Central Team' includes office and finance functions, as well as delivery support (curriculum, teaching & learning, CPD).</p> <p>Please refer to Appendix 2</p>	<p>Review MAT leadership - organisational structure and capacity: Central Team</p> <p>Quality Assurance and School Improvement Roles</p> <p>CEO, Deputy CEO, Leading Head teachers, Pedagogy Champions, Lead Practitioners, External support, RLT teaching appointments)</p> <p>Business and Finance CEO, CFO, Executive/Business Support, Data Manager, Office Management, Facilities Management.</p> <p>(Review Contracts, Job Descriptions for all roles as part of the appraisal/ performance management process)</p> <p>Identify areas of strength, areas to be developed, opportunities for new appointments.</p>		c	December 2017 Term 2	CEO	Growth Report and Action Plan presentation to the Trustees by CEO CFO	Trustees Report Hub Meetings	
	<p>Evaluate the impact of the appointment of Executive Support to ensure there is enough capacity to fulfil the role: Administration, Business Management, HR, Facilities, Payroll, Policy development, Negotiating contracts – procurement.</p>		CEO CFO	Term 3 (Appraisal)	CEO CFO HTs	Appraisal	Appraisal records and Report to Scrutiny Committee	
	<p>Applications for additional funding streams:</p> <ul style="list-style-type: none"> MAT Capacity Grant MAT Development and improvement Fund School Improvement Emergency Funding Sponsor Applications 		CEO CFO	Term1 and ongoing	CoT	Application	Trustees COG Meetings	
	<p>Ensure full compliance with FMGS (Financial Management and Governance Self-Evaluation) and Academies Financial Handbook.</p> <p>Update the RLT Financial Controls and Procedures Manual – in response to projected growth models</p>		CFO Executive Support	Term 1 and ongoing	CFO	RLT Financial Procedures Handbook Audits and routine visits	Audit Report Trustees Reports Accountant Reports	

The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2017**

	Embed PS Financials across the Trust		CFO Executive Support	Term 2 and ongoing	CFO	Audits and routine visits	Reports to Head teachers and LGB	
	Ensure key roles throughout the Trust have clear succession plans in place e.g. CEO, CFO, Head teachers, Chair/Vice Chairs of Trustees and LGBs.		CEO HTs COG	Term 3	CEO	Succession Plan Discussion	COG Meetings	
	CEO and Deputy CEO/Head teacher - system leadership training	£1500	CEO ML	Term 1	CEO		Updated RLT Transformation Plan	
	Leadership training for all Head teachers, Trustees, Senior Teachers and Teachers with high leadership potential (talent spotting).	£1500	CEO	Terms, 1, 2, 3, 4	CEO	Gaps Tasks	HT Meetings CoG Meetings	
	Part-time School Improvement/QA Officer appointment - providing further quality assurance and challenge to leadership teams.	£3000	CEO	From Term 1	CEO	QA Reports	LGB	
	Governor Training to be part of central services Gov Training Programme published for all schools by October 2017	£2000	Exec Support	Term 2	LGB	Gov Evaluations	LGM Meetings	
	Introduce an automated payment system (BACS) at each Academy		CFO Exec Support	Term 2 2017	CFO	Routine visits	Reports to HTs and LGBs	
	Modify governance in joining schools to ensure structures are appropriate for our proposed growth plan - ensuring lines of accountability at all levels. LGB observation and feedback to CoG Governor training and external reviews based on <u>Competency framework for governance</u> . Clerk Appraisal linked to the DfE <u>Clerking competency framework 2017</u> .	Review costs	CEO	Ongoing	CEO	LGB Observations External Reviews Governor Profile's Self-Evaluations	CoG Discussions Reports to LGB	

The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2017**

	Improve procedures to identify, monitor and mitigate risk. Strengthen due diligence procedures for new schools joining our MAT – Buildings / Condition Surveys and R&M schedule, Legal Support, HR.	£1K per school	CEO CFO Exec Support	As per growth plan	CEO	Due Diligence Reports	Trustees	
	Enhance Lead Practitioner role to 5 days: to include QA, SI, Coaching, Lesson Study.	Central services	CEO CFO	Sept 2017	CEO	QA and SI reports	LGB Trustees – Scrutiny	
	<p>Appoint Data Manager – 1 day per week initially from Term 4.</p> <p>SIMS School Improvement Training Programme for Primary Schools:</p> <ul style="list-style-type: none"> • SIMS School VIEW • Effective Use of SIMS for school improvement • Governors • Self-evaluation • SIMS Data Dashboards: Attendance, Absence, Achievement – standards, Behaviour, Key Group KPIs, Staff Absence, Assessment • SIMS Teacher, Parent and Pupil Apps • Asset management – fixed, mobile, hard and soft assets 	<p>TBC</p> <p>As art of our SLA + Consultancy Fees</p>	CEO CFO HTs	Term 2 Training	CEO	Data dashboards – against all KPIs: Standards, attendance, staffing, vulnerable groups	Trustee and LGB dashboards	
	<p>Create a MAT Induction Programme for new schools joining the Trust to aid STANDARDISATION.</p> <ul style="list-style-type: none"> • Due Diligence Report • Trust Action Plan (based recommendations outlined in the DD Report – Education, Finance, HR, Facilities, IT, Governance, H&S Audits) • Consultation Events • Meetings with staff and Governors • SID Development (Data Capture Action Plans; Monitoring Schedules; Governor Profiles...) • Policies 		CEO CFO Executive Support	Term 3	CoG at new schools	<p>LGB feedback</p> <p>QA activities and reports</p>	Trustee Reports	

The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2017**

Refine QA Review Days to ensure that schools take greater ownership of the process and use it as a professional development opportunity for middle leaders.	<p>Review Day:</p> <p>Head teacher lead: establish lines of enquiry, monitoring strategies, key personnel</p> <p>Middle leadership – shadowing</p> <p>External QA SI Officer / CEO – Challenge</p> <p>Co-written reports to include clear action points to share with LGB.</p>		Schools	As per schedule	CEO	QA – Evaluation report	LGB presentation SID updated	
Apprentices deployed across the Trust	<p>Explore Apprenticeship opportunities:</p> <p>Sports, Premises Officer, Teachers, Teaching Assistants, Admin</p>	TBC	Exec Support CFO					

*Please refer to Appendix 1 and 5 of the RLT Transformation Plan 2017/18

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2017

Aims	Working Together <i>(Real, genuine and planned collaboration)</i>
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Objective	*Flexible staffing structures across the Trust build capacity and deliver high quality school improvement
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Key Performance Indicators	OFSTED Leadership and Management grade will be at least good in all schools within 2 years of joining the Trust/ at first OFSTED Section 5 Inspection – whichever is the sooner. All schools within the trust inculcate a progressive growth mind set approach to school improvement and provision.	July 2017
	The school improvement strategy is sustaining improved performance; standards are rising and improvement is rapid. The self-evaluation of the academies is maturing so that they have greater ownership of their own requirements and make more bespoke support demands of the Trust.	July 2017
	The trust has improved the majority of its schools to the point at which those that were once weak now have capacity and strength to support new schools joining the MAT or schools beyond the trust. They can independently peer review with confidence other schools in the trust (T&L, SEND/PPG, EYFS, Due Diligence)	July 2017

Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
Strengthen the School Improvement Team across the Trust to further deliver high quality school improvement. Increase, in depth and scope, the range of leadership and teaching expertise across the Trust.	Establish regional learning hubs for weekly head teacher meetings	£300 per day	CEO	Term 1	CEO	Minutes	Report to Trustees Scrutiny meetings	
	Create a portfolio of school improvement specialisms to provide S2S support		CEO	Term 2	Scrutiny	QA Reports Appraisal/PM records		
	Ensure quality assurance systems are in place across all schools to monitor and evaluate performance – external to include Head Teacher Performance Management		CEO	Term 2 and ongoing	CEO CoG			
	Review staffing 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/ pedagogy CHAMPIONS (application process to include: Letter (expression of interest, interview, lesson observation, per reference)		CEO and Heads	Termly discussions during QA activities				
	Appoint Deputy CEO (Executive Head teacher) to provide support and challenge for schools	Salary	Trustees	2018/19				

The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2017**

	<p>NLE Applications. ML SL GF</p> <p>Aspirant NLE, LLE training toolkit to support succession planning and system leadership.</p> <p>Identify potential aspirant LLEs, SLEs and teachers with high leadership potential.</p> <p>Evaluate impact of educational psychologist work.</p> <p>SENDCO across the Trust.</p> <p>Each school to have an SEN specialism e.g dyslexia, Downs, Asperger's, Working memory, Early Language intervention etc.</p> <p>DfE Capacity Grant application</p> <p>Evaluate the impact of Gallup Strengths based coaching</p> <p>Review impact of Educational Psychologists Futures in Mind - RLT and school days</p>	<p>£4500</p> <p>Training funds – central</p> <p>2 days per week included in CPD role</p> <p>£425 per day</p>	<p>CEO</p> <p>RTSA</p> <p>CEO Heads</p> <p>GF</p> <p>CEO</p> <p>CEO</p> <p>Inclusion Team</p>	<p>Applications</p> <p>Term 4</p> <p>Ongoing</p> <p>Term 3 and Term 6</p> <p>Term 2</p> <p>Term 3</p> <p>Inclusion meetings</p>	<p>CEO</p> <p>CEO</p> <p>CEO</p> <p>CEO</p> <p>CEO</p>	<p>School Surveys</p> <p>HT Reports</p> <p>Trustee Report</p> <p>Surveys</p> <p>Report to Trustees Term 6</p>	<p>Chairs of Govs Meetings</p> <p>Scrutiny Meeting CoG meetings</p> <p>Trustees Heads – Hub Meetings</p> <p>Scrutiny Panel</p>	
Strengthen our school improvement S2S support and quality assurance	<p>Embed the 2017 SI and QA offer to schools.</p> <p>SID established at each school.</p> <p>External speakers and consultants support for leadership training, CPD, Head Teacher Performance Management, Ed Psych and QA activities.</p>	<p>£5000</p> <p>£2000</p>	<p>CEO</p> <p>CEO</p> <p>CEO</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1 onwards</p>	<p>CEO</p> <p>LGBs</p> <p>CEO</p>	<p>QA Reports</p> <p>Termly SID Review</p> <p>HT discussions/ QA Reports</p>	<p>Scrutiny Meeting</p> <p>LGB meetings</p>	
Secure succession planning	<p>Updated CPD Succession Planning/ Talent Management documentation</p>		<p>Heads</p>	<p>Ongoing</p>	<p>CEO</p>	<p>Framework scrutiny</p>	<p>LGBs</p>	

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2017

<p>Provide continuous professional development training for the trust's leadership team</p> <p>Secure succession planning, staff recruitment and the retention of our very best staff - providing enhanced leadership opportunities, models and challenges.</p> <p>Revitalise staff pedagogy – targeted CPD for all staff; a relentless focus on improving teaching and learning.</p> <p>Inculcate a vision of sharing of outstanding teaching and learning, resources, expertise, specialisms and facilities</p>	<p>Leadership training:</p> <ul style="list-style-type: none"> Cultural shift Leadership behaviours Truly great teaching World class curriculum Evidence based professional development models Leading a MAT – CEO, Deputy CEO 	£1500	CEO	Ongoing from Term 1	CEO	Gap tasks	CoG meetings	
	<p>Each LGB to ensure that there is a clear succession plan for the key posts within their schools e.g. Chairs, Vice Chairs, Head teachers. Governor and Trustee induction training will be incorporated into the Trust Plan 2017/18. This will be based around <u>Competency framework for governance</u>.</p> <p>Staffing structure reviews – shared appointments.</p>	£800	CEO ML CoG Heads	Term 2	CEO	LGB Framework scrutiny	LGBs	
<p>A well-qualified central team ensures that the trust operates well as a single business.</p> <p>External audit has identified no significant areas of improvement.</p> <p>There are strong internal systems of audit that have improved over time and are now highly effective.</p>	<p>Restructure/review MAT leadership capacity: Contracts, Job Descriptions. CEO, Head teachers, Business Support, Office management – CREATE RLT SCHEMATIC: Role and Responsibilities, SLAs and identify potential conflict of interests</p> <p>Ensure full compliance with FMGS (Financial Management and Governance Self-Evaluation) and Academies Financial Handbook.</p> <p>Responsible Officer Reports</p> <p>Audited Accounts</p>		CEO CFO Exec Support	Term 2	CEO	Appraisal PM	Hub Meetings	
			CFO Exec Support	Term 1	CFO	Audits and routine visits	CEO meetings Audit	
			CEO CFO Exec Support	Terms 2 and 4	CEO CFO	Report	Audit	
			CEO CFO Exec Support	Autumn Term	CEO CFO	Accounts Trustee Report	Trustee – Audit Report Published on Website	
<p>The Trust risk register is used to drive all improvement priorities and is the framework for agenda setting across the Trust.</p>	<p>RLT Risk Register in place</p>		CEO	Term 6	CEO	Policy review	Audit	

The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2017**

<p>The Trust risk register is used to drive all improvement priorities and is the framework for agenda setting across the Trust.</p> <p>Each Academy has its own Register which indicates the risks that are linked to their academy as well as the ways in which Trust risks are mitigated.</p>	RLT Risk Register in place		CEO	Term 6	CEO	Policy review	Audit	
	All schools have their own Risk Register linked to the RLT		Heads	Term 6	Heads	Policy review	LGB	

*Please refer to Appendix 2 of the RLT Transformation Plan 2017/18

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2017

Aims	Working Together (Real, genuine and planned collaboration)
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Objective	*Strengthen Governance
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Key Performance Indicators	OFSTED Leadership and Management (GOVERNANCE) grade will be at least good in all schools within 2 years of joining the Trust/ at first OFSTED Section 5 Inspection – whichever is the sooner. RLT quality assurance activities show that the Governance is a strength in each of our schools.	Sept 2017
	100% skills coverage at all times: leadership - strategy, education - pedagogy, legal, HR, business, finance, communication - marketing, ethos – as evidenced through an annual skills audit and Governor profile discussions.	Sept 2017
	Robust financial parameters are maintained: All school maintaining: <75% total income on staffing, <23% of total income non-staffing costs, 2% surplus.	Sept 2017
	Self-evaluation, quality assurance and external reviews of governance show all Governors understand their roles and responsibilities as Trustees and Local Governors (as an Academy and Church school).	Sept 2017

Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
<p>All Trustees, LGB and Governors are fully aware of the RLTs Values, Vision, Aims and Strategic Intent – and how they contribute to the success of all schools in our Multi-Academy Trust.</p> <p>The Rutland Learning Trust has a clear and compelling Christian vision for the future of its church schools.</p> <p>Each school is clear about, and is able to articulate, the moral purpose of the Rutland Learning Trust, its mission and its values.</p> <p>All stakeholders share an understanding of what it means to be part of the Rutland Learning Trust.</p>	<p>The revised RLT Vision and Growth Strategy; and RLT Self Evaluation will be presented to all Trustees and Governors at the 'RLT Vision Evening' in Term 2 2017.</p> <p>This will include training on 'Roles and Responsibilities of Trustees and Academy Governors' and will incorporate the new <u>Competency framework for governance</u>.</p> <p>The Rutland Learning Trust will:</p> <ul style="list-style-type: none"> -Ensure the core set of values is understood and upheld across the Trust; -Ensure no academy becomes an outlier to the overall vision; -Identify what success will look like for the Trust in one, two and three years' time. -Support each Academy to be able to demonstrate 'Working Together, Sustaining Excellence and Transforming 	0	CEO	November 2017 Term 2	Trustees	Quality Assurance Activities	Scrutiny Committee	

The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2017**

	Learning' and uphold the Trust's core set of values; -Support each Academy to create an annual School Improvement Document, Whole School Self Evaluation Framework and Accountability Structures.							
There is a clear delegated framework for Governance at Trust Board and Local Academy level that makes explicit the accountabilities of both boards	<p>Termly Chairs of Governors Meetings</p> <ul style="list-style-type: none"> - Disseminate good practice - Leading Governors to offer peer support and challenge to colleagues in new Academies. - Establish a clear two- way communication pathway between the Trustees and LGB. <p>Review Scheme of Delegation, Terms of Reference and Decision Planner</p> <p>With LGB, evaluate impact of Central Services Offer, value for money and group procurement – revised documents / policies published.</p> <p>Embed SID (School Improvement Document) created and shared with all Trustees, COGs and LGB.</p> <p>Share Collaborative Projects planned for 2017/18:</p> <ul style="list-style-type: none"> Governor Training; Leadership Training; Collaborative teacher networks for planning and assessment (one per term for all teachers); Coordinator networks; Head teacher meetings; Lesson Study; Education Psychologists – Termly Clinics for SENCOs; Sports and Enrichment Festivals across the Trust. 	0	CEO	Every term (6 weeks)				

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2017

<p>Local Governing Body – self and external evaluation</p> <p>The Governor Competency Framework, skills audits and SID ensures all Governors know and understand their roles and responsibilities; and have a deeper awareness of the vision, aims, strategy, key priorities and key actions to be undertaken.</p> <p>Governor profiles and skills audit are used to identify strengths of the LGB and to assist with allocation of roles/responsibilities and recruitment.</p>	<p>2017/18 External review of Governance for each LGB: Governor Competency Framework – self-evaluation.</p> <p>SWOT appraisal of Governor Performance - How well are we performing as a team? Governor skills audit.</p> <p>Governor Action Plans In place for each Academy (either as part of the L&M Action Plan or LGB)</p>	£500 per school	CEO	Term 4	LGBs	Report	LGB Meeting
	<p>Create an RLT Peer and Self Evaluation Review Framework and share with COG</p>		CEO	Term 6			
<p>Governors know their schools exceptionally well.</p> <p>Governor skills audit, induction and Governor Profiles inform responsibilities and recruitment.</p> <p>Governors fully understand questions they should be asking, actions to be undertaken and how to disseminate this information.</p> <p>Quality assurance and school improvement activities are fully embedded in the SID to allow for precise monitoring of impact.</p>	<p>SID – School Improvement Document Template created for LGBs</p> <p>Template to include: Contextual information, Roles and responsibilities of all staff and Governors, Outcomes overview, Vision and Aims, Data Capture, RLT Score Card, Targets, Action Plans.</p> <p>Governor monitoring schedules highlight questions to ask and activities to be undertaken.</p>	0	CEO	Autumn Term 1	COG	Meetings SID Govs reports	Minutes
<p>Trustees know areas of strength and areas to be developed for all schools in our MAT.</p> <p>MAT Infrastructure (processes, procedures, quality assurance and school improvement activities) are rigorous, robust and fit for purpose; statutory compliant.</p>	<p>Strengthen TRUST self-evaluation processes by using: 10 Characteristics of Successful MATs and Twenty-one Questions for Multi-academy Trusts: Key questions a MAT board should ask itself.</p>	0	CEO	Term 2/3	Scrutiny Committee	Doc scrutiny/ review	Trustees
<p>Trustees ensure statutory compliance with the 2017 Academies Handbook.</p>	<p>Update the Trust financial aims and strategy – Financial Procedures Manual based on the 2017 Academies Handbook.</p>	0	CEO Exec Support	Autumn Term	Audit	Policy review	Trustees

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**Report of the Trustees
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Trustees and Governors fully understand their roles and responsibilities through targeted training.	<p>RLT Governor and Trustee Training Programme.</p> <ul style="list-style-type: none"> • Roles and responsibilities of Church and Academy Governors • New Governors - Induction • Holding school leaders to account • Chair and Vice Chairs • Effective Governance • ASP Analysing School Performance – using data for school improvement • Improving schools: support WITH CHALLENGE • Governor - Strategic Planning • Safeguarding <p>All our governors and clerk continue to access the Chair and Training and Development meetings held each term, the SEND briefing held twice each year and can access the clerk's briefing and workshops held each term</p>	£2000	CEO	Term 1 training events	CEO	Evaluations LGB Minutes	Report to Trustees	
Pupil Premium and Inclusion Champion (Trustee) to help review SEND Provision and Pupil Premium in each school.	Appoint Pupil Premium and Inclusion Champion (Trustee) to review SEND Provision and Pupil Premium in each school.		Trustee	Term 3	CEO	SEND/PPG Reviews	Reports to Champion, LGB and Trustees	

*Please refer to Appendix 3 of the RLT Transformation Plan 2017/18

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Report of the Trustees
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Aims	Working Together <i>(Real, genuine and planned collaboration)</i>							
Objective	Sustain and enhance our relationship with the Diocese whilst developing other partnerships and networks to improve pupil outcomes, promote inclusion and reduce inequalities for the children in our locality and region.							
Key Performance Indicators	National Society Statutory Inspection - SIAMS All areas will be graded good or outstanding in each school within 3 years of joining the Trust/ at first SECTION 48 Inspection – whichever is the sooner.							July 2017
	Ensure the Rutland Teaching School Alliance (RTSA) provides effective school improvement. The Rutland Teaching School Alliance is making good progress as evidenced against its own key performance indicators.							July 2017
	Our Trust and Academies will play a key role in wider system leadership through membership of Teaching School Alliances, supporting other schools, leading and participating in local partnerships and sharing expertise widely. We will learn from, and contribute to, the practice of other SATs and MATs in their region.							July 2017
Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
Sustained and enhanced relationship with the Diocese Board of Education	Ensure Foundation Governors are fully represented at each level of Governance – Members, Trustees, LGB.		CEO		Trustees	Articles of association RLT Structure	Publish on website	
	Utilise the Diocese SLA to support school improvement, quality assurance, governor support, CPD and bespoke projects.	£2000	Heads	From Term 2	LGB	Head report to LGB	LGB Meeting	
	Interim Section 48 – peer reviews 2018 RLT Membership of SACRE	Part of SLA	Heads	May 2018	Foundation Gobs	Peer Reviews	LGB Meeting	
	Continue termly meetings with the Director of DBE and PDET. -Growth Plan and Strategic Intent -Establish a “working relationship” with the Diocese to support ‘hard to reach’ Rutland Schools and schools requiring significant support. -Explore opportunities for Traded Services: developing capacity across both MATs.		CEO	Termly meetings	CEO		CoG Meetings with CEO	
	Diocesan School Consultants – Termly invites to HT meetings: Standards,		Heads	As timetabled	Heads	Consultant report	Foundation Gobs report	

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for the Year Ended 31st August 2017**

<p>Sustained and enhanced relationship with the Diocese Board of Education</p>	<p>Self-evaluation, Section 48 updates, School Improvement Priorities, Strategic intent and brokerage of Bespoke Projects.</p>							
	<p>POTENTIAL BESPOKE PROJECTS</p> <ul style="list-style-type: none"> -Raising Achievement in Maths -Cultural difference and diversity projects across the Trust. In collaboration with the Diocese, establish sustainable learning partnerships and projects locally, nationally and internationally. <p>RLT representation at termly RE Network Meetings.</p> <p>RLT contributions to Diocese HT Briefings and Curriculum CPD.</p> <p>Bishop's Visitors invited to all school events.</p> <p>Annual Diocesan Officer support at one LGB per year.</p> <p>Annual Foundation Governor Training – roles and responsibilities.</p>		CEO	Termly	ML	RE Coordinator feedback report	Hub Meetings	
			CEO	Term 2	CEO	Course Evaluations	LGB Meetings	
<p>Active member of the East Midland South – Local Partnership Group.</p> <p>The goal of these meetings is to bring key regional education colleagues together into a coherent partnership to focus on strategic school improvement activities to improve outcomes, promote inclusion and reduce inequalities for the children in the East Midlands.</p>	<p>East Midland South – Local Partnership Group.</p>		CEO	Autumn, Spring and Summer	RTSA Rep		Hubs, Trustee and CoG Meetings	
	<p>RSTA Member of EMSTA (East Midlands Strategic Teaching Alliance)</p>		RTSA Rep	Termly			Weekly RTSA Meetings	
	<p>Coordinate Capacity Grant Application</p>		CEO	Autumn Term bidding round				
	<p>RLT delivery partner for Lincolnshire / Leicestershire Teaching Schools SIFF APPLICATIONS</p>		CEO					

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We will learn from, and contribute to, the practice of other SATs, MATs and Local Authorities in the region.	EYFS Pedagogy and Practice: Research and development projects: MATHS		SL(Head of St Nichs)	Dec 2017	SL	As per project		
	Maths Master Training		HG (Maths SLE)	October 2017	HG	As per project		
	Maths Hub – Research and Development Programme		Ketton and St Nichs (Lead Pract)	Nov 2017	HG	As per project		
	Instigate network meetings for local MATs e.g. Catmose, Brookehill, Learn-at, PLP.		CEO	Term 2 2017	CEO			
	A whole school framework for emotional well-being and mental health. (Partnership for Well-being and mental Health in Schools) RLT PROJECT		Alison Gorman (Whiss) with Ed Psych support	Autumn 2017 start	RLT Inclusion Team			
	MAT Summit 2 Day residential training: Networking and Partnerships		CEO ML	October 2017	CEO	Updated documentation and Briefing report	Trustees Meeting	
Support all schools in the Trust by sharing leadership expertise more widely	All Head teacher appraisals to include targets which demonstrate how they will support colleagues in the Trust. 10 commitments per year.		CEO	Term 2. 2017	Appraisal	Appraisal Records	N/A	
Collaborating with local and regional SATs and MATs	Term meetings with local SATs and MATs: What are we doing well and prepared to share? WWW, disseminate and share great practice, explore opportunities for joint MAT school improvement projects e.g. raising maths achievement across KS2, Peer Reviews		CEO	January 2018	CEO	Briefing paper to Trustees and COG		

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Report of the Trustees
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Aims	Sustaining Excellence	
Objective	*Raise standards of achievement	
Key Performance Indicators	Standards in achievement and attainment are consistently high; well above national and local averages at EYFS, KS1 and KS2.	July 2017
	From each different starting point, the proportions of pupils making and exceeding expected progress measures in English and Mathematics are high compared to national figures.	July 2017
	The percentage of pupils attaining the expected standard in Reading, Writing and Mathematics combined are well above floor targets and national averages at each Key Stage.	July 2017
	Achievement at all schools for HAPs are consistently high; well above national and local averages at EYFS, KS1 and KS2.	July 2017
	The percentage of pupils working at greater depth in each subject area is above NA.	July 2017
	66% of pupils will attain above average scaled scores in each subject area at KS2.	July 2017
	Teachers skillfully plan and teach for mastery and depth – stretching and challenging all pupils.	July 2017
	Teachers provide pupils with the tools to work at greater depth inculcating conjecture, independence, collaboration, use of language, application of 6Rs.	July 2017

Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
The Trust outcomes for pupils in terms of attainment and the progress they are making from EYFS to KS1 and KS1 to KS2 are well above national averages in all of the academies in the trust. There is clear evidence that the outcomes for pupils who are educated within the RLT are exceeding previous performance and national expectations. TRUST WIDE PRIORITIES 2017/18 p3 Trust Priorities are being fully addressed at school level in their SID. Vulnerable Groups Based on prior attainment bands, stretching and challenging all pupils remains an on-going priority especially: Higher Attaining Pupils for Greater Depth (HAPs). Middle Attaining Pupils (MAPS) Disadvantaged Pupils (Free School Meals). Pupils NEW to schools in upper KS2.	Monitor and evaluate the quality of teaching, learning and outcomes for pupils in our academies/schools to ensure all of our pupils attend good and outstanding schools and, where there is a decline, that intervention happens immediately. Embed the School Improvement strategy and Quality Assurance activities as part of the revised Central Services Offer.	Central Service Cost	CEO	Termly reports as part of the Monitoring and Evaluation Schedule; School improvement and Quality Assurance Offer.	CEO Heads CoG	QA reports Evaluation Reports SID SCRUTINY SEF Leadership reports	LBG meetings Hub Meeting	
	Engage additional external scrutiny to provide the RLT Trustees, the executive team, the LGB and the Heads with a reliable 'second opinion' on the performance of the academies/ schools;	Central Service Cost	CEO	Termly reports as part of the Monitoring and Evaluation Schedule; School improvement and Quality Assurance Offer.	CEO Heads CoG	QA reports Evaluation Reports SID SEF Leadership reports	LBG meetings Hub Meeting	
	Strengthen our school improvement team so that it provides the necessary support for our schools to deliver targeted intervention/challenge and become the vehicle for sharing strategies and best practice; SLE and Lead Practitioner		CEO	Termly SI and QA activities	CEO	QA reports Evaluation Reports SID SEF	LBG meetings Hub Meeting	

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	deployment based on Termly SID discussions.				Leadership reports			
	Identify, through action research, best practice strategies that schools within the MAT (as well as those nationally or locally) are implementing, so that any pupil who is at risk of underachieving, is given every opportunity of achieving their potential; MATHS R&D Projects across the Trust – to include: EYFS Pedagogy and Practice: Research and development projects: MATHS Maths Master Training Maths Hub – Research and Development Programme Establish MHWB Framework across each school in the Trust		SL(Head of St Nichs) HG (Maths SLE) Ketton and St Nichs (Lead Pract) Alison Gorman (Whiss) with Ed Psych support CEO ML	Dec 2017 October 2017 Nov 2017 Autumn 2017 start October 2017	SL HG HG RLT Inclusion Team CEO	As per project As per project As per project Hub Meetings Policy	Trustees Meeting LGB Hubs	
	Facilitate secondments and teacher exchanges that share skills, fill vacancies, or develop capabilities that add value to the learning of the pupils in another academy/school within the Rutland Learning Trust. Create RLT Teacher exchange/secondment/transfer/ placement policy		CEO	Ongoing discussions from Term 2secondment	CEO			
	Organise and coordinate a suite of INSET / CPD opportunities based on emerging Trust and School priorities: Mr P – Using IT to engage and inspire learning across the curriculum. Maths – Mastery in Maths; Variation, Fluency, Reasoning.	As per event	Heads	Teacher Days Planned events throughout the year	Heads Teacher evaluations	As per monitoring schedule in each school	LGB Hub Meetings Leadership reports	

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	<p>Networks – Maths, English, IT, Inclusion, Sports/PE</p> <p>Book talk – Developing Reading comprehension.</p> <p>Full engagement with the RTSA CPD Offer</p>							
	<p>Review Days – lines of enquiries based on Data Capture and School Self Evaluation</p>	Central Service	CEO	As per schedule	CEO	Evaluation reports to school	LGB meetings Leadership reports Scrutiny Committee	
	<p>Refine approaches to Teacher appraisal – Targets linked to Teacher and UPS Standards; and vulnerable groups.</p>		CEO	As per policy	LGB Appraisal Gobs	Gov monitoring visit	LGB	
	<p>Secure Educational Psychologist Service SLA 1 RLT day per term in addition to school funded days</p>	Central Service	CEO	Term 1 onwards	Heads	Joint evaluation Report by RLT SENDCo s	Report to CEO	
<p>Strengthen quality assurance processes to ensure consistent, valid and reliable judgements about school's performance (all aspects to be graded at least good):</p> <ul style="list-style-type: none"> - Leadership and Management - Quality of Teaching and Learning - Ethos, behaviour and welfare - Curriculum Offer and Use of Assessment - EYFS <p>The Trust has a common understanding of what outstanding performance is.</p> <p>All of the chief operating systems are consistently applied by the academies who welcome this level of effective practice, development and challenge.</p>	<p>Develop and implement a comprehensive data dashboard, progress tracking and target setting processes – for each school in the Trust. DATA MANAGER APPOINTMENT</p> <p>Embed the School Improvement strategy and Quality Assurance activities as part of the revised Central Services Offer.</p>		CEO	From Term 4	LGB Heads	<p>Data capture activities</p> <p>School Monitoring card</p> <p>SID Updates</p> <p>Mid year progress checks</p>	Scrutiny Meetings LGB	
	<p>Ensure all middle and senior leaders are trained in current Quality Assurance processes and OFSTED requirements. Participation in RLT Review Days, lesson observation coaching and training.</p>		CEO Heads	From Term 3	Heads	Joint QA activities	LGB Leadership reports	
	<p>Regularly review risk registers at both academy and MAT level, ensuring actionable contingency/ countermeasure plans are drawn up, where needed.</p>		CEO Executive Support	Term 2 onwards	Executive Support	Risk Register scrutiny	Feedback to Office managers and Heads	
	<p>Review performance and identify areas of intervention at regular meetings with all HTs.</p>		CEO	Ongoing	Scheduled HT Meetings		LGB Cog Meeting	
	<p>Develop peer reviews across the Trust; SEND/ PPG, EYFS, Review Days.</p>		CEO	As per schedule	CEO	Evaluation reports	Head, Trustees and LGB meetings	
	<p>Ensure all School Improvement Documents (SID) inform the Rutland Learning Trust action plan.</p>		CEO	As per schedule	CEO	RLT Self Evaluation	Trustees	
	<p>Create opportunities for pupils/students from different academies/schools to learn together to reinforce cross-trust peer</p>		All heads	As per schedule	Heads	Pupil and staff surveys	LGB Leadership reports	

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	learning.		All heads	As per schedule	Heads	Pupil and staff surveys	LGB Leadership reports	
	Create annual plan of events – one event to be hosted by each school.							
	Create a space where parents and families can access advice, guidance and training relating to the education of pupils in our schools/ academies;		CEO	Term 3				

*Please refer to Appendix 4 of the RLT Transformation Plan 2017/18

The Rutland Learning Trust

Report of the Trustees
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Aims	Sustaining Excellence	
Objective	*Ensure effective talent management and succession planning	
Key Performance Indicators	80% of teachers pursuing career progression/development training <5% of posts are advertised twice 90% retention of recently qualified teachers 90% retention of outstanding teachers Staff attendance >95% in all school Staff surveys and appraisal demonstrates high levels of engagement and satisfaction at school At least 90% of staff record high levels of well-being	July 2017 July 2017

Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
Recruitment, training and development of leaders, teachers, support staff and administrators will result in outstanding provision for all our pupils. The Trust has a talent management plan that has matured and now includes staff at all levels across the trust. Senior leaders have worked in more than one trust school and middle leaders and the best teachers are deployed across the trust to sustain and deepen impact. Our strategy seeks to recruit, retain and develop all staff at all levels, seeking to promote from within wherever possible and deploy staff to where they are most needed. The Rutland Learning Trust will provide high-quality, appropriately accredited training and development opportunities, and career support.	Create 'Learning Teams/Distributed Leadership Models' to review and evaluate the impact of our school improvement work; coach, share and disseminate great practice.		Heads	Term 1	Govs	Leadership reports to Govs Team – action plans and evaluation reports	Leadership Meetings LGB	
	Create and implement a talent management and succession planning CPD framework. A framework that provides clear career pathways, from teachers/staff trainees through to executive, system leaders.		CEO HUBS	Term 2	CEO	SID Discussion	CoG Meetings LGB Hubs	
	Talent Spotting: Targeted CPD for identified individuals: NPQH, Aspirant Head-teacher Programme, NPQML, Pathways to leadership NCTL, SENCO Accreditation, Developing leaders for tomorrow.		CEO	Ongoing				
	Leadership Training for Leaders, Teachers with high leadership potential and Trustees. Key themes include: o Cultural shift o Leadership behaviours o Truly great teaching o World class curriculum o Evidence based professional development models		CEO	Term 1, 2, 3, 4	CEO	Take aways Course evaluations	Cog meetings Hubs	

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	CEO/Deputy CEO Training: MAT Summit	£800	CEO ML	October 2017	CEO	Updated Strategic Plan	Trustees Report
	Improve standards in Maths, English, EYFS and IT by identifying, appointing and deploying Leading Teachers to support colleagues across the Trust (application process)		CEO	Ongoing from Term 3	CEO	Deployment records	
	SLE appointment (English, EYFS, Curriculum, IT, Use of Assessment) SLE focus on developing leadership capacity		RTSA	Term 2	RTSA	Deployment records	
	OFSTED type training for all Head-teachers and Middle leaders: Lesson observation, evaluation frameworks, QA for Review Days: reliability and validity of judgments	RTSA	CEO	Term 1 onwards	CEO	Review Reports QA Reports	
	Gallup – Strengths based coaching for targeted staff and schools.	Central Service	KM	Ongoing from Term 1	KM	Reports to CEO	LGB
	Gallup Q12 Satisfaction surveys – all staff by Easter 2018	Central Service	KM	Ongoing from Term 1	KM	Reports to CEO	LGB
	Establish SLE/NLE brokerage and deployment framework; linked to Strategic Action Planning and LA priorities		KM RTSA				
	Create and implement RLT Leadership Induction Programme: as part of weekly/termly leadership hub meetings		CEO	Term 3	CEO	Induction report as part of Due Diligence	LGB report
	Improve standards in Maths by appointing and deploying leading teachers and MASTERY Maths teacher.	Funded	HG	Oct 2017			
	Create a portfolio of school improvement specialisms to include: NLE, SLE, Lead Practitioner, Director of CPD Primary deployment.		CEO	Term 4	CEO	Presentation of findings - database	COG Meetings Hubs
	Develop effective systems to support and attract new staff, so that there is quality and consistency across the Trust and will conduct exit interviews for those who choose to leave;		CEO	Ongoing	Heads	Exit interviews	Report to CEO
	Ensure systems are in place across the Trust for the best practitioners to coach & lead others		Heads	Ongoing	Heads	Appraisal UPS standards	

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	Optimize the use of the School Direct Programme for ITT; Recruit, train, and deploy School Direct trainees to ensure that a pool of good and outstanding teachers is available for the Trust to employ each year.		RTSA	Term 4/5	Heads	ITT Reports	CEO Report
	<p>Appointment of LEAD PRACTITIONERS/ pedagogy CHAMPIONS (application process to include: Letter (expression of interest, interview, lesson observation, per reference)</p> <p>Create database of Leading teachers/ pedagogy champions - commitment to S25 work and participation in REFLECTIVE PRACTICE PROJECT – Lesson Study through the innovative use of IT: Video based video learning platform.</p> <p>Link to RLT TRUST PRIORITIES: Personalised Feedback Mastery for all Differentiated challenge Conjecture and developmental questioning Lesson design – collaboration</p>	€1600 per school	CEO	Term 3	CEO		

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Aims	Sustaining Excellence		
Objective	Strengthen our Pupil Premium and Inclusion Strategy		
Key Performance Indicators	From their different starting points, the percentage of disadvantaged pupils or those with SEND making at least expected progress, in English and in Mathematics, are close to or above national figures for SEND children.		July 2017
	Progress for pupils with SEND, across year groups, in a wide range of subjects is consistently strong and evidence in their work indicates that they achieve well.		July 2017
	Rates, patterns of and reasons for fixed-period and permanent exclusions of pupils with SEND are low.		July 2017
	Pupils with SEND speak highly of the support they receive.		July 2017
	The RLT and School Local Offer is published on the Trust and Academy websites.		July 2017

Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
Bespoke and targeted support enables all disadvantaged or SEND children to make progress in line with their peer group. Innovative and creative approaches to intervention facilitate good attendance (98%), emotional well-being, 100% access to extra-curricular activities and inculcates high achievement.	Further refine the SEND/PPG Review Process with the use of Ed Psychologists "Futures in Mind" Bespoke psychological services and the RLT Inclusion Team.	1 RLT day	GF	Term 4	CEO	SEND PPG Reports	LGB Hubs	
	All schools to address key priorities highlighted 2017 SEND/PPG reviews.		SENCO	Ongoing from Term 1	SEND/ PPG Gov	Action Plan discussion	LGB Meeting SEND PPG Report	
	Schools to have SEND/PPG pupil targets as part of their Appraisal process		Heads	Term 1 Appraisal	Head	Appraisal	Data reports to Gobs	
	School and RLT Local Offer published.		SEND Co	Autumn Term 2017	Inclusion Gov	LA Offer review	LGB Publish on website	
	Publish Pupil Premium Report		SEND Co	Autumn Term 2017	PP Gov	LA Offer review	LGB Publish on website	
	Termly support from Educational Psychologists.	Central Service 6 Days	GF	Term 1 onwards	SENDCo	Ed Psych reports/ Visits	Leadership Meetings LGB Hubs	
	Use EEF as a starting point to evaluate the impact of intervention strategies. All schools to have a suite of intervention strategies linked explicitly to their provision maps.		Heads	Term 1 onwards	SENDCo Head	Monitoring Reports	Leadership Meetings LGB Hubs	
	All pupils have access to a trained Time to Talk – Learning Mentor.		SENDCo	Term 3				
	Dare club – Case Study shared with all Learning Hubs		CEO	Term 4				
	All schools to have attended Emotional Health and Well-being training.		Head		SENDCO	Pupil Interviews Surveys	Leadership team LGB	

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Fully trained Mental Health First Aider in each setting					Attendance Rates Behaviour Reports		
All schools to have access to ELSA training – Emotional Literacy Support Assistant	£550 per school	Head					
Emotional Health and Well Being – School Self - Evaluation Framework R&D Project		AG	Term 2	AG	EHWB Report to Head teacher	LGB Hub	
Appoint Pupil Premium and Inclusion Champion (Trustee) to review SEND Provision and Pupil Premium in each school.		Trustee	Term 3	CEO	SEND/PPG Reviews	Reports to Champion, LGB and Trustees	

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Aims	Transforming Learning <i>(Improving the quality of teaching and learning, curriculum offer and use of assessment)</i>		
Objective	High Quality Teaching Fine-tune practice and pedagogy to ensure consistency of provision across our schools.		
Key Performance Indicators	The outstanding use of formative assessment; underpinned by a strong commitment to PERSONALISED LEARNING, ensures the quality of teaching is at least good in each school. There is no inadequate teaching. 100% good or better.		July 2017
	OFSTED Teaching, Learning and Use of Assessment grade will be at least good in all schools within 2 years of joining the Trust/ at first OFSTED Section 5 Inspection – whichever is the sooner.		July 2017
	Each Academy will provide a broad, balanced and inspirational curriculum.		July 2017
	Each Academy will provide a full enrichment programme.		July 2017
	Teachers skillfully plan and teach for MASTERY across all subjects. Teachers routinely provide pupils with the tools to work at greater depth inculcating conjecture, independence, collaboration, use of language, application of 6Rs.		July 2017
	Standards in achievement and attainment are consistently high; well above national and local averages at EYFS, KS1 and KS2.		July 2017

Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
<p>QFT: High quality teaching challenges all learners, consistency of teaching & provision across the Trust.</p> <p>Quality assurance strategies ensure the quality of teaching and learning is at least good with many examples of outstanding practice.</p> <p>Based on prior attainment bands, stretching and challenging all pupils remains an on-going priority especially:</p> <p>Higher Attaining Pupils for Greater Depth (HAPs). Middle Attaining Pupils (MAPS) Disadvantaged Pupils (Free School Meals). Pupils NEW to schools in upper KS2.</p>	Embed school improvement and quality assurance strategy – central services offer in to the SID M&E Schedule.	Central Services	CEO	Term 1	CEO	QA Monitoring reports	LGB Trustees Hubs	
	<p>Continue to develop more reflective practice through lesson study and coaching across the Trust.</p> <p>LEAD PRACTITIONERS/ pedagogy Champions REFLECTIVE PRACTICE PROJECT – Lesson Study through the innovative use of IT: Video based video learning platform.</p> <p>Link to RLT TRUST PRIORITIES: Maths achievement across KS2 Personalised Feedback Mastery for all Differentiated challenge Conjecture and developmental questioning Lesson design – collaboration</p>	<p>Central Services</p> <p>£1600</p> <p>CEO</p>	<p>KM Heads</p> <p>CEO</p>	Term 4	CEO	Videos	Publication of videos on RLT Intranet/ T&L Website	

The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2017**

	Establish T&L networks across each Learning Hub: Planning, Assessment, Moderation, Exemplification – sharing and disseminating great practice.		CEO	Termly – every six weeks	Heads	Staff feedback	Hubs	
	Create a T&L Website/ Intranet to share and disseminate great practice; aid standardization Hubs to determine content and structure: Interactive T&L framework – videos; Policies, Curriculum planning, SID, Data dashboards, templates, forums, surveys, CPD – Teacher Training Forums, R&D	Lead Pract time	Hubs	From term 3	Heads			
	Involve families in school life, in particular with projects and activities that affect their children's progress.	Central Services	Lead Practitioner	From Term 3	CEO	Parent Surveys and Course evaluations	LGB Hubs	
	Update EPIC /NICE Learning Framework based on latest research and best practice. Embed our learning to learn curriculum further: EPIC/NICEC 6Rs, independence, collaboration and growth mind-set (metacognition). Curriculum Review		CEO SLE Lead Pract	Term 1, Term 5 Term 5	CEO CEO	Review Days SLE Reports	Report to LGB Headteacher Report to SLT	
	Explore Teacher Exchange Programme – evaluate and extend.		CEO	Term 3				
	Train new assessment package across two schools: Empingham and Great Casterton		Hread	Term 2 4 6 Review	Head	Report to Governors	Report to Trustees Hub	
	Refine assessment strategy: UPDATE PAGs and Management tracking system – robust and rigorous moderation across school, Trust and Academy. External moderation for EYFS Baseline and checkpoints, KS1 and KS2.		Lead Practitioner SLE LA / RLT Moderation	Terms Baseline 2 4 6	CEO	Leadership Reports to LGB Data capture SID		
	Support schools in creating a T&L / Pedagogy Action Plan in their SID	Central Service	CEO	Ongoing				

The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2017**

	CEO application for OFSTED inspector training and accreditation.			Term 1				
	RSTA – Suite of CPD Courses linked to outcomes in the SEF	School funded Subsidised by RLT	CEO RTSA/RLT Primary Director CPD	Ongoing	Heads CEO	Course evaluations Outcomes in SID	LGB Hubs	
	Continue to develop the role of middle leaders to secure better outcomes for pupils – ensure full involvement in Peer Reviews.	Central Service	CEO	Ongoing				
	Strengthen our school improvement team so that it provides the necessary support for our schools to deliver targeted intervention/challenge and become the vehicle for sharing strategies and best practice; NLE, NSS, SLE and Lead Practitioner deployment based on Termly T&L SID discussions and Local Authority Priorities	Central Service	CEO/ RTSA	Ongoing	Schools	Evaluation and Impact reports	Leadership Meetings with Heads and Governors	
	Full review of school based interventions using the Teaching & Learning Toolkit Education Endowment Foundation and SEND Reviews.	Central Service	Inclusion SENDCo	Spring Term SEND /PPG Review	Inclusion Team and CEO	SEND PPG Report	LGB Leadership report	
	Facilitate secondments and teacher exchanges that share skills, fill vacancies, or develop capabilities that add value to the learning of the pupils in another academy/school within the Rutland Learning Trust.	Central Service	CEO	Ongoing	CEO	Impact Report	LGB Meetings	
	Organise and coordinate a suite of INSET / CPD opportunities based on emerging Trust and School priorities: Mr P – Using IT to engage and inspire learning across the curriculum. Maths – Mastery in Maths; Variation, Fluency, Reasoning. Networks – Maths, English, IT, Inclusion, Sports/PE Book talk – Developing Reading comprehension. Full engagement with the RTSA CPD Offer	School funded Subsidised by RLT	CEO	During SID scrutiny and Review Days QA Activities	Heads	Course evaluations and triangulation of monitoring activities in school: Lesson observations, learning walks, pupil interviews, planning and work scrutiny.		

The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2017**

	Review Days – lines of enquiries based on Data Capture and School Self Evaluation	Central Service	CEO	Review / QA Team	Report to school	LGB Report Leadership Report
	Refine approaches to Teacher appraisal – Targets linked to Teacher and UPS Standards; and vulnerable groups.	Central Service	Heads	Heads	Appraisal Policy	Performance Management Gobs
<p>Improve pupil progress in maths across KS2.</p> <p>“Teachers skillfully plan and teach for MASTERY in maths.</p> <p>Teachers routinely provide pupils with the tools to work at greater depth inculcating conjecture, independence, collaboration, use of language, application of 6Rs.”</p> <p>Identify, through action research, best practice strategies that schools within the MAT (as well as those nationally or locally) are implementing, so that any pupil who is at risk of underachieving in maths, is given every opportunity of achieving their potential.</p>	EYFS Pedagogy and Practice: Research and development projects: MATHS	Funded	SL	EYFS Team	Project Report: Impact statement	Hubs LGB Leadership Team Report
	Maths Master Training	Funded	HG	Maths Hub	Project Report: Impact statement	Hubs LGB Leadership Team Report
	Maths Hub – Research and Development Programme	Partly funded	HG and lead practitioners	Maths Hub	Project Report: Impact statement	Hubs LGB Leadership Team Report
	Maths Networks	School funded Subsidised by RLT	RTSA	Maths Hub	Course evaluations and impact statements in SID	Hubs LGB Leadership Team Report
	Maths CPD – Beth Arnold: Variation, Guided Reasoning	School funded Subsidised by RLT	ML	Heads	Course evaluations and impact statements in SID	Hubs LGB Leadership Team Report
	SLE Deployment – Maths	Central Service	CEO	CEO	SLE Impact Statement	

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2017

Aims	Transforming Learning <i>(Improving the quality of teaching and learning, curriculum offer and use of assessment)</i>
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Objective	Support our families
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Key Performance Indicators	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.	
	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.	
	We are Safe and Healthy schools: strategies are in place to promote high attendance (98%), mental health and well-being.	
	Parental surveys and other monitoring activities indicate high levels of satisfaction and engagement with the schools: Significant majority of parents agree or agree strongly- Leadership and Management, Happiness, Quality of teaching, Curriculum offer and Behaviour statements.	

Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
All parents have access to a suite of family learning events across the Trust.	<p>Appoint Lead Practitioner/Learning mentor to:</p> <ul style="list-style-type: none"> - Create/Coordinate a suite of family learning opportunities (sign posted and promoted across the Trust): English (Grammar), Maths, IT, E Safety, SATs. -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: Create reports and publications. 	Part of central services	<p>Lead Practitioner</p> <p>SLEs</p> <p>School Learning Teams</p>	From term 4	CEO Heads	Publications Data base of family learning events across the Trust	RLT and School Websites	
	Review 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.		Heads	Term 5	Heads	Survey	Publication of survey and action plans to LGB, Families, Trustees	

The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2017**

	'Chance to Share' (or similar) days will be planned regularly (at least three times) throughout the year to complement our usual Parent Consultation Evenings.		Heads	Term 1, 3, 5	Heads	Parental feedback book Parent View Survey	Publication of survey and action plans to LGB, Families, Trustees	
	All families will have daily broadcasts using social media to showcase learning in school and provide a purposeful home- school communication pathway.		Heads	Weekly				
All schools 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 -Strengthen our ability to provide early intervention for pupils and families with emerging needs.	A whole school framework for emotional well-being and mental health. (Partnership for Well-being and mental Health in Schools) RLT PROJECT		AG	Term 2	AG	EHWB Report to Head teacher	LGB Hub	
	Secure Educational Psychologist Service SLA 1 RLT day per term in addition to school funded days. RLT/ School days – drop in clinics for families	Central Service	CEO	Term 1 onwards	Heads	Joint evaluation Report by RLT SENDCo s	Report to CEO	
	All pupils have access to a trained Time to Talk – Learning Mentor.	£200 per school	SENDCo	Term 3				
	Dare club – Case Study shared with all Learning Hubs		CEO	Term 4				
	All schools to have attended Emotional Health and Well-being training. Fully trained Mental Health First Aider in each setting	Central Service for 2017	Head	Autumn Term 2017	SENDCO	Pupil Interviews Surveys Attendance Rates Behaviour Reports	Leadership team LGB	
	All schools to have access to ELSA training – Emotional Literacy Support Assistant	£550 per school	Head	As per programme				
	Case studies/ Examples of best practice shared at hub meetings	Central Services	Lead Practitioner	From Term 3	CEO	Parent Surveys and Course evaluations	LGB Hubs	
Involve families in school life, in particular with projects and activities that affect their children's progress.	Parents Council /Parents as Partners or similar established at each school		Heads	Ongoing	Govs	Minutes of meeting	Website publication	
	Determine a shared Local Offer		SENDco	Term 2	Govs	Policy scrutiny	Website publication	
	Determine a shared Pupil Premium strategy		SENDco	Term 2	Govs	Policy scrutiny	Website publication	
	Determine a shared RLT Sports Strategy/ Offer for pupils and families		Head PE Lead	Term 2	Govs	Policy scrutiny	Website publication	

The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2017**

	Parental representation on each LGB		CoG	Ongoing	LGB	Composition of Governors Articles		
	Review impact of Language and literacy consultant/ Mindfulness/Yoga/ Emotional First Aid training.		SENDCo	From Term 3	Govs	Evaluation report by SENDCo	Website publication	
	All schools to review the impact of their Behaviour management policy.		Heads	Term 1	Govs	Policy scrutiny	Website publication	
	Publish the new Parent Code of Conduct as part of admission processes.		Heads	Term 1	Govs	Policy scrutiny	LGB Meeting	
	New curriculum published for all stakeholders December 2017 or earlier.		Heads	Term 2	Govs	Policy scrutiny	LGB Meeting	

Report of the Trustees
for the Year Ended 31st August 2017

Trust and Academy Performance Data 2017

RLT Performance EYFS, Year 1 and KS1 Dashboard 2017																	
Schools	LA RLT	Ofsted Rating	Cohort Size (EYFS)	EYFS GLD	Cohort Size Y1	Y1 Phonics Screening Test	Cohort Size (KS1)	KS1									
								Reading %=Ex	Greater Depth	Progress	Writing %=Ex	Greater Depth	Progress	Maths %=Ex	Greater Depth	Progress	RWM %=Ex
Ketton CofE Primary School	RLT	1	29	76.0	30	87.0	30	87%	13%	80%	90%	13%	73%	87%	10%	80%	80%
St Nicholas CofE Primary School	RLT	2	18	89.0	19	95.0	22	82%	36%	89%	82%	23%	94%	89%	36%	89%	82%
Langham CofE Primary School	RLT	3	30	77.0		90.0		77%	37%	93%	73%	13%	97%	83%	17%	93%	70%
Whitsandline CofE Primary School	RLT	1	28	82.0		86.0	25	92%	24%	76%	84%	20%	80%	96%	28%	92%	80%
RLT Compared to National				81.0%		90.0%		85%	28%	85%	82%	17%	85%	89%	20%	89%	78%
Rutland LA 2017				72		86		79	21%		72	27		79	21		67
National - 2017				69		81		74	24%		66	13		73	18		60

RLT Performance EYFS, Year 1 and KS1 Dashboard 2017																	
Schools	LA RLT	Ofsted Rating	Cohort Size (EYFS)	EYFS GLD	Cohort Size Y1	Y1 Phonics Screening Test	Cohort Size (KS1)	KS1									
								Reading %=Ex	Greater Depth	Progress	Writing %=Ex	Greater Depth	Progress	Maths %=Ex	Greater Depth	Progress	RWM %=Ex
Ketton CofE Primary School	RLT	1	29	76.0	30	87.0	30	87%	13%	80%	90%	13%	73%	87%	10%	80%	80%
St Nicholas CofE Primary School	RLT	2	18	89.0	19	95.0	22	82%	36%	89%	82%	23%	94%	89%	36%	89%	82%
Langham CofE Primary School	RLT	3	30	77.0		90.0		77%	37%	93%	73%	13%	97%	83%	17%	93%	70%
Whitsandline CofE Primary School	RLT	1	28	82.0		86.0	25	92%	24%	76%	84%	20%	80%	96%	28%	92%	80%
RLT Compared to National				81.0%		90.0%		85%	28%	85%	82%	17%	85%	89%	20%	89%	78%
Rutland LA 2017				72		86		79	21%		72	27		79	21		67
National - 2017				69		81		74	24%		66	13		73	18		60

**Report of the Trustees
for the Year Ended 31st August 2017**

Going Concern

After making appropriate enquiries, the board of trustees has a reasonable expectation that the Academy 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 2017/18 will be £200,000 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 £261,618. This was higher than the planned level of reserves due to the entry of a new academy into the Trust in April and a successful grant application.

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 2017 and the associated expenditure are shown as restricted funds in the Statement of Financial Activities.

During the year ended 31st August 2017, total expenditure of £3,243,957 was covered by recurrent grant funding from the ESFA/DfE together with the balance brought forward from the previous year. The excess of expenditure over income for the year was £132,620.

At 31st August 2017 the net book value of fixed assets was £1,129,270 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 £1,148,000 as at 31st August 2017. 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 2017 of £109,836 unrestricted funds, £151,782 restricted funds before a pension deficit on the LGPS of £1,148,000 and £1,129,270 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.

**Report of the Trustees
for the Year Ended 31st August 2017**

PLANS FOR FUTURE PERIODS

(Please refer to the 'Promoting Strategic Growth of the Trust' Action Plan – above)

STRATEGY FOR GROWTH

- The Rutland Learning Trust has a defined strategy for growth, understanding the need to build capacity in advance of new academies joining, and preparing for the challenges of different types of academies or schools joining our MAT (start-up, sponsored, converters, church or community etc).
- The Rutland Learning Trust has a clear understanding of the impact that different types and sizes of school joining will have on its overall finance, leadership and governance structures.
- The Rutland Learning Trust has planned for optimum geographical coverage and is prepared to say “no” where relevant.
- The Rutland Learning Trust has developed a strategy for growth: rate of growth, optimum number of schools at each stage, and the balance of sponsored/converter/start-up academies/church – community schools.
- The Rutland Learning Trust reviews governance, leadership and business structure when appropriate (e.g. as the MAT grows to 5+ academies, and again at 8+), adding capacity where required.

CRITERIA FOR GROWTH

- Sustainable and progressive strategic growth – in line with DfE and Peterborough DBE Policy. (10-12 schools / or over 2000 pupils by 2020)
- Only 1 school in an OFSTED category per year unless they have had a recent change in leadership and/or can demonstrate strong capacity to improve with support
- Due diligence report presented to the Trustees outlining Chief Executive Officer recommendations re: Education, Leadership, HR, Resources, Health and Safety, Estates and Finance.
 - 3 Year finance model and business case outlining potential challenges and levels of risk
 - Strengths and areas to be developed
 - Support required
 - Readiness for managed growth: Does the Trust has the flexibility, capacity and capability to raise outcomes, provide high quality school improvement and respond to the bespoke needs of the joining school?
 - Implications on current infrastructure
- The Rutland Learning Trust (following consultation with the Diocese, RSC and DfE) will explore working with Church and Community schools in Rutland and surrounding counties.
- Our MAT will not include more that 41% of Rutland LA Schools or more than 25% of pupils in Rutland LA Schools.

PHASED GROWTH Sept 2017 – Aug 2018

Term 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Glaphorn RLT MOU	Cottesmore RLT	Uppingham RLT MOU	Empingham RLT			Glaphorn
	Exton RLT MOU	Exton RLT	Great Casterton RLT			Uppingham
9 School 3 RLT	7 School 5 RLT	8 School 6 RLT	10 School 8 RLT			20 School 10 RLT
900 Pupils	1100 Pupils	1270 Pupils	1450 Pupils			Approx 1500 Pupils

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2017

GROWTH MODEL

2016/17		2017/8		2018/19		2019/20	
Schools	NOR	Schools	NOR	Schools	NOR	Schools	NOR
Langham	210	Whissendine	200	Whissendine	200	Whissendine	200
Whissendine	200	Langham	210	Langham	210	Langham	210
Ketton	200	Cottesmore: SPONSOR	200	Cottesmore	200	Cottesmor	200
St Nicholas	150	Exton	50	Exton	50	Exton	50
Glaphorn	80	Uppingham	180	Uppingham	180	Uppingham	180
						NEW	200
		Ketton	210	Ketton	210	Ketton	210
		Glaphorn	80	Glaphorn	100	Glaphorn	100
		St Nicholas	150	St Nicholas	150	St Nicholas	150
		Empingham	70	Empingham	70	Empingham	70
		Great Casterton	105	Great Casterton	105	Great Casterton	105
				NEW 2018/19	150	NEW 2018/19	150
						NEW	200
Approximate NOR	830	Total	1500	Total	1650	Total	2000

Learning Hub 1	Approx.	Learning Hub 2	Approx.
800 pupils		600 pupils	
Whissendine		Ketton	
Langham		Glaphorn	
Cottesmore		St Nicholas	
Exton		Empingham	
Uppingham		Great Casterton	

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.

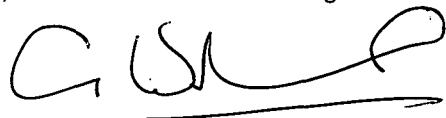
Auditor

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.

Trustees' report, incorporating a strategic report, was approved by order of the board of trustees, as the company directors, on 21 December 2017 and signed on the board's behalf by:

[Signed]



[Name]

Trustee

C. Williams

[Date]

21 Dec 2017

**Governance Statement
for the Year Ended 31st August 2017**

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 Officer, 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.

Self Evaluation

In July 2017 the Trustees evaluated the performance of the Rutland Learning Trust against 10 Characteristics of Successful Multi-Academy Trusts. These included:

Overall Performance - Standards: There is clear evidence that the outcomes for young people who are educated within the MAT are exceeding previous performance and national expectations.

MAT Characteristic 1:

There is a well communicated strategic vision & plan that moves seamlessly from implementation into impact. The school improvement plan can only be delivered through support from the trust and the trust priorities can only be delivered through the schools

MAT Characteristic 2:

There is a clearly set out accountability framework that everyone understands including what happens when key staff under-perform.

MAT Characteristic 3:

Quality Assurance

MAT Characteristic 4:

There is a clear delegated framework for Governance at Trust Board and Local Academy level that makes explicit the accountabilities of both boards.

MAT Characteristic 5:

There are clear and transparent models of financial and resource management accountability across the trust.

MAT Characteristic 6:

School Improvement.

MAT Characteristic 7:

School to school support.

MAT Characteristic 8:

There is evidence of skilled management of Trust Risk indicators.

MAT Characteristic 9:

Succession Planning.

MAT Characteristic 10:

There is a trust wide commitment to making a contribution to local, regional and national educational networks beyond the MAT.

**Governance Statement
for the Year Ended 31st August 2017**

The ten characteristics establish a definition that categorises development against four possible stages of MAT maturity – **Beginning, Developing, Embedding, leading.**

Our self-evaluation is published on the RLT Website and includes Evaluative/ Impact Statements, Emerging Priorities and Next Steps.

A full external review of Governance is planned for each LGB n Term 3 or 4 2018

- Self-evaluation and LGB review - OFSTED Inspection questions.
- SWOT appraisal of Governor Performance - How well are we performing as a team?
- Governor skills audit. Governor Profiles used to identify strengths of the LGB and to assist with recruitment.
- CEO/NLG: Monitoring of LGB Performance.
- Peer Reviews of LGB meetings.

This self-evaluation process will be further strengthened in 2018 by using, "Twenty-One Questions for Multi-Academy Trusts: Key questions a MAT board should ask itself." And establishing peer review processes for the Trust Board and LGBs.

Governance

Trustee	Meetings Attended	Out of a possible
Gareth Williams	6	6
David Evans	5	6
Sue Hickey	4	6
Rev James Saunders	1	1
Adrienne Holland	5	6
Nicole Topham	2	4
Nick Horrigan	4	6
Kristi Withers	2	4
Anna Raine	1	1
Rob Gooding	6	6

Any changes to the RLT Trust Board during 2016/17

- Rev. Saunders and Anna Raine joined on 17 July 2017
- Kristi Withers joined 28 February 2017
- Nikki Eastwood resigned on 28 February 2017
- Stuart Fry resigned on 6 April 2017
- Nicole Topham joined 28 February 2017
- Sue Hickey resigned September 2017

AUDIT COMMITTEE

The Audit Committee is a Committee of the Trustees and is authorised to investigate any activity within its terms of reference or specifically delegated to it by the Trust Board. It is authorised to request any information it requires from any employee, external audit, internal audit or other assurance provider.

The Audit Committee is authorised to obtain outside legal or independent professional advice it considers necessary, normally in conjunction with the Accounting Officer and/or Chair of Governors. However, the Audit Committee may not incur expenditure in excess of £10,000 in doing so without the prior approval of the Trust Board.

The role of the Audit Committee is to maintain an oversight of the Rutland Learning Trust's governance, risk management, internal control and value for money framework.

It will report its findings annually to the Trust Board and the Accounting Officer as a critical element of the Rutland Learning Trust's annual reporting requirements. The Audit Committee has no executive powers or operational responsibilities/duties.

The duties of the Audit Committee are to:

Advise the Trust Board Accounting Officer on the adequacy and effectiveness of its governance, risk management, internal control and vfm systems and frameworks. The Audit Committee will produce an annual report/minutes in this regard.

Advise the Trust Board and LGB on the appointment, re-appointment, dismissal and remuneration of the external and regulatory auditor.

Advise the Trust Board and LGB on the need for, and then, where appropriate, the appointment, re-appointment, dismissal and remuneration of, an internal auditor or other assurance provider to enable the Board to sign the corporate governance statement in the annual accounts.

Advise the Trust Board on an appropriate programme of work to be delivered by independent assurance providers (external auditors and responsible officer). This programme of work to be derived from the Audit Committee's regard of the key risks faced by the Trust, the assurance framework in place and its duty to report to the Board.

Review the external auditor's annual planning document and approve the planned audit approach.

Receive reports (annual reports, management letters etc.) from the external auditor and other bodies, for example the ESFA or DfE, and consider any issues raised, the associated management response and action plans. Where deemed appropriate, reports should be referred to the Board or other committee for information and action.

Regularly monitor outstanding audit recommendations from whatever source and ensure any delays to implementation dates are reasonable.

Review the Trust's fraud response plan and ensure that all allegations of fraud or irregularity are managed and investigated appropriately.

Consider any additional services delivered by the external auditor or other assurance provider and ensure appropriate independence is maintained.

Ensure appropriate cooperation and coordination of the work of the external auditor and responsible officer. Meet with the external auditor and responsible officer, without management present, at least annually.

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2017

Establish Due Diligence protocols, processes and procedures for schools wanting to join our Multi-Academy Trust.

Evaluate the effectiveness of our Due Diligence procedures.

Frequency of meetings

The Audit Committee will meet at least three times per year.

The Audit Committee will consist of three members of the Trust Board.

Additionally, up to two external co-opted members may also be appointed.

The Chair of the Trust Board cannot be a member of the Audit Committee.

The Audit Committee will be quorate if two members are present and 50% of those present are Trustees.

The Accounting Officer, Finance Officer and other members of the Trust staff maybe invited to attend, but will have no voting rights.

The Clerk will provide administrative support to the committee.

Agendas will be agreed in advance by the Chair of the Audit Committee (based on, but not limited to, a pre-agreed annual schedule of activity) and papers will be circulated to members and attendees at least 5 working days in advance of the meeting.

Minutes of meetings will be taken and once approved in draft by the Chair of the Audit Committee, be submitted to the next scheduled meeting of the Trust Board.

The Audit Committee will review these terms of reference and self-assess its performance against these terms of reference on an annual basis.

Quorum: Half committee membership (rounded up to a full number)

Frequency of meetings: at least 3 meetings per year and, as and when required.

Audit Trustee	Meetings Attended	Out of a possible
David Evans	1	1
Nick Horrigan	1	1
Kristi Withers	1	1
Nicole Topham	0	1

Another two meetings were arranged but unable to be quorum so business was discussed in full Trust meetings

**Governance Statement
for the Year Ended 31st August 2017**

Scrutiny and Policy Committee

Terms of Reference

In line with the trust's arrangements – monitor, evaluate, and report to the Trustees on the implementation and impact of an academy's curriculum and the quality of teaching and learning on targets, standards and pupil achievement.

Maintain a consistent focus on checking the effectiveness of the RLT Transformation Plan: recognise and celebrate achievement towards achieving our Key Performance Indicators – identify areas for development.

Review policies as outlined in the monitoring and evaluation schedule.

Curriculum and Assessment

- Ratify Trust targets for educational attainment and standards.
- Monitor and report to the Trust on the achievement of targets and pupil/student progress.
- Review and recommend to the Trust for approval the academy's curriculum policy and development/improvement plan.
- Review arrangements for challenging the Academy Head teachers and senior leadership team to continually improve outcomes.
- Ensure sufficiency and adequacy of data and information relating to standards and attainment.

Once policies, procedures, plans are approved - monitor, evaluate and report progress to the Trust on:

- The effectiveness of the academy's leadership and management, curriculum policy and the quality of teaching and learning and their impact on pupils' achievements.
- Compliance with statutory requirements relating to the curriculum – including RE/ collective worship, SEND [statutory policy], sex education, [statutory policy], and early years foundation stage (EYFS) [statutory policy] as appropriate, and for looked after children.
- The effectiveness of policies and provision for pupils with additional or special educational needs, and other needs and the impact of targeted funding e.g. Pupil premium on pupil/student progress and attainment.
- Preparedness for OFSTED inspections.

Policies, procedures and plans

- Develop and/or regularly review and evaluate the effectiveness of all trust-wide, framework, or academy specific policies and procedures within the remit of this sub-committee.

Membership – a minimum of 3 Trustees including Chief Executive Officer.

Quorum: Half committee membership (rounded up to a full number)

Frequency of meetings: 3 meetings per year and, as and when required.

Scrutiny Trustee	Meetings Attended	Out of a possible
Sue Hickey	3	3
Adrienne Holland	2	3
Gareth Williams	2	3
Nicole Topham	3	3
James Saunders	0	1

**Governance Statement
for the Year Ended 31st August 2017**

Local Governing Body Attendance – Ketton	Meetings Attended	Out of a possible
Chris Young	2	2
Antonia Scott	1	1
Glenn Fraser	4	4
Karen Greenwood	3	4
Claire Hatton	2	4
Joe Ramsden	4	4
Camilla Welford	1	1
David Knowles	2	4
Chris Barrett	1	4
Glenis Southern	1	2
Amy Scott	1	2
Lynn Greaves	2	2

Any changes to the Ketton LGB during 2016/17

- Chris Young resigned from 30 March 2017
- Antonia Scott resigned from 9 February 2017
- Camilla Welford resigned from 9 February 2017
- Glenis Southern, Amy Scott and Lynn Greaves joined from 29 March 2017.

Local Governing Body Attendance – Langham	Meetings Attended	Out of a possible
Nick Horrigan	4	4
Sarah-Louise Richards	4	4
Ian Evley	4	4
Diane Rowlands	4	4
Rev. Hutchinson	1	4
Vicky Thomas	2	2
Kristi Withers	2	4
Vic Russell	4	4
Suzanne Johnson	3	4
Sally Hickman	4	4
Leon Roberts	0	0
Matt Taylor	0	0

Any changes to the Langham LGB during 2016/17

- Vicky Thomas resigned January 2017
- Leon Roberts & Matt Taylor joined 12.07.2017

Local Governing Body Attendance – St Nicholas	Meetings Attended	Out of a possible
Catherine Drury	5	5
Sarah Lyons	5	5
Richard Bingham	4	5
Rev. Purnell	3	5
Pete Wilson	3	5
Tracey Bedford	2	2
Kirsty Gaul	2	2
Sarah Day	0	1
Anna Sawyer	2	4
Angela Smith	3	3
Carol Calleja	3	3

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2017

Any changes to the St Nicholas LGB during 2016/17

- Tracey Bedford resigned 11.01.2017
- Kirsty Gaul resigned 11.01.2017
- Sarah Day resigned 22.09.16
- Angela Smith & Carol Calleja joined 25.04.2017

Local Governing Body Attendance – Whissendine	Meetings Attended	Out of a possible
John Rawlings	4	4
Colin Miles	4	4
Meg Lucas	4	4
Alex Martin	4	4
Emma Studdert-Kennedy	4	4
Kate Bates	4	4
Helen Atkinson	3	4
Michelle Greening	3	4
Phillipa Andrews	3	4
Clare Rowbotham	3	4
Nicole Topham	0	2

Any changes to the Whissendine LGB during 2016/17

- Nicole Topham resigned from 07.12.2016

**Governance Statement
for the Year Ended 31st August 2017**

Review of Value for Money

As accounting officer the Chief Executive Office/Executive Head teacher 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.

St Nicholas, OFSTED October 2017, "The leadership team has maintained the good quality of education in the school since the last inspection. Through your dynamic leadership, you have established a clear vision for the school. This is shared by governors, staff and pupils. The local governing body has supported the school well. **You have worked closely with the academy trust to ensure that the school continues to improve. The school clearly benefits from the effective support and opportunities the trust provides... Teachers are skilled and enthusiastic, and consistently promote the school's values.**"

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.

Head teachers meet weekly to discuss school improvement. Activities undertaken have included: leadership training, 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 utilizes external providers to quality assure and benchmark our provision. Our School Improvement and Quality Assurance Team, working alongside Head teachers and Governors/Trustees, has reviewed all of our schools. The outcomes for each school is then shared with the Governors at the next meeting where the school development plan is reviewed with key priorities refined.

Improving the 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. 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.

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2017

Financial governance and oversight

The Trustees and Governors carry out a skills audit, profiling 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.

In 2017/8 we will embed the use of PS Financials across the Trust and introduce an automated payment system (BACS) at each Academy.

Benchmarking

Our income and expenditure is benchmarked 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 2017 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.

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).

In 2016/7 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 have enabled the Trust to hold regular conferences, training events and meetings whilst improving the amenities for childcare, enrichment and specialist teaching.

The CEO has achieved NLE (National Leader in Education), and Whissendine Primary School has achieved National Support School Status and Sponsor Status. The CEO/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 also been successful several bids for additional funding: Strategic School Improvement – Emergency Funding; Capacity and MAT Growth Fund; Sponsor Capacity 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 2017 and up to the date of approval of the annual report and financial statements.

Capacity to Handle Risk

The board of Trustees has reviewed the key risks to which the 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 2017 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

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.

**Governance Statement
for the Year Ended 31st August 2017**

We are in the process of embedding 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.

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.

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2017

THE CENTRAL SERVICES OFFER for 2017/18

Our mission is to create high quality educational opportunities for all children and young people across the Rutland Learning Trust by developing a strong collaborative and co-operative partnership model through which we encourage autonomy, share best practice, enhance the professional aspirations of our staff and ensure the safety and well-being of all pupils and staff.

Our model and scheme of delegation differs greatly from many Trusts and is based on local autonomy and an affordable Central Services Offer. At the heart of our ethos is trust and a commitment to help each other and contribute to the MAT's effectiveness. Our MAT consults fully on all significant developments, the opposite to a top down hierarchy with low autonomy. This means all head teachers and Local Governing Bodies are listened to and encouraged to contribute on all Trust matters.

Our Trust has the added benefit of being part of The Rutland Teaching School Alliance. This gives full access and opportunities to be involved in a wide range of projects. All academies get access to a high quality CPD programme, rigorous but supportive monitoring and evaluation and fast response advice for the constant challenges of day-to-day school leadership.

Our Central Service package includes:

Regular school improvement visits to provide professional challenge, scrutiny, coaching and support by:

- Acting as a critical professional friend to the academy, helping the leadership to evaluate their academy's performance, identify priorities for improvement and plan effective change.
- Helping build the academy's capacity to improve pupils' achievement.
- Providing challenge and support for the senior leadership team in the academy.
- Providing information to local governing bodies on the academy's performance and development.
- Advising the local governing body on the headteacher's performance management.
- Providing school improvement support e.g. curriculum, assessment, inclusion, EYFS, pedagogy, monitoring and evaluation.
- Providing targeted school to school support – NLE, NSS, SLE, Primary Director of CPD, SEND, lead practitioner/teacher deployment.
- For the first year, a fortnightly visit from NLE or an experienced head teacher to offer support and assist with any school specific needs to embed Trust level systems.
- A personal leadership mentor with email and telephone contact 5 days a week to support during those 'troublesome' moments.
- Weekly head teacher meetings/briefing
- A personal, fully qualified, GALLUP Strengths Coach – to support the Head teacher and leadership team in realising their potential.
- Access to centrally organised training for all staff.
- Centrally organised Governor Training

Educational Psychologists

- Access to Educational Psychologists on a termly basis.

Payroll and Personnel (HR)

- Comprehensive payroll and personnel provision to ensure full compliance with legislation.

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2017

Financial Services

Work with the Academy/School to ensure full compliance with legislation, to include:

- School financial management and support service tailored to the bespoke needs of the Academy.
- Regular visits, attendance at LGB meetings, advice and consultancy.

Audit and Accountancy

- Preparation and submission of annual accounts plus in year guidance
- Annual compliance audit of accounts
- Audit of the Teacher's Pension Scheme
- Responsible officer/Internal Audit
- Quality assurance of process and suitability

Legal Support

- A limited number of hours of legal support (the number of hours is likely to be based on school size)
- Governor Training and Induction
- Online storage for academy documents, minutes, forums and policies
- Draft Policies

The Rutland Teaching School Alliance

The Rutland Learning Trust is a key strategic partner in the Rutland Teaching School Alliance organising a suite of bespoke training opportunities for teachers and support staff.

- Reduced price training
- Primary Director of CPD support
- Support for school based CPD needs – bespoke training opportunities in school and across the Trust.
- procurement
- Our academies benefit from greater efficiency through group procurement for common expenditure.
- Facilities Management - Health, Safety and Well-being Services
- Lead Premises Officer – Facilities Manager support
- Comprehensive health and safety support for our academies on building related issues such as asbestos, fire, legionella, statutory inspections, contractors, electrical testing
- Full health and safety audit programme, including written risk assessment reports with action plans and follow up.

Group event travel

- Subsidised travel costs incurred from Trust Events – Sports Festivals, Music Festivals...

**Governance Statement
for the Year Ended 31st August 2017**

Review of Effectiveness

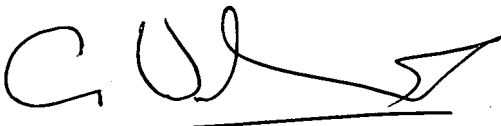
As accounting officer the Executive Head teacher/Chief Executive has responsibility for reviewing the effectiveness of the system of internal control. During the year in question the review has been informed by:

- the work of the internal auditor/reviewer - EdBC
- the work of the external auditor – Hardings Accountancy
- the financial management and governance self-assessment process
- the work of the Chief 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 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 21 December 2017 and signed on its behalf by:

Chair of Trustees:

Signed: 

Date: 21 DEC 17

The Rutland Learning Trust Accounting Officer:

Signed: 

Date: 21 Dec 17

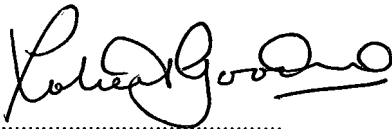
The Rutland Learning Trust

Statement on Regularity, Propriety and Compliance for the Year Ended 31st August 2017

As accounting officer of The Rutland Learning Trust I have considered my responsibility to notify the academy trust board of trustees and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with ESFA 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 2016.

I confirm that I and the academy trust board of trustees are able to identify any material irregular or improper use of all 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 2016.

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



.....
Mr R Gooding - Accounting Officer

Date: 21 December 2017

The Rutland Learning Trust

Statement of Trustees Responsibilities for the Year Ended 31st August 2017

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:

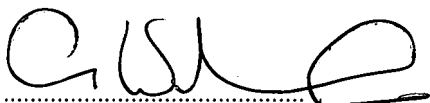
- select suitable accounting policies and then apply them consistently
- observe the methods and principles in the Charities SORP 2015 and the Academies Accounts Direction 2016 to 2017
- make judgments and accounting estimates that are reasonable and prudent
- state whether applicable UK Accounting Standards [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 ESFA/DfE have been applied for the purposes intended.

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

Approved by order of the board of trustees on 21 December 2017 and signed on it's behalf by:



G Williams - Chairman of the Trustees

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

Opinion

We have audited the financial statements of The Rutland Learning Trust (the 'academy trust') for the year ended 31st August 2017 on pages seventy nine to ninety nine. 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 2016 to 2017 issued by the Education and Skills Funding Agency (ESFA).

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.

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 2017 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 2016 to 2017.

Basis for opinion

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

Conclusions relating to going concern

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

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

Other information

The trustees are responsible for the other information. The other information comprises the information included in the annual report, other than the financial statements and our Report of the Independent Auditors thereon.

Our opinion on the financial statements does not cover the other information and we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Opinion on other matters prescribed by the Companies Act 2006

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

- the information given in the Report of the Trustees for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the Report of the Trustees has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the academy trust and its environment obtained in the course of the audit, we have not identified material misstatements in the Report of the Trustees.

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.

Responsibilities of trustees

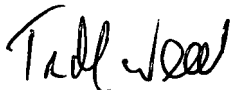
As explained more fully in the Statement of Trustees Responsibilities set out on page twenty four, the trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give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

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

Our responsibilities for the audit of the financial statements

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

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



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: 21 December 2017

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

In accordance with the terms of our engagement and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2016 to 2017, 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 2016 to 31st August 2017 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 ESFA 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 ESFA those matters we are required to state in a report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than The Rutland Learning Trust and the ESFA, 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 1 September 2016, 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 2016 to 2017. 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 2016 to 31st August 2017 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 2016 to 2017 issued by the ESFA. We performed a limited assurance engagement as defined in our engagement letter.

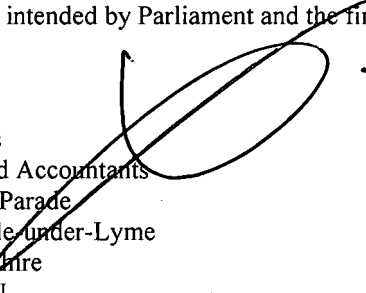
The objective of a limited assurance engagement is to perform such procedures as to obtain information and explanations in order to provide us with sufficient appropriate evidence to express a negative conclusion on regularity.

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

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

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 2016 to 31st August 2017 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: 21 December 2017

The Rutland Learning Trust

**Statement of Financial Activities
for the Year Ended 31st August 2017**

					31/8/17	31/8/16
	Notes	Unrestricted fund £	Restricted fixed assets fund £	Restricted fund £	Total funds £	Total funds £
Income and endowments from						
Donations and capital grants	2	-	-	104,752	104,752	984,191
Transfer from Langham on joining Trust	22	92,954	368,506	(426,000)	35,460	-
Charitable activities						
Funding for the academy's educational operations	3	-	-	2,674,713	2,674,713	2,232,897
Other trading activities	4	16,588	-	279,530	296,118	117,274
Investment income	5	294	-	-	294	670
Total		109,836	368,506	2,632,995	3,111,337	3,335,032
Expenditure on						
Raising funds	7	-	-	52,119	52,119	49,860
Charitable activities						
Academy's educational operations		-	(614,252)	3,806,090	3,191,838	2,728,019
Total	6	-	(614,252)	3,858,209	3,243,957	2,777,879
Net income/(expenditure)		109,836	982,758	(1,225,214)	(132,620)	557,153
Other recognised gains/(losses)						
Actuarial gains/losses on defined benefit schemes		-	-	286,000	286,000	(160,000)
Net movement in funds		109,836	982,758	(939,214)	153,380	397,153
Reconciliation of funds						
Total funds brought forward		-	146,512	(57,004)	89,508	(307,645)
Total funds carried forward		109,836	1,129,270	(996,218)	242,888	89,508

The notes form part of these financial statements

Balance Sheet
At 31st August 2017

					31/8/17	31/8/16
	Notes	Unrestricted fund £	Restricted fixed assets fund £	Restricted fund £	Total funds £	Total funds £
Fixed assets						
Tangible assets	14	-	1,129,270	-	1,129,270	146,512
Current assets						
Debtors	15	-	-	301,955	301,955	250,678
Cash at bank and in hand		<u>109,836</u>	<u>-</u>	<u>144,567</u>	<u>254,403</u>	<u>649,228</u>
		109,836	-	446,522	556,358	899,906
Creditors						
Amounts falling due within one year	16	-	-	(294,740)	(294,740)	(180,910)
		<u>-</u>	<u>-</u>	<u>(294,740)</u>	<u>(294,740)</u>	<u>(180,910)</u>
Net current assets		<u>109,836</u>	<u>-</u>	<u>151,782</u>	<u>261,618</u>	<u>718,996</u>
Total assets less current liabilities		109,836	1,129,270	151,782	1,390,888	865,508
Pension liability	20	-	-	(1,148,000)	(1,148,000)	(776,000)
		<u>-</u>	<u>-</u>	<u>(1,148,000)</u>	<u>(1,148,000)</u>	<u>(776,000)</u>
Net assets		<u>109,836</u>	<u>1,129,270</u>	<u>(996,218)</u>	<u>242,888</u>	<u>89,508</u>
Funds	19					
Unrestricted funds					109,836	-
Restricted funds					<u>133,052</u>	<u>89,508</u>
Total funds					<u>242,888</u>	<u>89,508</u>

The financial statements were approved by the Board of Trustees on 21 December 2017 and were signed on its behalf by:



G Williams -Chairman of the Trustees

The Rutland Learning Trust

**Cash Flow Statement
for the Year Ended 31st August 2017**

	Notes	31/8/17 £	31/8/16 £
Cash flows from operating activities:			
Cash generated from operations	23	<u>252,352</u>	<u>597,983</u>
Net cash provided by (used in) operating activities		<u>252,352</u>	<u>597,983</u>
Cash flows from investing activities:			
Purchase of tangible fixed assets		(696,489)	(33,833)
Capital grants from DfE/ESFA		49,018	-
Interest received		<u>294</u>	<u>670</u>
Net cash provided by (used in) investing activities		<u>(647,177)</u>	<u>(33,163)</u>
Change in cash and cash equivalents in the reporting period		<u>(394,825)</u>	<u>564,820</u>
Cash and cash equivalents at the beginning of the reporting period		<u>649,228</u>	<u>84,408</u>
Cash and cash equivalents at the end of the reporting period		<u>254,403</u>	<u>649,228</u>

The notes form part of these financial statements

**Notes to the Financial Statements
for the Year Ended 31st August 2017**

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 2016 to 2017 issued by the ESFA, 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.

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

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.

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'.

Notes to the Financial Statements - continued
for the Year Ended 31st August 2017

1. Accounting policies - continued

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.

Tangible fixed assets

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

Improvements to leasehold property	- over the expected useful economic 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.

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2017**

1. Accounting policies - continued

Financial instruments

The academy trust only holds basic financial instruments as defined in FRS102. The financial assets and financial liabilities of the academy trust and their measurement basis are as follows:

Financial assets - trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 16. Prepayments are not financial instruments.

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

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

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.

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 19, 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 2017

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 29, 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.

Liabilities

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

2. Donations and capital grants

	Unrestricted funds £	Restricted funds £	31/8/17 Total funds £	31/8/16 Total funds £
Donations	-	37,999	37,999	64,202
Grants	-	49,018	49,018	890,719
Educational visits	-	17,735	17,735	29,270
	<u>-</u>	<u>104,752</u>	<u>104,752</u>	<u>984,191</u>

Grants received, included in the above, are as follows:

	31/8/17 £	31/8/16 £
Capital grants	<u>49,018</u>	<u>890,719</u>

Notes to the Financial Statements - continued
for the Year Ended 31st August 2017

3. Funding for the academy's educational operations

	Unrestricted funds £	Restricted funds £	31/8/17 Total funds £	31/8/16 Total funds £
DfE/ESFA revenue grant				
General Annual Grant(GAG)	-	2,261,543	2,261,543	1,872,557
Other DfE / ESFA grants	-	367,736	367,736	325,345
	-	2,629,279	2,629,279	2,197,902
Other government grant				
Local Authority grants	-	45,434	45,434	34,995
	-	2,674,713	2,674,713	2,232,897

4. Other trading activities

	Unrestricted funds £	Restricted funds £	31/8/17 Total funds £	31/8/16 Total funds £
Hire of facilities	16,588	-	16,588	10,560
Catering income	-	40,542	40,542	44,340
Breakfast & after school club	-	8,237	8,237	4,653
Receipts from supply teacher insurance claims	-	-	-	4,126
Nursery income	-	27,076	27,076	-
Staff consultancy	-	121,185	121,185	-
Other generated income	-	82,490	82,490	53,595
	16,588	279,530	296,118	117,274

5. Investment income

	Unrestricted funds £	Restricted funds £	31/8/17 Total funds £	31/8/16 Total funds £
Deposit account interest	294	-	294	670

Notes to the Financial Statements - continued
for the Year Ended 31st August 2017

6. Expenditure

				31/8/17	31/8/16
	Staff costs	Non-pay expenditure		Total	Total
	£	Premises	Other costs	£	£
		£	£		
Raising funds					
Costs of fundraising	-	-	50,728	50,728	44,190
Costs incurred by trading for a fundraising purpose	-	-	1,391	1,391	5,670
Charitable activities					
Academies educational operations					
Direct costs	1,719,878	-	142,570	1,862,448	1,804,781
Allocated support costs	<u>707,148</u>	<u>211,155</u>	<u>411,087</u>	<u>1,329,390</u>	<u>923,238</u>
	<u>2,427,026</u>	<u>211,155</u>	<u>605,776</u>	<u>3,243,957</u>	<u>2,777,879</u>

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

	31/8/17	31/8/16
	£	£
Auditors' remuneration	6,000	4,600
Depreciation - owned assets	66,239	54,424
Depreciation – leased assets	15,998	-
Other operating leases	<u>11,279</u>	<u>24,050</u>

7. Raising funds

Costs of fundraising

	Unrestricted	Restricted	31/8/17	31/8/16
	funds	funds	Total	Total
	£	£	£	£
Educational visits	<u>-</u>	<u>50,728</u>	<u>50,728</u>	<u>44,190</u>

Costs incurred by trading for a fundraising purpose

	Unrestricted	Restricted	31/8/17	31/8/16
	funds	funds	Total	Total
	£	£	£	£
Purchases	<u>-</u>	<u>1,391</u>	<u>1,391</u>	<u>5,670</u>
Aggregate amounts	<u>-</u>	<u>52,119</u>	<u>52,119</u>	<u>49,860</u>

Notes to the Financial Statements - continued
for the Year Ended 31st August 2017

8. Charitable activities - academy's educational operations

	Unrestricted funds £	Restricted funds £	31/8/17 Total funds £	31/8/16 Total funds £
Direct costs	-	1,862,448	1,862,448	1,804,781
Support costs	-	1,329,390	1,329,390	923,238
	-	3,191,838	3,191,838	2,728,019

	31/8/17 Total £	31/8/16 Total £
Analysis of support costs		
Support staff costs	472,898	230,028
Depreciation	82,238	54,424
Technology costs	54,326	11,201
Premises costs	211,155	387,723
Other support costs	142,681	136,880
Governance costs	366,092	102,982
Total support costs	1,329,390	923,238

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 (2016: £80,000 - £85,000)

Employer's pension contributions £10,000 - £15,000 (2016: £10,000 - £15,000)

Trustees' expenses

There were no trustees' expenses paid for the year ended 31st August 2017 nor for the year ended 31st August 2016.

Notes to the Financial Statements - continued
for the Year Ended 31st August 2017

10. Staff costs

	31/8/17	31/8/16
	£	£
Wages and salaries	1,741,584	1,525,845
Social security costs	144,311	100,350
Operating costs of defined benefit pension schemes	<u>303,824</u>	<u>240,219</u>
	2,189,719	1,866,414
Supply teacher costs	<u>3,057</u>	<u>7,122</u>
	<u>2,192,776</u>	<u>1,873,536</u>

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

	31/8/17	31/8/16
Teachers	38	27
Administration and support	83	59
Management	<u>6</u>	<u>4</u>
	<u>127</u>	<u>90</u>

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

	31/8/17	31/8/16
£80,001 - £90,000	<u>1</u>	<u>1</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 £300,004 (2016: £265,629).

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.

Notes to the Financial Statements - continued
for the Year Ended 31st August 2017

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	-	17,425	966,766	984,191
Charitable activities				
Funding for the academy's educational operations	-	-	2,232,897	2,232,897
Other trading activities	-	-	117,274	117,274
Investment income	670	-	-	670
Total	670	17,425	3,316,937	3,335,032
Expenditure on				
Raising funds	-	-	49,860	49,860
Charitable activities				
Academy's educational operations	670	54,424	2,672,925	2,728,019
Total	670	54,424	2,722,785	2,777,879
Net income/(expenditure)	-	(36,999)	594,152	557,153
Transfers between funds	-	16,408	(16,408)	-
Other recognised gains/(losses)				
Actuarial gains/losses on defined benefit schemes	-	-	(160,000)	(160,000)
Net movement in funds	-	(20,591)	417,744	397,153
Reconciliation of funds				
Total funds brought forward	-	167,103	(474,748)	(307,645)
Total funds carried forward	-	146,512	(57,004)	89,508

13. Central services

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

Notes to the Financial Statements - continued
for the Year Ended 31st August 2017

14. Tangible fixed assets

	L'hoid prop improv'ts £	Fixtures and fittings £	Computer equipment £	Totals £
Cost				
Transfer on joining Trust	319,222	32,929	16,355	368,506
At 1st September 2016	-	64,470	179,259	243,729
Additions	<u>671,621</u>	<u>10,098</u>	<u>14,770</u>	<u>696,489</u>
At 31st August 2017	<u>990,843</u>	<u>107,497</u>	<u>210,384</u>	<u>1,308,724</u>
Depreciation				
At 1st September 2016	-	20,438	76,779	97,217
Charge for year	<u>15,998</u>	<u>16,794</u>	<u>49,445</u>	<u>82,237</u>
At 31st August 2017	<u>15,998</u>	<u>37,232</u>	<u>126,224</u>	<u>179,454</u>
Net book value				
At 31st August 2017	<u>974,845</u>	<u>70,265</u>	<u>84,160</u>	<u>1,129,270</u>
At 31st August 2016	<u>-</u>	<u>44,032</u>	<u>102,480</u>	<u>146,512</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. The value of the related land and buildings is:

	£
Ketton CE Primary School	1,175,000
St Nicholas CE Primary School	985,000
Wissendine CE Primary School	1,050,000
Langham CE Primary School	1,435,000

Please see note 24 for further details of the licence to occupy, and the accounting treatment agreed between the Church of England and the DfE.

15. Debtors: amounts falling due within one year

	31/8/17 £	31/8/16 £
Trade debtors	107,672	116,269
Other debtors	51,180	1,768
VAT	73,981	44,320
Prepayments and accrued income	<u>69,122</u>	<u>88,321</u>
	<u>301,955</u>	<u>250,678</u>

Notes to the Financial Statements - continued
for the Year Ended 31st August 2017

16. Creditors: amounts falling due within one year

	31/8/17	31/8/16
	£	£
Trade creditors	76,877	38,713
Social security and other taxes	40,061	30,548
Other creditors	53,168	34,663
Accruals and deferred income	34,710	16,578
Deferred government grants	<u>89,924</u>	<u>60,408</u>
	<u>294,740</u>	<u>180,910</u>

Deferred income and government grants

	2017
	£
Deferred income and government grants at 1 September 2016	60,408
Resources deferred in the year	89,924
Amounts released from previous years	<u>(60,408)</u>
Deferred income and government grants at 31 August 2017	<u>89,924</u>

At the balance sheet date, the academy trust was holding funds received in advance the following relating to the 2017/18 academic year:

UIFSM	75,681
Devolved Formula Capital	<u>14,243</u>
	<u>89,924</u>

17. Leasing agreements

Minimum lease payments under non-cancellable operating leases fall due as follows:

	31/8/17	31/8/16
	£	£
Within one year	4,768	7,162
Between one and five years	<u>19,550</u>	<u>5,285</u>
	<u>24,318</u>	<u>12,447</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.

Notes to the Financial Statements - continued
for the Year Ended 31st August 2017

19. Movement in funds

	At 1.9.16 £	Net movement in funds £	Transfers between funds £	At 31.8.17 £
Unrestricted funds				
General fund	-	109,836	-	109,836
Restricted funds				
General Annual Grant (GAG)	67,172	75,640	(5,263)	137,549
Other DfE / ESFA grants	12,030	2,203	-	14,233
Pension liability	(776,000)	(372,000)	-	(1,148,000)
Restricted fixed assets fund	146,512	982,758	-	1,129,270
CIF Fund	639,794	(645,057)	5,263	-
	89,508	43,544	-	133,052
TOTAL FUNDS	<u>89,508</u>	<u>153,380</u>	<u>-</u>	<u>242,888</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	109,836	-	-	109,836
Restricted funds				
General Annual Grant (GAG)	2,261,544	(2,185,904)	-	75,640
Other DfE / ESFA grants	367,736	(365,533)	-	2,203
Capital grants	20,487	(20,487)	-	-
Local Authority grants	45,434	(45,434)	-	-
Other	328,332	(328,332)	-	-
Pension liability	(426,000)	(232,000)	286,000	(372,000)
Restricted fixed assets fund	368,506	614,252	-	982,758
CIF Fund	35,462	(680,519)	-	(645,057)
	3,001,501	(3,243,957)	286,000	43,546
TOTAL FUNDS	<u>3,111,337</u>	<u>(3,243,957)</u>	<u>286,000</u>	<u>153,380</u>

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2017.**

19. Movement in funds - continued

Purposes of unrestricted funds

Included in 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 ESFA 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 2017.

Other DfE/ESFA 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 reflects 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.

Notes to the Financial Statements - continued
for the Year Ended 31st August 2017

19. Movement in funds - continued

Analysis of academies by fund balance

Fund balances at 31 August 2017 were allocated as follows:

	Total £
Central Fund	96,870
Whissendine	24,381
Ketton	18,138
St Nicholas	4,859
Langham	117,370
	<hr/>
Total before fixed assets and pension reserve	261,618
	<hr/>
Restricted fixed assets funds	1,129,270
Pension reserve	(1,148,000)
	<hr/>
Total	242,888
	<hr/>

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 £
Ketton	542,183	71,206	28,782	150,569	792,740
Whissendine	700,598	87,935	48,531	248,019	1,085,083
St Nicholas	452,070	63,228	30,045	115,483	660,826
Langham	261,628	31,884	11,762	85,797	391,071
FRS102 pension charge				232,000	232,000
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	1,956,479	254,253	119,120	831,868	3,161,720
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>

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 2017

20. Pension and similar obligations
- continued

Local government pension scheme

The amounts recognised in the balance sheet are as follows:

	Defined benefit pension plans	
	31/8/17 £	31/8/16 £
Present value of funded obligations	(2,824,000)	(1,641,000)
Fair value of plan assets	<u>1,676,000</u>	<u>865,000</u>
	<u>(1,148,000)</u>	<u>(776,000)</u>
Deficit	<u>(1,148,000)</u>	<u>(776,000)</u>
Liability	<u>(1,148,000)</u>	<u>(776,000)</u>

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

	Defined benefit pension plans	
	31/8/17 £	31/8/16 £
Current service cost	205,000	110,000
Net interest from net defined benefit asset/liability	<u>45,000</u>	<u>21,000</u>
	<u>250,000</u>	<u>131,000</u>
Actual return on plan assets	<u>32,000</u>	<u>143,000</u>

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

	Defined benefit pension plans	
	31/8/17 £	31/8/16 £
Defined benefit obligation	1,641,000	1,183,000
Current service cost	205,000	110,000
Contributions by scheme participants	32,000	24,000
Interest cost	45,000	46,000
Benefits paid	(47,000)	-
Business combinations	1,202,000	-
Actuarial (gains)/losses from changes in financial assumptions	<u>(254,000)</u>	<u>278,000</u>
	<u>2,824,000</u>	<u>1,641,000</u>

Notes to the Financial Statements - continued
for the Year Ended 31st August 2017

20. Pension and similar obligations
- continued

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

	Defined benefit pension plans	
	31/8/17	31/8/16
	£	£
Fair value of scheme assets	865,000	618,000
Contributions by employer	116,000	80,000
Contributions by scheme participants	32,000	24,000
Expected return	-	25,000
Actuarial gains/(losses)	32,000	118,000
Benefits paid	(47,000)	-
Business combinations	654,000	-
Return on plan assets (excluding interest income)	24,000	-
	<u>1,676,000</u>	<u>865,000</u>

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

	Defined benefit pension plans	
	31/8/17	31/8/16
	£	£
Actuarial (gains)/losses from changes in financial assumptions	254,000	(278,000)
Return on plan assets (excluding interest income)	24,000	-
	<u>278,000</u>	<u>(278,000)</u>

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

	Defined benefit pension plans	
	31/8/17	31/8/16
Equities	67%	72%
Bonds	20%	18%
Property	8%	9%
Cash	5%	1%

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

	31/8/17	31/8/16
Discount rate	2.5%	2%
Future salary increases	3.4%	3.1%
Future pension increases	2.4%	2.1%
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 31/8/17	At 31/8/16
Retiring today		
Males	22.1	22.1
Females	24.3	24.3
Retiring in 20 years		
Males	23.8	24.3
Females	26.2	26.6

Notes to the Financial Statements - continued
for the Year Ended 31st August 2017

21. Related party disclosures

There were no related party transactions for the year ended 31st August 2017.

22. Acquisition of Langham C of E Primary School

On 1 April 2017, Langham Church of England Primary School joined the Rutland Learning Trust. All assets and liabilities held by Langham Church of England Primary School at that date were transferred to the Rutland Learning Trust.

	Value reported by transferring trust £	Fair value adjustments £	Transfer in recognised £
Tangible fixed assets			
Improvements to leasehold property	319,222	-	319,222
Fixtures and fittings	2,929	-	32,929
Computer equipment	16,355	-	16,355
Other assets			
Stock	822	-	822
Debtors due in less than one year	11,234	-	11,234
Cash in bank and in hand	114,444	-	114,444
Liabilities			
Creditors due in less than one year	(33,546)	-	(33,546)
Pensions			
Pensions - pension scheme assets	654,000	-	654,000
Pensions - pension scheme liabilities	(1,080,000)	-	(1,080,000)
Net assets/(liabilities)	<u>35,460</u>	<u>-</u>	<u>35,460</u>

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

	31/8/17 £	31/8/16 £
Net income/(expenditure) for the reporting period (as per the statement of financial activities)	(132,620)	557,153
Adjustments for:		
Depreciation	82,238	54,424
Capital grants from DfE/ESFA	(49,019)	-
Interest received	(294)	(670)
Assets/pension on Langham joining Trust	57,494	-
Increase in debtors	(51,277)	(80,823)
Increase in creditors	113,830	16,899
Difference between pension charge and cash contributions	<u>232,000</u>	<u>51,000</u>
Net cash provided by (used in) operating activities	<u>252,352</u>	<u>597,983</u>

24. Licence to occupy

The directors of The Peterborough Diocesan Board of Finance, in agreement with the Board of Education of the Diocese of Peterborough, own the freehold interest in the buildings and some open land both of which are occupied by The Rutland Learning Trust on a rent free licence to occupy.

This continuing permission of their trustees is pursuant to, and subject to, the Trustees' charitable objects, and is part of the Church of England's contribution to provide State funded education in partnership with the State and detailed in a supplemental agreement with the Trust. The licence delegates aspects of the management of the land (and buildings) to the Academy Trust company for the time being, but does not vest any rights over the land in the Academy Trust company, the terms of which have been agreed between the Secretary of State and the directors of The Peterborough Diocesan Board of Finance, and within which is contained a termination clause on the directors of The Peterborough Diocesan Board of Finance giving two years notice. The Trustees have concluded that the land and buildings should not be recognised as an asset of the academy as the Academy Trust does not control the asset.

The financial statements do not reflect any notional rental expense for the donated use of the land and buildings as the trustees have concluded that no reliable figure can be measured for this donation as there are no rental premises for academy operations which are considered to be comparable and reliably measured.