

REGISTERED COMPANY NUMBER: 09199785 (England and Wales)

**Report of the Trustees and
Financial Statements for the Year Ended 31st August 2018
for
The Rutland Learning Trust**



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The Rutland Learning Trust

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for the Year Ended 31st August 2018**

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The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

Reference and Administrative Details - The Rutland Learning Trust 2017/8

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

Members:

- Peterborough Diocese Church Schools Trust – Corporate - Representative Member: Liz Youngman
- Two individuals appointed by the Peterborough Diocese Church Schools Trust: Alexandra Martin, Peter Cantley
- The Chair of Trustees: Gareth Williams
- An Additional Member appointed under Article 16: Ed Burrows

Trustees:

- Gareth Williams – Chair of Trustees
- David Evans- Vice Chair; Chair of Audit Committee
- Adrienne Holland – Chair of Scrutiny, School Improvement and Quality Assurance
- Rev James Saunders - Safeguarding
- Nicole Topham
- Kristi Withers
- Anna Raine
- Amanda Sargeant
- Rob Gooding – CEO (Ex officio Trustee)

Secretary/Clerk: Nicola Tyers

Senior Management:

Rob Gooding - CEO

Megan Lucas – Headteacher Cottesmore Academy (Deputy CEO)

Sonia Schofield – Headteacher Whissendine CE Primary School

Diane Rowland – Headteacher Langham CE Primary School

Sarah Lyons – Headteacher St Nicholas CE Primary School

Glenn Faser – Headteacher Ketton CE Primary School

Megan Davis – Headteacher Exton CE Primary School

Registered Office: Whissendine CE Primary School, Main Street, Whissendine, Oakham, Rutland. LE15 7ET.

Company Registration Number: The Rutland Learning Trust 09199785 (England and Wales)

Independent Auditors: Hardings, Chartered Accountants and Statutory Auditor, 6 Marsh Parade, Newcastle-under-Lyme, Staffordshire. ST5 1DU

Bankers: Lloyds. 65 High Street, Stamford, Lincs. PE9 2AT

Solicitors: John Walker - Regulated and Authorised by the Solicitors Regulation Authority, Firm No 388110

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

Trustees Report for the Year Ended 31st August 2018

The Trustees who are also directors of the multi-academy trust for the purposes of the Companies Act 2006, present their annual report together with the audited financial statements of the academy trust for the period from 1 September 2017 to 31 August 2018. The annual report serves the purposes of both a trustees' report, and a directors' report including a strategic report under company law. The Trustees have adopted the provisions of the Statement of Recommended Practice (SORP) 'Accounting and Reporting by Charities' issued in March 2005 and the Academies Accounts Direction issued by the Education Funding Agency.

The Rutland Learning Trust is a Multi-Academy Trust in the county of Rutland. It comprises of six smaller than average primary schools. Four further schools have an Academy Order and are expected to join later in 2018. An additional school is also working with the Trust via a Memorandum of Understanding.

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, 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 below.

Members' liability

Each member of the Trust undertakes to contribute to the assets of the company in the event of it being wound up while he/she is a member, or within one year after he/she ceases to be a member, such amount as may be required, not exceeding £10, for the debts and liabilities contracted before he/she ceases to be a member.

Governors' indemnities

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

Recruitment and appointment of Members and Trustees

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

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

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.

Report of the Trustees for the Year Ended 31st August 2018

The organizational chart for The Rutland Learning Trust is structured as follows:

- Members** (represented by a diamond icon) and **Trustees** (represented by a rounded rectangle) are at the top level, with a double-headed arrow between them.
- RSC** (represented by a rounded rectangle) is below **Trustees**, with a single-headed arrow pointing from **Trustees** to **RSC**.
- Executive HT / CEO Accounting Officer** (represented by a rounded rectangle) is below **Trustees**, with a double-headed arrow between them.
- Primary Director CPD** (represented by a rounded rectangle) is below **Executive HT / CEO Accounting Officer**, with a single-headed arrow pointing from the officer to the director.
- CFO** (represented by a rounded rectangle) is below **Executive HT / CEO Accounting Officer**, with a single-headed arrow pointing from the officer to the CFO.
- Trust Admin** (represented by a rounded rectangle) is below **CFO**, with a single-headed arrow pointing from the CFO to the Trust Admin.
- Three LGB Head units** (represented by rounded rectangles) are below **Executive HT / CEO Accounting Officer**, with single-headed arrows pointing from the officer to each head. Each unit includes:
 - LGB Head** (represented by a rounded rectangle)
 - Senior Teachers** (represented by a rounded rectangle)
 - Teachers** (represented by a rounded rectangle)
 - Teaching Assistants** (represented by a rounded rectangle)
 - Office Manager** (represented by a rounded rectangle)
 - Admin Support** (represented by a rounded rectangle)
 - Premises Officer** (represented by a rounded rectangle)
- Trust Admin** (represented by a rounded rectangle) is below **CFO**, with a single-headed arrow pointing from the CFO to the Trust Admin.
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The Rutland Learning Trust logo is located in the bottom right corner of the chart.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

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

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.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

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 and British 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.
- 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 Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2018**

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>Rev 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>

The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2018**

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.
Amanda Sargeant	LEADERSHIP, STRATEGY, PEDAGOGY/EDUCATION, CURRICULUM, SEND.	Amanda has had 18 years' experience of working in an education and training environment. Working for the Construction Industry Training Board across a broad range of skills and education focused projects provides her with a deep understanding of why an excellent education is so important for a young person's life chances and a fulfilling career in later life. Amanda has also held a Lead Governor for SEN and Student Welfare at the newly established West Midlands Construction University Technical College in Wolverhampton.
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.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

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.
- 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.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

- 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.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

TRUSTEES - 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. 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
- 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, 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 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. re-appointment
- 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.
- Establish Due Diligence protocols, processes and procedures for schools wanting to join our Multi-Academy Trust. Evaluate the effectiveness of our Due Diligence procedures.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

TRUSTEES

Scrutiny and Policy Committee

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 Trust Development 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 Headteacher 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 and SIAMS 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.

SAFEGUARDING TRUSTEE

The Safeguarding Trustee will ensure:

- All schools have a culture in which safeguarding is given absolute priority and staff feel confident to report their concerns.
- Safeguarding is given appropriate priority and time on the Trust Board's annual agenda.
- The 'Annual Report to Members and Trustees' will include a statement on the impact of the safeguarding procedures used across the Trust.
- The Trust Safeguarding policy, procedures and quality assurance activities are reviewed annually.
- There is rigorous and effective monitoring of safeguarding by all LGBs – annual report to the Trust Board.
- There is a consistent approach to policy development, dissemination and training across all the Trust's schools.
- Safeguarding risks are rapidly identified and addressed in the Trust's schools.
- Head teachers / DSLs act as 'critical friends' to one another and regularly share best practice.
- Information on safeguarding failures, 'near misses' and serious incidents are reported to the Trust Board and used to identify areas where safeguarding needs strengthening.
- Schemes of Delegation and Trust policies reflect best practice and identify clear lines of accountability.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

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 their School Improvement Documents/Plans.

Some Governors may also undertake planned monitoring activities across other schools in our Multi-Academy Trust.

The LGB meets to consider and evaluate:

- The effectiveness of Leadership and Management
- The quality of teaching, learning and use of assessment
- The personal development, behaviour and welfare of pupils
- Outcomes and standards
- Progress towards targets and key priorities.
- The Leadership Report to Governors – self-evaluation against current OFSTED criteria in the Autumn and Spring Term.
- The whole school self-evaluation document (SEF) in the Summer Term.
- Quality Assurance and Evaluation Reports from the RLT and any other QA consultant commissioned reports by the RLT or school
- Impact of key actions undertaken in the school development/improvement plan
- Monitoring activities undertaken by the school and Governors
- Local and contextualised issues
- Resource Committee minutes
- Recommendations to the Trust Board

A LGB **Resources Committee** meets at least 4 times a year to consider – Health and Safety, Finance, Personnel, Premises.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

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

Governor and Trustee training

In 2017/18 the Rutland Learning Trust subscribed 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 - linked to key priorities of the Trust and schools. 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.

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

Bespoke Training 2017/8

Safeguarding

School Leaders to Account

Induction Training for New Academy Governors

Improving Schools

Understanding Data for Improvement

Effective Governance

Strategic Governance

Training planned for 2018/9

Effective Governance, Part 1 of 2

An introduction to SEND Governance

Safeguarding Update for Governors

Effective Governance, Part 2 of 2

Monitoring and evaluating with rigor, Part 1 of 2

Understanding Data

Pupil Premium for Governors

Monitoring and evaluating with rigor, Part 2 of 2

Developing the role of the SEND Governor

Effective use of Sports Premium for Governors

Roles and Responsibilities of Governors and Trustees

Handling Complaints and Concerns

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/profile 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 - via the RLT Intranet.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

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)

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.
10. Introduction to the Rutland Learning Trust Intranet.

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.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

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 be 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 may be appointed by the Trust to support the Appraisal Review Governors 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.

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.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

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.

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 six schools:

- Langham CE Primary School
- Ketton CE Primary School
- St Nicholas CE Primary School
- Whissendine CE Primary School
- Exton and Greetham CE Primary School
- Cottesmore Academy

- Great Casterton CE Primary School, Empingham CE Primary School and Uppingham CE Primary School all have an Academy Order and will join the Rutland Learning Trust MAT in 2018.
- Glapthorn CE Primary School, is also currently affiliated with the MAT through a Memorandum of Understanding. Following consultations, the school has applied to join the RLT MAT in 2018/19.

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 2018**



The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

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

Vision

Our shared vision for the Rutland Learning Trust is to provide outstanding education for all pupils; world-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.

By Working Together to Sustain Excellence and Transform Learning we believe that we can improve outcomes for all children. 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!

As a dedicated team of teachers, support staff, governors, parents and families we work with love, professionalism and commitment on behalf of all pupils to provide educational provision of the very highest quality.

Aims

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.

The Rutland Learning Trust is values driven and educationally led; it aims to provide first-class education and care that allows every child to reach their potential; it recognises the importance of high quality 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 feel safe and all will be supported, whatever their needs.

The Rutland Learning Trust aims for all of its schools or 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.

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

"The fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law." (Galatians 5:22-23)

Through our Christian commitment...

- We provide a warm, caring and Christian atmosphere in which children feel happy and secure and therefore receptive to learning.
- Children gain an understanding of the Christian faith and what it means to be part of the world wide Anglican family.
- We promote the Christian values of kindness, patience, faithfulness, unselfishness, honesty, forgiveness, loyalty, trust, empathy and love as shown to us through the teachings of Jesus.
- Children develop social, spiritual and emotional awareness through these teachings.
- Children are 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 receive a broad, balanced and inspirational education, including the exploration of faith questions that will provide the basis of a successful, informed life.

Our MAT has a unique way of working and culture that makes us very different from most Multi-Academy Trusts. The Rutland Learning Trust is immensely proud of the team - a dynamic, high performing and talented community. There is tremendous team spirit - we are all committed to the success of each of our schools and we always put the children's best interests first.

Across all of our schools we encourage pupils to be inquisitive and passionate about their learning. We strive to develop confident, creative, self-assured, positive young people who love to learn, to contribute and to achieve. Our inclusive learning environment also teaches our pupils to celebrate differences, help one another and promote a culture of tolerance and mutual respect. Our vision for each child is that they will work towards their personal best, in a caring atmosphere, which reflects the inclusive British and Christian values of our Academies.

Our Academies

- Provide a broad, balanced and inspirational - knowledge rich 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 - underpinned by our Christian values.

Our strategy is ambitious and exciting: it is to ensure schools 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.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

The Rutland Learning Trust				Vision Overview 2018-2020	
<div>Vision</div> <div>Providing outstanding education for all pupils – today and tomorrow!</div> <div>World-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.</div>					
Alms		Working Together <i>(Trust, gender and planned collaboration)</i>		Sustaining Excellence <i>(Raising standards of achievement)</i>	
Objectives	*Strengthen Governance and Leadership at all levels		*Empower leaders to fully articulate their distinctive Christian vision for their schools		Refine our Pupil Premium Strategy
	*Promote strategic growth of the Trust		*Raise standards of attainment and achievement for all pupils		*Ensure high quality teaching
	Strengthen partnerships with families so that they feel fully involved in their child's education.		Ensure the Rutland Teaching School Alliance provides effective school improvement		Strengthen our Inclusion Strategy
					Stretch and challenge pupils of all abilities MASTERY and GREATER DEPTH
				Improve our approach to curriculum planning, assessment and reporting: Planning and Assessment	
Financial Data		Value for Money		Effectiveness	
Other Success Factors		Demand		Growth	
		Pupil numbers, reputation and credibility		10 – 12 schools over three years	
				Funding	
				National funding formula, sponsorship, grants	
				Sustainability	
				Effective resource management	
				Teaching, central services, procurement	
Values					
The Rutland Learning Trust promotes high achievement and learning for life through our commitment to PERSONALISED LEARNING and the 6Rs. Alongside our Christian and British values, vision and ethos, this underpins everything we do.					

Our strategy is underpinned by 'The Nine Pillars of Greatness'

- Shared vision, values, culture and ethos of high expectations of all members of the school community
- Inspirational leadership at all levels throughout the Trust
- Exceptional teaching, learning and use of assessment
- A relentless focus on engaging and involving pupils in all aspects of school life



- Personalised and highly effective CPD
- A stimulating and inclusive environment and climate for learning
- A rich and creative - knowledge based curriculum within and beyond the classroom
- High quality partnerships and networks
- Robust self-evaluation, data analysis and collective review

WORKING TOGETHER

Real, genuine and planned collaboration.

* Promote strategic growth of the Trust

Sustainable and progressive strategic growth in line with Government's funding strategy: (10-15 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.

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.

There is a well communicated strategic vision and plan that moves seamlessly from implementation into impact.

*Strengthen Leadership and Governance

OFSTED Leadership and Management grade will be at least good in all schools within 7 years of joining the Trust at first OFSTED inspection – whichever is the sooner.

Self evaluation, quality assurance and external reviews of governance show all Governors understand their roles and responsibilities as Members, Trustees and Local Governors (as an Academy and Church school).

RI 1 quality assurance activities show that the Leadership (including Governance) is a strength in each of our schools.

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.

Robust financial parameters are maintained: All schools maintaining: <75% total income on staffing, <25% of total income non-staffing costs, 2% surplus.

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.

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 either at school or at trust.

*Empower leaders to fully articulate their distinctive Christian vision for their schools.

How effectively does the school's distinctive Christian vision, established and promoted by leadership at all levels, enable its pupils and adults to flourish?

National Society Statutory Section 48 inspection - all schools will be judged at least good in each area of the new SIMS Evaluation Schedule Framework 2018.



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. (Please refer to the RTSA Transformation Plan for more specific details).

Our Trust and Academies play a key role in wider system leadership through membership of Teaching School Alliances, supporting other schools, leading and participating in local partnerships and estate & supply chain. We learn from and contribute to, the practice of other MATs in their region.

Strengthen partnerships with families so that they feel fully involved in their child's education.

The overwhelming majority (over 85%) of parents state:
 -their child is happy and safe in school
 -the school is well led and managed
 -communication is strong
 -behaviour is well managed
 -they receive valuable information about their child's progress
 -their child is well taught and making good progress
 -the school has a calm, welcoming and relaxed environment
 -they feel comfortable in approaching the school with a question, suggestion or problem
 -they would recommend this school to another parent
 -overall, they are satisfied with the school

All parents have access to a suite of family learning / information events across the year.

All schools have at least one fully trained Emotional First Aider to ensure strategies are in place to promote mental health and well-being; high attendance (95%) and strengthen the school's ability to provide early intervention for pupils and families with emerging needs.

The school website is fully compliant and includes key information to support families: Pupil Premium and Sports Strategy, SIMS Reporting Curriculum Offer - approaches to phonics, reading, maths and project/Topic themes; Policies: Standards, Vision and Values.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

SUSTAINING EXCELLENCE

Raising standards of attainment and achievement.

* Raising standards of attainment and achievement

Standards of achievement and attainment are consistently high; well above national and local averages at EYF5, KS1 and KS2.

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.

From each different starting point, the proportions of pupils achieving expected progress measures in English and Mathematics are above national averages.

Refine our Pupil Premium Strategy

In all schools the progress across the curriculum of disadvantaged pupils, service pupils, disabled pupils and those with special educational needs is close to or is improving towards that of other pupils with the same starting points.

Discrete and targeted support enables all disadvantaged children to make progress in line with their peer group.

Innovative and creative approaches to intervention facilitate good attendance (70%), emotional well-being, 100% access to extra-curricular activities and facilitate high achievement.

A Pupil Premium Review is undertaken regularly by a Pupil Champion LLE.

Stretch and Challenge

Achievements at all schools for Higher Attaining Pupils (HAP) are consistently high above national and local averages at EYF5, KS1 and KS2.

The percentage of pupils working at greater depth in each subject area is above NA.

66% of pupils will attain above average scaled scores in each subject area.

Monitoring these 66% teachers identify gaps and teach for mastery and depth - stretching and challenging all pupils. Teachers provide pupils with the tools to work at greater depth including comparison, independent, collaborative, use of language, application of skills.

Strengthen our SEND Inclusion Strategy

From their different starting points, the proportions of pupils with SEND making expected progress in English and in Mathematics, are close to or above national figures for SEND children.

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 over time.

Extra, patterns of and reasons for disadvantaged and persistent exclusion of pupils with SEND are low.

Pupils with SEND speak highly of the support they receive.

The RL Trust and School Local Offer is published on the Trust and Academy websites.

Middle Leaders lead by example and are able to:

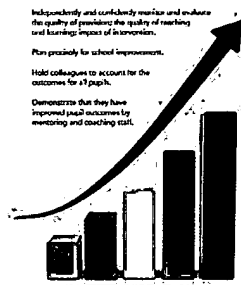
Make accurate judgements of the school's performance standards.

Independently and confidently monitor and evaluate the quality of provision; the quality of teaching and learning; impact of interventions.

Plan provision for school improvement.

Hold colleagues to account for the outcomes for all pupils.

Demonstrate that they have improved pupil outcomes by monitoring and coaching staff.



"Character education seeks to develop and celebrate the flourishing of individuals, communities, families and societies, through the cultivation and encouragement of an expansive range of moral, spiritual, intellectual, civic and performance character virtues. It is central to a Christian vision for education for 'life in all its fullness' and is concerned with developing virtues seeing them as 'character in action', grown through experience and demonstrated over time in word and deed.

Character education equips young people to grow in wisdom, hope, community and dignity and is shaped by an understanding of God at work in the world, present and active in shaping each individual's developmental story. It is fundamental to the pursuit of academic excellence, and stands at the heart of all aspirational teaching, learning and pastoral care.

Although character can and should be taught explicitly in schools, it is frequently also caught implicitly through role-modelling and relationships.

Effective character education will have a legacy far beyond the school gates, impacting young people as friends, neighbours, parents, team members and employees, benefitting both the individuals themselves, their wider communities and broader society."

CHURCH OF ENGLAND: FOUNDATION FOR EDUCATIONAL LEADERSHIP

* Embed the 6Rs and School's Values to develop 'Learning Character' in all pupils

Each school has a clear vision for 'Character Development' underpinned by Christian Values and the fundamental British Values of Democracy, Rule of Law, Mutual Respect, Individual Liberty and Tolerance of other Faiths.

Pupils explain how the school's values give them confidence to listen, question, explore and challenge themselves in pursuit of their learning.

Pupils understand right and wrong - rewards and consequences for their actions. They feel happy and safe.

Leaders use creativity and innovation to provide quality opportunities for pupils to explore situations of injustice and inequality so opening pupils' horizons, giving them a concern for others.

The school community has established mutually beneficial regional or global partnership links to schools in different parts of the UK/world that are highly valued by adults and pupils alike.

Pupils are articulate advocates of change, challenging injustice, discrimination and inequality. They have regular opportunities to engage in projects which pupils themselves have identified to address issues of disadvantage, deprivation, tolerance and mutual respect. This enables them to make good progress and work independently, collaboratively and creatively across the curriculum.

Pupils fully understand the attributes of a great learner - readiness for learning, resilience, resourcefulness, respect, responsibility and reflective learners.

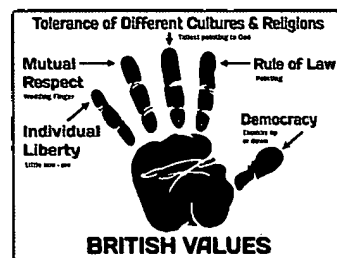
Lesson observations and other forms of monitoring demonstrate pupils are confident, independent, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress - both academically and socially. They are proud of their achievements and of their school.

"Character Education teaches the acquisition and strengthening of virtues: the traits that sustain a well-rounded life and a thriving society.

Character education includes all explicit and implicit educational activities that help young people develop positive personal strengths called virtues...

Pupils need to decide wisely the kind of person they wish to become and to learn to choose between already existing alternatives or to find new ones."

(Framework for Character Education', 2017 revised version)



Dylan William - 9 things

1. Nobody owns you, neither you, them, nor they.
2. Life is now.
3. Learning is a change in long term memory.
4. Memory is the retention of thought.
5. Memory is not a file in a folder.
6. If you don't know where you're going, you might end up somewhere else.
7. The moment of greatest pleasure is a hard push to what the rest of the class is thinking.
8. The only thing that matters with knowledge is what you do with it.
9. Education isn't about teaching you, it's about learning.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

THE CENTRAL SERVICES OFFER 2018/19

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 and quality assurance 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 targeted school to school support – NLE, NSS, LLE, SLE, Pupil Premium Champion, 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.
- Weekly head teacher meetings - held centrally or in hubs.
- 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.
- Providing access to a suite of Quality Assurance, School Improvement/ Self Evaluation activities planned across the year (please refer to Appendix 4)

Educational Psychologists

- Access to Educational Psychologists on a termly basis - 6 times per year.

Payroll and Personnel (HR)

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

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 audits 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.

Management of central services and group procurement

- Our academies benefit from greater efficiency through group procurement for common expenditure.
- Support with GDPR and other statutory compliance activities

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.
- Support to ensure statutory compliance.

Teaching and Learning Priorities 2018/20

Curriculum - Mastery for All

Ensure:

- Each Academy provides a broad, balanced, inspirational and knowledge rich curriculum offer.
- School leaders are able to confidently articulate: curriculum intent; implementation and impact on outcomes.
- The new RE agreed syllabus is embed into each school's curriculum offer.
- School leaders are able to confidently articulate curriculum intent; implementation and impact on outcomes.
- Teachers routinely provide pupils with the tools to work at GREATER DEPTH inculcating conjecture, independence, collaboration, use of specific vocabulary and language, application of 6Rs.

Personalised Feedback and Use of Assessment

Ensure:

- The effective use of formative and summative assessment enables pupils to make good progress from their starting points.
- Precise feedback at the point of learning improves pupils' achievement.
- A rich variety of AIP strategies are routinely used as checkpoints for pupils learning.
- A strong culture of self and peer assessment is inculcated.

Improve Maths Achievement across KS2

Ensure:

- Standards of attainment, at both expected and greater depth, are above national averages.
- Pupil progress measure are at least in line with national averages.
- Intelligent practice, consolidation and variation plays a central role in developing conceptual understanding and mastery of key concepts.
- Ensure teachers routinely plan mathematic activities that include fluency, reasoning and problem solving activities.

Metacognition – Learning to Learn

- Continue to develop 'Learning Character' and independence in our curriculum.
- 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).

Lower Attaining Pupils (LAPs).

Disadvantaged Pupils (Free School Meals).

Pupils NEW to schools in upper KS2.

The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2018**

Aims	Working Together <i>(Real, genuine and planned collaboration)</i>		
Objective	*Promote strategic growth of the Trust		
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 2018
	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 2018
	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 2018

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2018

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 April 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 Review and publish the 2017 Central Services Offer	5% Central services charge	CEO	Termly Reviews	CoT	Trust Board Meetings	Trustee meetings	Growth target achieved 6 Schools in RLT MAT. 3 schools have an Academy Order (Empingham, Great Casterton, Uppingham) and Glaphorn has submitted an application with the RSC to join in 2018/19. Next steps: Further explore opportunities for growth in Northamptonshire - Polebrook CE Primary School.
				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 2018**

<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</p> <p>CEO, CFO, Executive/Business Support, Data Manager, Office Management, Facilities Management.</p>		CEO	December 2017 Term 2	CEO	Growth Report and Action Plan presentation to the Trustees by CEO CFO	Trustees Report Hub Meetings	<p>Goal achieved. Central Service Team established through successful bids.</p> <p>QA and SI roles identified.</p> <p>Next steps: 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> <p>Next steps: Create RLT intranet to include an inventory of services.</p>
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The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2018

								<p>RLT to procure additional specialist HR services through FLINT BISHOP £1550</p> <p>Exec/ Business Support to lead on GDPR - Policies and Protocols.</p> <p>CEO/ CFO Report in December January 2019: Pooling Teacher Supply Costs across the Trust.</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.		CEO CFO	Term 3 (Appraisal)	CEO CFO HTs	Appraisal	Appraisal records and Report to Scrutiny Committee	<p>Increase ole to three days per week.</p> <p>Next steps: Weekly meetings with CEO/CFOto establish priorities.</p> <p>Increase Lead Premises Officer release time to support other schools in the MAT.</p>

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2018

	<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>Successful applications</p> <p>MAT Capacity Grant £50K MAT Development and improvement Fund £89K School Improvement Emergency Funding £49K Sponsor Applications £110K</p> <p>Unsuccessful CIF Bids</p>
	<p>Ensure full compliance with FMGS (Financial Management and Governance Self-Evaluation) and Academies Financial Handbook. Update the RLT Financial Controls and Procedures Manual – in response to projected growth models</p>		CFO Executive Support	Term 1 and ongoing	CFO	<p>RLT Financial Procedures Handbook</p> <p>Audits and routine visits</p>	<p>Audit Report</p> <p>Trustees Reports</p> <p>Accountant Reports</p>	<p>Further refinements to the RLT Handbook - Financial Procedures Manual required. Link to PS Financials and monthly expectations of office staff.</p>

The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2018**

	Embed PS Financials across the Trust		CFO Executive Support	Term 2 and ongoing	CFO	Audits and routine visits	Reports to Head teachers and LGB	Ongoing
	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	Succession planning need to be more carefully planned for CEO, CFO, Head teachers, Chair/Vice Chairs of Trustees and LGBs.
	CEO and Deputy CEO/Head teacher - system leadership training	£1500	CEO ML	Term 1	CEO		Updated RLT Transformation Plan	Updated RLT Transformation Plan, Vision and Aims
	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	Shared understanding of OFSTED Curriculum Developments, Truly Great Teaching and latest research around incremental coaching.

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2018

								<p>Next steps:</p> <ul style="list-style-type: none"> -Suite of training for middle leaders -Mission Command -Senior Leadership Training -Incremental coaching and feedback
	Part-time School Improvement/QA Officer appointment.	£3000	CEO	From Term 1	CEO	QA Reports	LGB	<p>Provided further quality assurance and challenge to leadership teams - reports to schools to support self evaluation.</p> <p>Next steps:</p> <p>Increase role of Deputy CEO</p> <p>Review SI and QA offer.</p>
	<p>Governor Training to be part of central services</p> <p>Gov Training Programme published for all schools by October 2017</p>	£2000	Exec Support	Term 2	LGB	Gov Evaluations	LGM Meetings	Free access to suite of Governor Training provided by RCC, Leicestershire Governor Services and the Diocese.

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2018

								Monitoring reports, QA, Governor minutes and leadership reports demonstrate a stronger understanding of their roles and responsibilities as Governors. Next steps: Quality assurance of training providers - link with RTSA.
	Introduce an automated payment system (BACS) at each Academy		CFO Exec Support	Term 2 2017	CFO	Routine visits	Reports to HTs and LGBs	Not in place. Planned Dec 2018.
	Modify governance in joining schools to ensure structures are appropriate for our proposed growth plan - ensuring lines of accountability at all levels.	Review costs	CEO	Ongoing	CEO	LGB Observations External Reviews Governor Profile's Self-Evaluations	CoG Discussions Reports to LGB	Next steps CEO LGB observation and feedback to CoG Governor training and external reviews based on <u>Competency framework for governance</u> .

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2018

								<p>Clerk Appraisal linked to the DfE <u>Clerking competency framework</u> 2017.</p> <p>LGB reviews to take place in Term 4 2019.</p>
	Improve procedures to identify, monitor and mitigate risk.	£1K per school	CEO CFO Exec Support	As per growth plan	CEO	Due Diligence Reports	Trustees	<p>Next steps: Strengthen due diligence procedures for new schools joining our MAT – Buildings / Condition Surveys and R&M schedule, Legal Support, HR.</p>
	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>Appointment made. NOV demonstrate significant impact.</p>

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2018

<p>Develop a cross MAT data capture strategy.</p> <p>Establish robust reporting mechanisms to monitor pupil performance and identify specific development gaps</p>	<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>	<p>CEO</p> <p>CFO</p> <p>HTs</p>	<p>Term 2</p> <p>Training</p>	<p>CEO</p>	<p>Data dashboards – against all KPIs: Standards, attendance, staffing, vulnerable groups</p>	<p>Trustee and LGB dashboards</p>	<p>Data management role incorporated into the Executive Business Support/ CEO/ School Improvement Officer Roles.</p> <p>Target Tracker software purchased for each school - all staff fully trained in July 2018.</p> <p>Next steps:</p> <p>Create school and Trustees intranets to share and disseminate great practice.</p> <p>Strengthen a cross MAT data capture strategy - using Target Tracker and Microsoft 365</p> <p>Intranets:</p> <p>Contextual data, Standards</p>
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The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2018**

								Establish more robust reporting mechanisms to monitor pupil performance and identify specific development gaps - using Target Tracker and 365.
	Create a MAT Induction Programme for new schools joining the Trust to aid STANDARDISATION.		CEO CFO Executive Support	Term 3	CoG at new schools	LGB feedback QA activities and reports	Trustee Reports	Due Diligence Reports - updated to reflect changes in OFSTED Frameworks. Next Steps: Trust Action Plan (based recommendations outlined in the DD Report – Education, Finance, HR, Facilities, IT, Governance, H&S Audits) to be completed following Trustee approval RKLT to lead Consultation Events

The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2018**

								Meetings with staff and Governors SID Development (Data Capture, Action Plans; Monitoring Schedules; Governor Profiles...) RLT Policies - 365 Trustees to further review opportunities to office functionality - centralization v standardization report presented by the CFO in December 2018 - Pros/Cons/ recommendations
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The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2018**

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	<p>All RLT schools participating in the SLLIP Peer Review Programme - initial feedback from schools has been very positive.</p> <p>Next steps: Further refine QA Review Days to ensure that schools take greater ownership of the process and use it as a professional development opportunity all staff.</p> <p>Update the QA SI strategy to reflect these changes.</p>
Apprentices deployed across the Trust	Explore Apprenticeship opportunities: Sports, Premises Officer, Teachers, Teaching Assistants, Admin	TBC	Exec Support CFO					Appointments are dependent upon schools funding.

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2018

Aims	Working (Real, genuine and planned collaboration)							Together
Objective	*Flexible staffing structures across the Trust build capacity and deliver high quality school improvement							
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 2018
	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 2018
	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 2018
Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2018

<p>Strengthen the School Improvement Team across the Trust to further deliver high quality school improvement.</p> <p>Increase, in depth and scope, the range of leadership and teaching expertise across the Trust.</p>	Establish regional learning hubs for weekly head teacher meetings	£300 per day	CEO	Term 1	CEO	Minutes	Report to Trustees	School improvement team strengthened.
	Create a portfolio of school improvement specialisms to provide S2S support		CEO	Term 2	Scrutiny			Regional learning hubs for weekly head teacher meetings established and lead y leading head teachers.
	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	QA Reports Appraisal/P M records		Portfolio of school improvement specialisms to provide S2S support published on intranets.
	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				Quality assurance systems are in place across all schools to monitor and evaluate performance to include Head Teacher Performance Management
	Appoint Deputy CEO (Executive Head teacher) to provide support and challenge for schools		Trustees	2018/19				Appointed Deputy CEO (Executive Head teacher) to provide support and challenge for schools
	NLE Applications. ML SL GF		CEO	Applications				

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2018

	Aspirant NLE, LLE training toolkit to support succession planning and system leadership.		RTSA	Term 4	CEO	School Surveys	Chairs of Govs Meetings	
	Identify potential aspirant LLEs, SLEs and teachers with high leadership potential.	£4500	CEO Heads	Ongoing				LLE, OFSYED Inspector, Pupil Premium Champion - successful applications.
	Evaluate impact of educational psychologist work.	Training funds – central	GF	Term 3 and Term 6	CEO	HT Reports	Scrutiny Meeting CoG meetings	
	SENDCO across the Trust. Each school to have an SEN specialism e.g dyslexia, Downs, Asperger's, Working memory, Early Language intervention etc.		CEO	Term 2		Trustee Report	Trustees Heads – Hub Meetings	
	DIE Capacity Grant application		CEO	Term 3	CEO	Surveys		All school shave access to a School Improvement Officer, GALLUP Strengths, Coach, NLE/LLE/SLE deployment – based on need and central services offer
	Evaluate the impact of Gallup Strengths based coaching	2 days per week included in CPD role	Inclusion Team	Inclusion meetings	CEO	Report to Trustees Term 6	Scrutiny Panel	
	Review impact of Educational Psychologists Futures in Mind - RLT and school days	£425 per day						

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2018

Strengthen our school improvement S2S support and quality assurance	Embed the 2017 SI and QA offer to schools.	£5000	CEO	Term 1	CEO	QA Reports	Scrutiny Meeting	Embed the 2017/18 SI and QA offer to schools.
	SID established at each school.		CEO	Term 1	LGBs	Termly SID Review		
	External speakers and consultants support for leadership training, CPD, Head Teacher Performance Management, Ed Psych and QA activities.	£2000	CEO	Term 1 onwards	CEO	HT discussion s/ QA Reports	LGB meetings	<p>Intranet on 365 created for each school - next step is to embed this into routine practice.</p> <p>External speakers and consultants lead leadership training, CPD, Head Teacher Performance Management, Ed Psych and QA activities.</p> <p>Next steps: Refine QA SI offer following consultation with HT, COG and Trustees.</p>

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2018

<p>Secure succession planning</p> <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>	Create CPD Succession Planning/ Talent Management documentation		Heads	Ongoing	CEO	Framework scrutiny	LGBs	Goal not achieved.
	Leadership training:	£1500	CEO	Ongoing from Term 1	CEO	Gap tasks	CoG meetings	RLT provided high quality professional development training for the trust's leadership team and teachers with high leadership potential.
	<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 	£800	CEO ML	Term 2	CEO	LGB Framework scrutiny	LGBs	<p>Next steps:</p> <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>

The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2018**

<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</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	External audit has identified no significant areas of improvement.
			CFO Exec Support	Term 1	CFO	Audits and routine visits	CEO meetings Audit	There are strong internal systems of audit that have improved over time and are now highly effective.
			CEO CFO Exec Support	Terms 2 and 4	CEO CFO	Report	Audit	Next steps CREATE RLT SCHEMATIC: Role and Responsibilities, SLAs and identify potential conflict of interests
			CEO CFO Exec Support	Autumn Term	CEO CFO	Accounts Trustee Report	Trustee – Audit Report Published on Website	Update RLT Financial Procedures Manual - to include monthly office tasks

The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2018**

<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	Goal achieved.
	All schools have their own Risk Register linked to the RLT		Heads	Term 6	Heads	Policy review	LGB	<p>Strengthen:</p> <ul style="list-style-type: none"> - Facilities - Management of risk - Approaches to QA and RLT Review days

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2018

Aims	Working <i>(Real, genuine and planned collaboration)</i>	Together
Objective	Strengthen Governance	
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 2018
	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

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2018

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 RLT's 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 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. 	0	CEO	November 2017 Term 2	Trustees	Quality Assurance Activities	Scrutiny Committee	<p>All Trustees, LGB and Governors are fully aware of the RLT's Values, Vision, Aims and Strategic Intent – and how they contribute to the success of all schools in our Multi-Academy Trust - goal achieved.</p> <p>Next steps:</p> <p>Strengthen Governor and Trustee induction procedures</p> <p>Vision evening for LGB and Trustees in Term 3 2019</p> <p>Update Governor Training Programme to reflect priorities across the Trust.</p>

The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2018**

<p>There is a clear delegated framework for Governance at Trust Board and Local Academy level that makes explicit the accountabilities of both boards</p>	<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. 	<p>0</p>	<p>CEO</p>	<p>Every term (6 weeks)</p>				<p>Goal achieved.</p> <p>Next steps: Embed use of Microsoft 365 and school / Trust intranets</p>
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The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2018**

<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>Course evaluations, monitoring reports, QA, Governor minutes and leadership reports demonstrate a stronger understanding of their roles and responsibilities as Governors.</p> <p>Next steps</p> <p>Create an RLT Peer and Self Evaluation Review Framework and share with COG</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>
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The Rutland Learning Trust

**Report of the Trustees
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<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>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>School intranets completed for each school to support LGB with in strengthening their understanding of roles and responsibilities.</p> <p>Quality assurance and school improvement activities are fully embedded in the SID to allow for precise monitoring of impact.</p> <p>Governor skills audit, induction and Governor Profiles informs responsibilities and recruitment.</p> <p>Governors are beginning to understand questions they should be asking, actions to be undertaken and how to disseminate this information.</p>
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The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2018**

Trustees know areas of strength and areas to be developed for all schools in our MAT.	Sstrengthen 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.	0	CEO	Term 2/3	Scrutiny Committee	Doc scrutiny/ review	Trustees	Trustees are well-informed about areas of strength and areas to be developed for all schools in our MAT: Scrutiny Committee, Ledership Reports to Trustees and LGBs Following consultation with LGB and HTs, further review MAT Infrastructure (processes, procedures, quality assurance and school improvement activities) so that they are rigorous, robust and fit for purpose; statutory compliant.
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The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2018**

Trustees ensure statutory compliance with the 2017 Academies Handbook.	Update the Trust financial aims and strategy – Financial Procedures Manual based on the 2017 Academies Handbook.	0	CEO Exec Support	Autumn Term	Audit	Policy review	Trustees	<p>Annual Responsible Officer Reports Audited Accounts 3 x per year internal audits</p> <p>Next steps: Update the Trust financial aims and strategy – Financial Procedures Manual based on the 2018 Academies Handbook</p>
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The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2018**

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 Safe recruitment for schools <p>Bespoke Training 2017/8 Safeguarding School Leaders to Account Induction Training for New Academy Governors Improving Schools Understanding Data for Improvement Effective Governance Strategic Governance</p>	£2000	CEO	Term 1 training events	CEO	Evaluations LGB Minutes	Report to Trustees	<p>Training planned for 2018/9</p> <p>Effective Governance, An introduction to SEND Governance Safeguarding Update for Governors Monitoring and evaluating with rigor, Understanding Data Pupil Premium for Governors Developing the role of the SEND Governor Effective use of Sports Premium for Governors Roles and Responsibilities of Governors and Trustees Handling Complaints and Concerns</p>
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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	CEO - OFSTED Inspector LLE - specialist in SEND and Pupil Premium - qualification. . 3 Senior teachers are undertaking the SENDCo Qualification
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The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2018

Aims	Working <i>(Real, genuine and planned collaboration)</i>	Together
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 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.	SIAMS July 2018
	Society 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 2018
	Statutory 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 2018
Inspection -		

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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.	£2000	CEO		Trustees	Articles of association RLT Structure	Publish on website	Goal partially achieved.
	Utilise the Diocese SLA to support school improvement, quality assurance, governor support, CPD and bespoke projects.		Heads	From Term 2	LGB	Head report to LGB	LGB Meeting	All schools to review their Vision and Aims by December 2018.
	Interim Section 48 – peer reviews 2018	Part of SLA	Heads	May 2018	Foundation Gvs	Peer Reviews	LGB Meeting	Re-establish termly meetings with the Director of DBE and PDET.
	RLT Membership of SACRE		CEO	Termly meetings	CEO		CoG Meetings with CEO	No Diocesan School Consultants attended our HT meetings.
	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.		Heads	As timetabled	Heads	Consultant report	Foundation Gvs report	The Diocese did not have the capacity to support our proposed Bespoke Projects. RLT contributed to the new RE Scheme of Work - leading training and creating resources and lesson plans.

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	<p>Diocesan School Consultants – Termly invites to HT meetings: Standards, Self-evaluation, Section 48 updates, School Improvement Priorities, Strategic intent and brokerage of Bespoke Projects.</p>						
	<p>POTENTIAL BESPOKE PROJECTS</p> <p>-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> <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	Next steps: Conversations with schools re: Diocese SLA requirements and Section 48 SIAMS training needs
		CEO	Term 2	CEO	Course Evaluations	LGB Meetings	

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<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> <p>RSTA Member of EMSTA (East Midlands Strategic Teaching Alliance)</p> <p>Coordinate Capacity Grant Application</p> <p>RLT delivery partner for Lincolnshire / Leicestershire Teaching Schools SIFF APPLICATIONS</p>		<p>CEO</p> <p>RTSA Rep</p>	<p>Autumn, Spring and Summer</p> <p>Termly</p>	<p>RTSA Rep</p>		<p>Hubs, Trustee and CoG Meetings</p> <p>Weekly RTSA Meetings</p>	<p>Goal not achieved. CEO was unable to attend all of these events and meetings.</p> <p>Next steps: Ensure capacity to deputize in the absence of the CEO</p>
<p>We will learn from, and contribute to, the practice of other SATs, MATs and Local Authorities in the region.</p>	<p>EYFS Pedagogy and Practice: Research and development projects: MATHS</p> <p>Maths Master Training</p> <p>Maths Hub – Research and Development Programme</p> <p>Instigate network meetings for local MATs e.g. Catmose, Brookehill, Learn-at, PLP.</p>		<p>SL(Head of St Nichs)</p> <p>HG (Maths SLE)</p> <p>Ketton and St Nichs (Lead Pract)</p> <p>CEO</p>	<p>Dec 2017</p> <p>October 2017</p> <p>Nov 2017</p> <p>Term 2 2017</p> <p>Autumn 2017 start</p>	<p>SL</p> <p>HG</p> <p>HG</p> <p>CEO</p> <p>RLT Inclusion Team</p>	<p>As per project</p> <p>As per project</p> <p>As per project</p>		<p>EYFS Team meet termly to share and disseminate great practice. This has included Maths Mastery.</p> <p>Next steps: Instigate network meetings for local MATs e.g. Catmose, Brookehill, Learn-at, PLP</p>

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	A whole school framework for emotional well-being and mental health. (Partnership for Well-being and mental Health in Schools) RLT PROJECT MAT Summit 2 Day residential training: Networking and Partnerships		Alison Gorman (Whiss) with Ed Psych support 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	Goal achieved.
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		Goal not achieved.

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2018

Aims	Sustaining Excellence		
Objective	*Raise standards of achievement		
Key Performance Indicators	Standards in attainment are consistently high; above national and local averages at EYFS, KS1 and KS2.		July 2018
	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 2018
	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 2018
	Achievement at all schools for HAPs are consistently high; well above national and local averages at EYFS, KS1 and KS2.		July 2018
	The percentage of pupils working at greater depth in each subject area is above NA.		
	66% of pupils will attain above average scaled scores in each subject area at KS2.		July 2018
	Teachers skilfully plan and teach for mastery and depth – stretching and challenging all pupils. Teachers provide pupils with the tools to work at greater depth inculcating conjecture, independence, collaboration, use of language, application of 6Rs.		July 2018

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Report of the Trustees
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Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
<p>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.</p> <p>There is clear evidence that the outcomes for pupils who are educated within the RLT are exceeding previous performance and national expectations.</p> <p>TRUST WIDE PRIORITIES 2017/18 p3 Trust Priorities are being fully addressed at school level in their SID.</p> <p>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.</p>	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	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	Quality of teaching is consistently and securely good in almost all schools in the Trust. Next steps: Embed the School Improvement strategy and Quality Assurance activities as part of the revised Central Services Offer.
	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	Additional external scrutiny provides the RLT Trustees, the executive team, the LGB and the Heads with a reliable 'second opinion' on the performance of the academies/ schools.
	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.		CEO	Termly SI and QA activities	CEO	SID SEF Leadership reports	LBG meetings Hub Meeting	SLE and Lead Practitioner deployment based on termly school improvements discussions, QA visits and monitoring reports.

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	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	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.		CEO	Ongoing discussions from Term 2secondment	CEO	Hub Meetings Policy		Next step: Create RLT Teacher exchange/secondment/ transfer/ placement policy

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	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	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	Quality of teaching is consistently and securely good in almost all schools in the Trust.
	Review Days – lines of enquiries based on Data Capture and School Self Evaluation	Central Service	CEO	As per schedule	CEO	Evaluation reports to school	LGB meetings Leadership reports Scrutiny Committee	QA Reports to LGB and Headteachers
	Refine approaches to Teacher appraisal – Targets linked to Teacher and UPS Standards; and vulnerable groups.		CEO	As per policy	LGB Appraisal Gvs	Gov monitoring visit	LGB	Action completed. Next step: Appraisal targets to include embedding the use of Target Tracker so that...
	Secure Educational Psychologist Service SLA 1 RLT day per term in addition to school funded days	Central Service	CEO	Term 1 onwards	Heads	Joint evaluation Report by RLT SENDCo s	Report to CEO	Action completed Next steps: Schools to agree termly agendas s part of SLA - to include SENDCo planning clinics and bespoke training .

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<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>Develop and implement a comprehensive data dashboard, progress tracking and target setting processes – for each school in the Trust.</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	Data capture activities School Monitoring card SID Updates Mid year progress checks	Scrutiny Meetings LGB	Data dashboard, progress tracking and target setting processes – for each school in the Trust, is now established.
<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>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>Further training required for Middle Leaders (maths, English, SENCO, EYFS) lead by example and are able to:</p> <p>Make accurate judgements of the school's performance (standards)</p> <p>Independently and confidently monitor and evaluate the quality of provision; the quality of teaching and learning; impact of intervention</p> <p>Plan precisely for school improvement</p> <p>Hold colleagues to account for the outcomes for all pupils</p> <p>Demonstrate that they have improved pupil outcomes by mentoring and coaching staff.</p> <p>CEO Training for middle leaders - one aspect per term</p>

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	Regularly review risk registers at both academy and MAT level, ensuring actionable contingency/ countermeasure plans are drawn up, where needed.		CEO Executive Support	Term 2 onwards	Executive Support	Risk Register scrutiny	Feedback to Office managers and Heads LGB	Trust and school risk registers in place
	Review performance and identify areas of intervention at regular meetings with all HTs.		CEO	Ongoing	Scheduled HT Meetings		LGB Cog Meeting	Weekly Headteacher meeting as a Trust or in Hibs. HT appraisal
	Develop peer reviews across the Trust; SEND/ PPG, EYFS, Review Days.		CEO	As per schedule	CEO	Evaluation reports	Head, Trustees and LGB meetings	All RLT school are participating in the SLLIP Peer Preview Programme funded through RCC.
	Ensure all School Improvement Documents (SID) inform the Rutland Learning Trust action plan.		CEO	As per schedule	CEO	RLT Self Evaluation	Trustees	
	Create opportunities for pupils/students from different academies/schools to learn together to reinforce cross-trust peer learning. Create annual plan of events – one event to be hosted by each school.		All heads	As per schedule	Heads	Pupil and staff surveys	LGB Leadership reports	Music Festivals Termly sporting events Art days Maths - circus, competitions, coaching.
	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				Not achieved.

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2018

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							July 2018
	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 2018
Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
				How	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	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	Next steps 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. Create and implement RLT Leadership Induction Programme: as part of weekly/termly leadership hub meetings

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**Report of the Trustees
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Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
The Rutland Learning Trust will provide high-quality, appropriately accredited training and development opportunities, and career support.	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	£1500	CEO	Term 1, 2, 3, 4	CEO	Take always Course evaluations	Cog meetings Hubs	Course evaluations and feedback are overwhelmingly positive.
	CEO/Deputy CEO Training: MAT Summit	£800	CEO ML	October 2017	CEO	Updated Strategic Plan	Trustees Report	Updated Vision and Aims; Transformational planning
	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		

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Report of the Trustees
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	SLE appointment (English, EYFS, Curriculum, IT, Use of Assessment) SLE focus on developing leadership capacity		RTSA	Term 2	RTSA	Deployment records		Targeted SLE deployment in all school across the Trust.
	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		Ongoing
	GALLUP – Strengths based coaching for targeted staff and schools.	Central Service	KM	Ongoing from Term 1	KM	Reports to CEO	LGB	Ongoing
	GALLUP Q12 Satisfaction surveys – all staff by Easter 2018	Central Service	KM	Ongoing from Term 1	KM	Reports to CEO	LGB	Ongoing
	Establish SLE/NLE brokerage and deployment framework; linked to Strategic Action Planning and LA priorities		KM RTSA					Ongoing
	Improve standards in Maths by appointing and deploying leading teachers and MASTERY Maths teacher.	Funded	HG	Oct 2017				Ongoing
	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	Published on RLT Trustees Intranet

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Report of the Trustees
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	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	Ongoing
	Ensure systems are in place across the Trust for the best practitioners to coach & lead others		Heads	Ongoing	Heads	Appraisal UPS standards		Ongoing
	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	Ongoing
	<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 S2S 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			<p>Recruitment process embedded.</p> <p>Database published on RLT Intranet.</p>

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2018

Aims	Sustaining Excellence
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Objective	Strengthen our Pupil Premium and Inclusion Strategy
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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 2018
	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 2018
	Rates, patterns of and reasons for fixed-period and permanent exclusions of pupils with SEND are low.	July 2018
	Pupils with SEND speak highly of the support they receive.	July 2018

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	"Futures in Mind" Bespoke psychological services and the RLT Inclusion Team have reviewed the SEND part of our Review Day - QA visits.
	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	Action completed and ongoing
	Schools to have SEND/PPG pupil targets as part of their Appraisal process		Heads	Term 1 Appraisal	Head	Appraisal	Data reports to Gobs	Action completed
	School Inclusion Statement/Local Offer published.		SEND Co	Autumn Term 2017	Inclusion Gov	LA Offer review	LGB Publish on website	Action completed

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	Publish Pupil Premium Report		SEND Co	Autumn Term 2017	PP Gov	LA Offer review	LGB Publish on website	Action completed Next steps: Reports to be forwarded to Pupil Premium Champion to be reviewed.
	Termly support from Educational Psychologists.	Central Service 6 Days	GF	Term 1 onwards	SEND Co	Ed Psych reports/ Visits	Leadership Meetings LGB Hubs	Action completed
	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	SEND Co Head	Monitoring Reports	Leadership Meetings LGB Hubs	Action completed St Nicholas to re-establish Provision Mapping for all SEND and PPG pupils.
	All pupils have access to a trained Time to Talk – Learning Mentor.		SEND Co	Term 3				Action completed. School to monitor impact - as part of the Leadership Report to LGB.
	Dare club – Case Study shared with all Learning Hubs		CEO	Term 4				Action completed
	All schools to have attended Emotional Health and Well-being training. Fully trained Mental Health First Aider in each setting		Head		SEND Co	Pupil Interviews Surveys Attendance Rates Behaviour Reports	Leadership team LGB	Action completed. School to monitor impact - as part of the Leadership Report to LGB.

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	All schools to have access to ELSA training – Emotional Literacy Support Assistant	£550 per school	Head					Action completed. School to monitor impact - as part of the Leadership Report to LGB.
Pupil Premium and Inclusion Champion (Trustee) appointed 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	LLE and Trained Pupil Premium Champion. Next steps: PP reports to be forwarded to Pupil Premium Champion to be reviewed prior to publication.

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Report of the Trustees
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Aims	Transforming (Improving the quality of teaching and learning, curriculum offer and use of assessment)	Learning
Objective	High Quality Fine-tune practice and pedagogy to ensure consistency of provision across our schools.	Teaching
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.	July 2018
	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 skilfully 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

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Goal	Key Actions	Cost	Lead	When	Monitoring Strategy			Impact Next steps
					Who	How	Disseminate	
QFT: High quality teaching challenges all learners, consistency of teaching & provision across the Trust. Quality assurance strategies ensure the quality of teaching and learning is at least good with many examples of outstanding practice. 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.	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	Quality of teaching is consistently and securely good in almost all schools in the Trust.
	Continue to develop more reflective practice through lesson study and coaching across the Trust. LEAD PRACTITIONERS/ pedagogy Champions REFLECTIVE PRACTICE PROJECT – Lesson Study through the innovative use of IT: Video based video learning platform. Link to RLT TRUST PRIORITIES: Maths achievement across KS2 Personalised Feedback Mastery for all Differentiated challenge Conjecture and developmental questioning Lesson design – collaboration	Central Services £1600	KM Heads CEO	Term 4	CEO	Videos	Publication of videos on RLT Intranet/ T&L Website	Established T&L networks across each Learning Hub: Planning, Assessment, Moderation, Exemplification – sharing and disseminating great practice.

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**Report of the Trustees
for the Year Ended 31st August 2018**

	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	Term 1, Term 5	CEO	Review Days	Report to LGB Headteacher	Following training, all schools reviewed and updated their curriculum offer for September 2018. Next steps By May 2019 ensure School leaders are able to confidently articulate:
			SLE Lead Pract	Term 5	CEO	SLE Reports	Report to SLT	1. Curriculum INTENT and DESIGN: The Vision and Aims of the curriculum (Progression of key ideas and concepts; vocabulary; transferable knowledge, understanding and skills). 2. IMPLEMENTATION: Organizing the progression – design into classrooms

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Report of the Trustees
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								<p>3. IMPACT How the curriculum is making a difference – evaluating the effectiveness.</p> <p>Ensure: The new RE agreed syllabus is embedded into the school's curriculum offer and the quality of RE provision and teaching is at least good.</p>
	Explore Teacher Exchange Programme – evaluate and extend.		CEO	Term 3				No expressions of interest.
	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	Target Tracker introduced in all schools by September 2018. All staff fully trained on TT.
	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		New Assessment system in place by September 2018 - Target Tracer. Assessment strategy and policy in place by October 2018.
	Support schools in creating a T&L / Pedagogy Action Plan in their SID	Central Service	CEO	Ongoing				Action complete

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Report of the Trustees
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	CEO application for OFSTED inspector training and accreditation.			Term 1				CEO successful application - OFSTED Inspector
	RSTA – Suite of CPD Courses linked to outcomes in the SEF	School funded Subsidized by RLT	CEO RTSA/RLT Primary Director CPD	Ongoing	Heads CEO	Course evaluations Outcomes in SID	LGB Hubs	New 2018 brochure published by July 2018.
	Continue to develop the role of middle leaders to secure better outcomes for pupils – ensure full involvement in Peer Reviews.	Central Service	CEO	Ongoing				Ongoing.
	Strengthen our school improvement team so that it that provides the necessary support for our schools to deliver targeted intervention/challenge and become the vehicle for sharing strategies and best practice;	Central Service	CEO/ RTSA	Ongoing	Schools	Evaluation and Impact reports	Leadership Meetings with Heads and Governors	NLE, NSS, SLE and Lead Practitioner deployment based on Termly T&L SID discussions and Local Authority Priorities Next steps: Establish Note of Visit - so that actions and impact can be monitored closely by the CEO.

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**Report of the Trustees
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	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	Ongoing - no uptake in 2017/18
	<p>Organise and coordinate a suite of INSET / CPD opportunities based on emerging Trust and School priorities:</p> <p>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.</p> <p>Full engagement with the RTSA CPD Offer</p>	<p>School funded</p> <p>Subsidised by RLT</p>	CEO	<p>During SID scrutiny and Review Days</p> <p>QA Activities</p>	Heads	Course evaluations and triangulation of monitoring activities in school: Lesson observations, learning walks, pupil interviews, planning and work scrutiny.		
	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		Ongoing

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<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		EYFS GLD: well above NA Maths (Number and SSM) well above NA almost all schools
	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		<p>Key Stage 1 RLT – using all benchmarks are well above LA and national mean averages at EXS. The percentage of KS1 pupils working at Greater Depth in maths across the Trust is broadly in line with national and LA averages. Empingham, Glapthorn, Great Casterton and Ketton attained scores well below national and local averages. RLT Priority Area: Stretch and Challenge Ensure a greater percentage of KS1 pupils attain a High Score/ Greater Depth in Maths.</p>
	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			

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								<p>Key Stage 2 RLT – using all benchmarks are marginally above national mean averages at EXS. The percentage of KS2 pupils working at greater depth / attaining a higher score in maths across the Trust is well below national averages. Cottesmore (0%) and Langham (7%) performed poorly at greater depth / high score. RLT Priority Area: improve Maths achievement across KS2 Ensure a greater percentage of pupils attain a higher score / greater depth in Maths at KS2</p>
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The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2018**

Teaching and Learning Priorities 2018/20

Curriculum - Mastery for All

Ensure:

- Each Academy provides a broad, balanced, inspirational and knowledge rich curriculum offer.
- School leaders are able to confidently articulate: curriculum intent; implementation and impact on outcomes.
- The new RE agreed syllabus is embed into each school's curriculum offer.
- School leaders are able to confidently articulate curriculum intent; implementation and impact on outcomes.
- Teachers routinely provide pupils with the tools to work at GREATER DEPTH inculcating conjecture, independence, collaboration, use of specific vocabulary and language, application of 6Rs.

Personalised Feedback and Use of Assessment

Ensure:

- The effective use of formative and summative assessment enables pupils to make good progress from their starting points.
- Precise feedback at the point of learning improves pupils' achievement.
- A rich variety of AIP strategies are routinely used as checkpoints for pupils learning.
- A strong culture of self and peer assessment is inculcated.

Improve Maths Achievement across KS2

Ensure:

- Standards of attainment, at both expected and greater depth, are above national averages.
- Pupil progress measure are at least in line with national averages.
- Intelligent practice, consolidation and variation plays a central role in developing conceptual understanding and mastery of key concepts.
- Ensure teachers routinely plan mathematic activities that include fluency, reasoning and problem solving activities.

Metacognition - Learning to Learn

- Continue to develop 'Learning Character' and independence in our curriculum.
- 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).

Lower Attaining Pupils (LAPs).

Disadvantaged Pupils (Free School Meals).

Pupils NEW to schools in upper KS2.

The Rutland Learning Trust

**Report of the Trustees
for the Year Ended 31st August 2018**

Aims	Transforming Learning <i>(Improving the quality of teaching and learning, curriculum offer and use of assessment)</i>	
Objective	Support our families	
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.	July 2018
	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.	July 2018
	We are Safe and Healthy schools: strategies are in place to promote high attendance (98%), mental health and well-being.	July 2018
	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.	July 2018

The Rutland Learning Trust

Report of the Trustees
for the Year Ended 31st August 2018

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	<p>CEO</p> <p>Heads</p>	<p>Publications</p> <p>Data base of family learning events across the Trust</p>	RLT and School Websites	<p>No funding available this year to support this initiative.</p> <p>This will be a continued priority area for 2018/19.</p> <p>Websites full compliant - Dec 2017.</p>
	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	
	'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	Overwhelmingly positive comments from parents, families and friends.

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Report of the Trustees
for the Year Ended 31st August 2018

	All families will have daily broadcasts using social media to showcase learning in school and provide a purposeful home- school communication pathway.		Heads	Weekly				Achieved and ongoing. The trust to encourage all schools to use Class Dojo.
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	Goal Achieved
	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 onwards 1	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				

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for the Year Ended 31st August 2018**

Involve families in school life, in particular with projects and activities that affect their children's progress.	Case studies/ Examples of best practice shared at hub meetings	Central Serv's	Lead Practitioner	From Term 3	CEO	Parent Surveys and Course evaluations	LGB Hubs	Ongoing
	Parents Council /Parents as Partners or similar established at each school		Heads	Ongoing	Govs	Minutes of meeting	Website publication	Ongoing
	Determine a shared Local Offer		SENDco	Term 2	Govs	Policy scrutiny	Website publication	Ongoing
	Determine a shared Pupil Premium strategy		SENDco	Term 2	Govs	Policy scrutiny	Website publication	Ongoing - Cottesmore Academy Pupil Premium Strategy is incomplete and not published on the website. New Academy established in April 2018.
	Determine a shared RLT Sports Strategy/ Offer for pupils and families		Head PE Lead	Term 2	Govs	Policy scrutiny	Website publication	Published on each school website
	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	Updated and reviewed in each school for September 2018 - ongoing.

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Strategic Report

Trust and Academy Performance 2017/8.

Schools	EYFS OUTCOMES	Cohort Size Y1	Y1 Phonics Screening Test Target	Y1 Phonics Outcomes	Cohort Size (KS1)	Key Stage 1							
						KS1 Reading Outcomes: EXS	KS1 Reading Outcomes: GD	KS1 Writing Outcomes: EXS	KS1 Writing Outcomes: GD	KS1 Maths Outcomes: EXS	KS1 Maths Outcomes: GD	KS1 RWM Outcomes: EXS	KS1 RWM Outcomes: GD
						Date:							
Cottesmore Academy	71	27	67%	62%	29	62%	14%	38%	0%	69%	21	85%	0%
Emplingham CofE Primary School	91	7	100%	100%	9	78%	22%	89%	22%	100%	11	78%	0%
Exton and Greetham CE	82	6	67%	67%	6	83%	17%	67%	0%	83%	17	67%	0%
Glaphthor CE Primary School	64	14	86%	86%	14	86%	36%	79%	7%	71%	14	64%	7%
Great Casterton CofE Primary School	89	16	94%	88%	13	84%	15%	84%	15%	92%	15	78%	0%
Ketton CofE Primary School	80	27	85%	89%	28	75%	18%	75%	14%	79%	14	72%	8%
Langham CofE Primary School	76	29	90%	90%	28	82%	18%	71%	11%	82%	18	61%	0%
St Nicholas CofE Primary School	80	22	90%	100%	18	84%	37%	84%	16%	89%	37	84%	10%
Uppingham CofE Primary School	75	21		76	21	71%	24%	67%	14%	81%	29	67%	14%
Whissendine CofE Primary School	83	29	83%	90%	29	86%	24%	86%	24%	93%	28	83%	10%
RLT Average	70			84%		70%	23%	75%	12%	84%	20%	68%	5%
Rutland LA 2018	73			85		75	25%	69	13%	79	22	64	8%
National - 2018	72			81		76	25%	68	16	75	21	60	9%
Whiss St Nicks Ketton Langham (PUBLISHED)	80.0%			92%		82%	24%	79%	16%	86%	24%	75%	7%
Without Sponsored Academy	80%			92%		81%	23%	78%	14%	86%	20%	73%	5%

KS2 2018		Key Stage 2										Ave Scaled Scores			PROGRESS		
Schools		KS2 Reading Outcomes EXS	KS2 Reading Outcomes GD	KS2 Writing Outcomes EXS	KS2 Writing Outcomes GD	KS2 Maths Outcomes EXS	KS2 Maths Outcomes GD	KS2 GPAS Outcomes EXS	KS2 GPAS Outcomes GD	KS2 RWM Outcomes EXS	KS2 RWM Outcomes GD	Reading	GPAS	Maths	Reading	Writing	Maths
Cottesmore Academy	31	9%	69	15%	62	0.0%	54	0	31%	0%	9%	100	100	100	-3.4	1.4	-1.1
Emplingham CofE Primary School	81	36%	81	0%	73	36.0%	91	45	73%	0%	108	108	108	105	2.8	-2.1	0.5
Exton and Greetham CE	100	0%	100	0%	100	0.0%	100	0	100%	0%	101	106	106	105	-3.8	0.4	0.5
Glaphthor CE Primary School	100	50%	100	25%	75	25%	100	50	75%	25%	108	111	105	105	0.9	0.6	-1.6
Great Casterton CofE Primary School	82	35%	88	5%	85	23.0%	82	41	76%	0%	106	107	107	107	-1.1	-3.4	0.4
Ketton CofE Primary School	80	38%	80	20%	72	20.0%	76	40	3%	20%	103	106	104	104	-0.7	1	-0.1
Langham CofE Primary School	82	32%	79	11%	64	7.0%	71	28	57%	7%	106	105	102	102	1.3	-0.7	-3.4
St Nicholas CofE Primary School	80	40%	75	35%	80	25.0%	80	30	75%	20%	108	109	106	106	-0.3	-4.4	-0.8
Uppingham CofE Primary School	82	29%	82	18%	82	18.0%	93	50	68%								
Whissendine CofE Primary School	79	50%	89	29%	89	29.0%	89	61	79%	18%	109	111	107	107	-0.4	-0.8	-1.7
RLT Average	78	21%	84%	13%	79	18.3%	81	35%	69%	10%							
Rutland LA 2018	76	28	81	13	77	21%	81	34	66	8%							
National - 2018	75	25	78	20	76	23%	78	34	64	8		105	106	104			
Whiss St Nicholas Ketton Langham (PUBLISHED)	77	38%	81%	18%	78	20	81	40	67%	17%							
Without Sponsored Academy	83%	31%	86%	18%	80%	20	87	38%	73%	12%							

Early Years Foundation Stage

EYF5 Outcomes: Good Level of Development (GLD)

RLT average	79%
All schools (including those with Academy Orders and/or MGS)	
RLT published data	80%
Whissendine, St Nicholas, Ketton, Langham	
RLT	80%
Without Sponsored Academy - April 2018	
Local Authority 2018	73%
National data 2018	72%

RLT – using all benchmarks are well above LA and National mean averages.
Glaphthor are well below RLT and National averages.

Year 1 Phonics Screening Test

Year 1 Phonics

RLT average	84%
All schools (including those with Academy Orders and/or MGS)	
RLT published data	92%
Whissendine, St Nicholas, Ketton, Langham	
RLT	92%
Without Sponsored Academy - April 2018	
Local Authority 2018	85%
National data 2018	81%

RLT – using all benchmarks are above LA and national mean averages.
Cottesmore, Exton and Uppingham are all below the national average.

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Strategic Report Trust and Academy Performance 2017/18

Year 2 Reading Outcomes		
Year 2 SATs	% of pupils achieving the Expected Standard	% of pupils achieving a High Score - working at Greater Depth
RLT average <small>All schools (including those with Academy Orders and/or MOUs)</small>	79%	23%
RLT published data <small>Whissendine, St Nicholas, Kilton, Lougham</small>	82%	24%
RLT <small>Without Sponsored Academy - April 2018</small>	81%	23%
Local Authority 2018	75%	25%
National data 2018	76%	25%
<p>RLT – using all benchmarks are above LA and national mean averages at EXS.</p> <p>Uppingham reading results are below the national average at EXS Cottesmore reading results are well below the national average at EXS.</p> <p>The percentage of KS1 pupils working at Greater Depth in reading across the Trust is broadly in line with national averages. Several schools are well below the national average at Greater Depth: Cottesmore, Great Casterton, Kilton and Lougham.</p> <p>RLT Priority Area: Stretch and Challenge Ensure a greater percentage of pupils attain a High Score/Greater Depth in Reading at KS1.</p>		
Year 2 Writing Outcomes		
Year 2 SATs	% of pupils achieving the Expected Standard	% of pupils achieving a High Score - working at Greater Depth
RLT average <small>All schools (including those with Academy Orders and/or MOUs)</small>	74%	12%
RLT published data <small>Whissendine, St Nicholas, Kilton, Lougham</small>	79%	16%
RLT <small>Without Sponsored Academy - April 2018</small>	78%	14%
Local Authority 2018	69%	13%
National data 2018	68%	16%
<p>RLT – using all benchmarks are well above LA and national mean averages at EXS.</p> <p>Cottesmore writing results are significantly below the national average at EXS.</p> <p>The percentage of KS1 pupils working at Greater Depth in writing across the Trust is below national averages. In Cottesmore and Exton - no pupil achieved Greater Depth.</p> <p>RLT Priority Area: Stretch and Challenge Ensure a greater percentage of high attaining KS1 pupils attain Greater Depth in Writing.</p>		
Year 2 Maths Outcomes		
Year 2 SATs	% of pupils achieving the Expected Standard	% of pupils achieving a High Score - working at Greater Depth
RLT average <small>All schools (including those with Academy Orders and/or MOUs)</small>	84%	20%
RLT published data <small>Whissendine, St Nicholas, Kilton, Lougham</small>	86%	24%
RLT <small>Without Sponsored Academy - April 2018</small>	86%	20%
Local Authority 2018	79%	22%
National data 2018	75%	21%
<p>RLT – using all benchmarks are well above LA and national mean averages at EXS.</p> <p>The percentage of KS1 pupils working at Greater Depth in writing across the Trust is broadly in line with national and LA averages. Empingham, Glapthorn, Great Casterton and Kilton attained scores well below national and local averages.</p> <p>RLT Priority Area: Stretch and Challenge Ensure a greater percentage of KS1 pupils attain a High Score/ Greater Depth in Maths.</p>		

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Strategic Report Trust and Academy Performance 2017/18

Year 2 Reading Outcomes

Year 2 SATs	% of pupils achieving the Expected Standard	% of pupils achieving a High Score - working at Greater Depth
RLT average All schools (including those with Academy Orders and/or MOU)	79%	23%
RLT published data Whissendine, St Nicholas, Ketton, Langham	82%	24%
RLT Without Sponsored Academy - April 2018	81%	23%
Local Authority 2018	75%	25%
National data 2018	76%	25%

RLT – using all benchmarks are above LA and national mean averages at EXS.

Uppingham reading results are below the national average at EXS

Cottesmore reading results are well below the national average at EXS.

The percentage of KS1 pupils working at Greater Depth in reading across the Trust is broadly in line with national averages. Several schools are well below the national average at Greater Depth: Cottesmore, Great Casterton, Ketton and Langham.

RLT Priority Area: Stretch and Challenge

Ensure a greater percentage of pupils attain a High Score/Greater Depth in Reading at KS1.

Year 2 Writing Outcomes

Year 2 SATs	% of pupils achieving the Expected Standard	% of pupils achieving a High Score - working at Greater Depth
RLT average All schools (including those with Academy Orders and/or MOU)	74%	12%
RLT published data Whissendine, St Nicholas, Ketton, Langham	79%	16%
RLT Without Sponsored Academy - April 2018	78%	14%
Local Authority 2018	69%	13%
National data 2018	68%	16%

RLT – using all benchmarks are well above LA and national mean averages at EXS.

Cottesmore writing results are significantly below the national average at EXS.

The percentage of KS1 pupils working at Greater Depth in writing across the Trust is below national averages. In Cottesmore and Exton - no pupil achieved Greater Depth.

RLT Priority Area: Stretch and Challenge

Ensure a greater percentage of high attaining KS1 pupils attain Greater Depth in Writing.

Year 2 Maths Outcomes

Year 2 SATs	% of pupils achieving the Expected Standard	% of pupils achieving a High Score - working at Greater Depth
RLT average All schools (including those with Academy Orders and/or MOU)	84%	20%
RLT published data Whissendine, St Nicholas, Ketton, Langham	86%	24%
RLT Without Sponsored Academy - April 2018	86%	20%
Local Authority 2018	79%	22%
National data 2018	75%	21%

RLT – using all benchmarks are well above LA and national mean averages at EXS.

The percentage of KS1 pupils working at Greater Depth in writing across the Trust is broadly in line with national and LA averages. Empingham, Glapthorn, Great Casterton and Ketton attained scores well below national and local averages.

RLT Priority Area: Stretch and Challenge

Ensure a greater percentage of KS1 pupils attain a High Score/ Greater Depth in Maths.

The Rutland Learning Trust

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Strategic Report Trust and Academy Performance 2017/18

KS2 SATs: Year 6 Reading Outcomes

Year 6 SATs	% of pupils achieving the Expected Standard	% of pupils achieving a High Score - working at Greater Depth
RLT average All schools (including those with Academy Orders and/or MOU)	78%	31%
RLT published data Whissendine, St Nicholas, Ketton, Langham	77%	38%
RLT Without Sponsored Academy – April 2018	83%	33%
Local Authority 2018	76%	28%
National data 2018	75%	25%

RLT – using all benchmarks are well above LA and national mean averages at EXS.
These results are significantly affected by surprising results at Cottesmore (31%) and Ketton (60%)

The percentage of KS2 pupils working at Greater Depth in reading across the Trust is well above national and LA averages.

RLT Priority Area:
Review practice at Cottesmore and Ketton

KS2 SATs: Year 6 Writing Outcomes

Year 6 SATs	% of pupils achieving the Expected Standard	% of pupils achieving a High Score - working at Greater Depth
RLT average All schools (including those with Academy Orders and/or MOU)	84%	13%
RLT published data Whissendine, St Nicholas, Ketton, Langham	81%	18%
RLT Without Sponsored Academy – April 2018	86%	13%
Local Authority 2018	81%	13%
National data 2018	78%	20%

RLT – using all benchmarks are well above national mean averages at EXS.

The percentage of KS2 pupils working at Greater Depth in writing across the Trust is well below national averages.

RLT Priority Area: Moderation - reliability and validity of judgements

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

Strategic Report Trust and Academy Performance 2017/18

KS2 SATs: Year 6 Maths Outcomes

Year 6 SATs	% of pupils achieving the Expected Standard	% of pupils achieving a High Score - working at Greater Depth
RLT average All schools (including those with Academy Orders and/or MOU)	79%	18%
RLT published data Whissendine, St Nicholas, Ketton, Langham	78%	20%
RLT Without Sponsored Academy – April 2018	80%	20%
Local Authority 2018	76%	21%
National data 2018	77%	23%

RLT – using all benchmarks are marginally above national mean averages at EXS.

The percentage of KS2 pupils working at Greater Depth/attaining a high score in maths across the Trust is well below national averages. Cottesmore and (0%) and Langham (7%) performed poorly at Great Depth / High Score.

RLT Priority Area: Improve maths achievement across KS2

Ensure a greater percentage of pupils attain a High Score/Greater Depth in Maths at KS2.

KS2 SATs: Year 6 GPaS Outcomes

Year 6 SATs	% of pupils achieving the Expected Standard	% of pupils achieving a High Score - working at Greater Depth
RLT average All schools (including those with Academy Orders and/or MOU)	84%	35%
RLT published data Whissendine, St Nicholas, Ketton, Langham	81%	40%
RLT Without Sponsored Academy – April 2018	87%	38%
Local Authority 2018	81%	34%
National data 2018	78%	34%

RLT – using all benchmarks are above national and LA mean averages at EXS and GD.

These results are adversely affected by weak results at Cottesmore and Langham.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

Strategic Report

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 Policy

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

- Major capital projects
- Investment in Teaching & Learning
- Strategic Intent Implications – e.g. Growth Plan

Given our context our level of reserves will be low in the early stages of 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 £180,000 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 £386,000. This was higher than the planned level due to the entry of new academies into the Trust and a successful grant application.

Principle 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 2018 and the associated expenditure are shown as restricted funds in the Statement of Financial Activities.

During the year ended 31st August 2018, total expenditure of £4,542,897 was covered by recurrent grant funding from the ESFA/DfE together with the balance brought forward from the previous year.

At 31st August 2018 the net book value of fixed assets was £3,330,276 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 £1,344,000 as at 31st August 2018. The Academy has entered into a programme of increased contribution rates in order to attempt to reduce the deficit.

The Academy held fund balances at 31st August 2018 of £262,529 unrestricted funds, £123,864 restricted funds before a pension deficit on the LGPS of £1,344,000 and £3,439,780 of restricted fixed asset funds including £109,504 CIF carried forward.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2018

Strategic Report

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 in the UK, in low 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 payment runs) and that the current account has adequate balances to meet *forthcoming commitments*.

PLANS FOR FUTURE PERIODS

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

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.

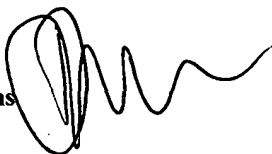
Auditor

In so far 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 21/12/2018 and signed on the board's behalf by:

D Evans
Trustee



The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2018

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 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 2017/18 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.

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2018

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 review of Governance is planned for each LGB in Spring Term 19.

- 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: Monitoring of LGB Performance.
- Peer Reviews of LGB meetings.

This self-evaluation process will be further strengthened in 2018/19 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 Full Trust Board Attendance

Name	Term 1 02.10.2017	Term 2	Term 3 29.01.2018	Term 4 06.03.2018	Term 5	Term 6 19.07.2018		
Gareth Williams	1		1	1		0	3 out of a possible	4
David Evans	1		0	1		1	3 out of a possible	4
Anna Raine	1		1	1		0	3 out of a possible	4
Rev. James Saunders	1		1	1		1	4 out of a possible	4
Amanda Sergeant				1		1	2 out of a possible	2
Nicole Topham	0		0	1		0	1 out of a possible	4
Adrienne Holland	1		0	1		0	2 out of a possible	4
Kristi Withers	1		1	0		1	3 out of a possible	4
Nick Horrigan	0		0	0			0 out of a possible	3
Rob Gooding	1		1	1		1	4 out of a possible	4

Any changes to the RLT Trust Board during 2017/18

- Gareth Williams resigned in July 2018
- Amanda Sergeant joined March 2018
- Nick Horrigan resigned in September 2017

Audit Committee

Name	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
Kristi Withers	1	0	1	1			3 out of a possible	4
David Evans	1	1	0	0			2 out of a possible	4
Anna Raine	1	0	1	1			3 out of a possible	4
Rob Gooding	1	1	1	1			4 out of a possible	4
Nick Horrigan	1	1	0	Resigned			2 out of a possible	3
Amanda Sergeant					1		1 out of a possible	1
Gareth Williams	1	1		1			3 out of a possible	4

Scrutiny Committee

Name	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6		
Kristi Withers	1	0	1	1			3 out of a possible	4
David Evans	1	1	0	0			2 out of a possible	4
Anna Raine	1	0	1	1			3 out of a possible	4
Rob Gooding	1	1	1	1			4 out of a possible	4
Nick Horrigan	1	1	0	Resigned			2 out of a possible	3
Amanda Sergeant					1		1 out of a possible	1
Gareth Williams	1	1		1			3 out of a possible	4

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2018

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 almost always good with many examples of outstanding practice.
- Please refer to the data dashboards presented on the previous pages.
- Exton and Greetham and Uppingham CE Primary Schools are no longer "high risk - Local Authority red schools"
- Glapthorn OFSTED Inspection December 2017:
"The Rutland Learning Trust are providing bespoke mentoring, training and collaboration with other schools. You have quickly established an excellent rapport with your headteacher mentor. This support has helped you to put in place effective plans confidently and quickly to keep the school moving forward."
- In April 2018, the Rutland Learning Trust sponsored Cottesmore Academy.
"The RSC anticipates that following an imminent OFSTED Cottesmore would be deemed inadequate in all areas and placed into Special Measures. The school does not have the capacity to improve." The school was inspected in September 2018 and now Requires Improvement. This is a substantial achievement in such a short space of time.
"The recently appointed headteacher has brought ambition and drive to the school. She is establishing a culture of higher expectations. Staff morale is improving. The significant external support from the trust is effective. The trust has supported improvements in leadership, curriculum development, governance and the quality of teaching and learning, including in the early years."
- St Nicholas, OFSTED 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

Governance Statement for the Year Ended 31st August 2018

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 almost always 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.

Please refer to our Teaching and Learning - Key Priorities 2018; highlighted above.

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 2018/19 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. The value of the process is that it prompts us to question and challenge our spending strategies or validate decision-making. This process is very useful during the budget setting process and can provide statistical support to the decision making process.

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2018

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, multiyear purchasing contracts have been entered into to gain discounts and best value across the Trust.

Better income generation Grants

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 2017/18 the Trust has also been successful several bids for additional funding: Strategic School Improvement – Emergency Funding (£49K); Capacity and MAT Growth Fund £89K; Sponsor Capacity Grant £110K.

Outreach work

The Rutland Learning Trust has achieved NLE (National Leader in Education), LLE (Local Leader in Education), Pupil Premium, National Support School Status and Sponsor Status. The CEO is also an OFSTED Inspector.

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 2018 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 2018 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 by the board of trustees.
- Regular reviews by the audit committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes
- Setting targets to measure financial and other performance
- Clearly defined purchasing (asset purchase or capital investment) guidelines
- Delegation of authority and segregation of duties
- Identification and management of risks

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2018

The board of Trustees trust employs an external financial management provider to provide support with the higher functions. Accountants have been appointed and carry out the annual audit of accounts to ensure compliance and provide assurance to the trust. The Trust also employ another company to carry out a 'responsible officer role' to report directly to the audit committee. They look at operation, process and suitability of our financial operations and provide assurance to the trust. The internal /reviewer provides advice on financial matters and performing a range of checks on the academy trust's financial systems. In particular the checks carried out in the current period included: testing of payroll systems, testing of purchase systems, testing of control account/ bank reconciliations.

Reviewing control and managing risks

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

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

We are in the process of 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 Central Services offer is highlighted above.

Our current critical success factors are:

- Demand: Pupil numbers, reputation, credibility, OFSTED rating
- Growth 10 – 15 schools or 2000 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 2018**

Review of Effectiveness

As accounting officer the Chief Executive Officer 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

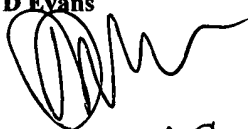
The accounting officer has been advised of the implications of the result of their review of the system of internal control by the Trustees and Governors and a plan to address any identified weaknesses and ensure continuous improvement of the system is in place.

Approved by order of the members of the board of trustees on **21/12/2018** and signed on its behalf by:

Trustee: **D Eyans**

Signed:


Date:


21.12.18

The Rutland Learning Trust Accounting Officer: R Gooding

Signed:

Date:


21/12/18


The Rutland Learning Trust

Statement on Regularity, Propriety and Compliance for the Year Ended 31st August 2018

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 terms and conditions of all funding received by the academy trust, 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 2017.

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 2017.

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

21st December 2018

The Rutland Learning Trust

Statement of Trustees Responsibilities for the Year Ended 31st August 2018

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 Report of the Trustees and the financial statements in accordance with the Academies Accounts Direction issued by the Education and Skills Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the trustees to prepare financial statements for each financial year. Under company law the trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the academy trust and of the incoming resources and application of resources, including the income and expenditure, of the academy trust for that period. In preparing those 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 2017 to 2018;
- make judgements and estimates that are reasonable and prudent;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the academy trust will continue in business.

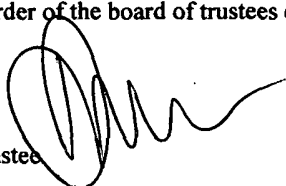
The trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the academy trust's transactions and disclose with reasonable accuracy at any time the financial position of the academy trust and to enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the academy trust 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 academy trust applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from the 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 21st December 2018 and signed on it's behalf by:

D Evans - Trustee



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 2018 which comprise the Statement of Financial Activities, the Balance Sheet, the Cash Flow Statement and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and the Accounts Direction 2017 to 2018 issued by the Education and Skills Funding Agency (ESFA).

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 2018 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 2017 to 2018.

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, except to the extent otherwise explicitly stated in our report, 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 we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. 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, 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.

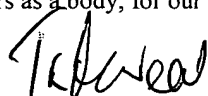
Our responsibilities for the audit of the financial statements

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.

Use of our report

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.



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

21st December 2018

**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 2017 to 2018, 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 2017 to 31st August 2018 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 1st September 2017, 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 2017 to 2018. 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 2017 to 31st August 2018 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 2017 to 2018 issued by the ESFA. We performed a limited assurance engagement as defined in our engagement letter.

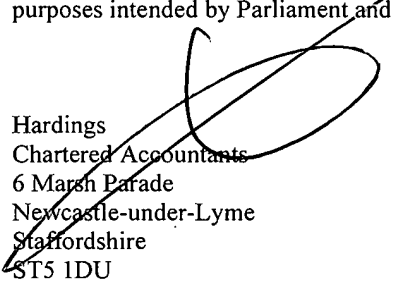
The objective of a limited assurance engagement is to perform such procedures as to obtain information and explanations in order to provide us with sufficient appropriate evidence to express a negative conclusion on regularity.

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 2017 to 31st August 2018 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

21st December 2018

The Rutland Learning Trust

**Statement of Financial Activities
for the Year Ended 31st August 2018**

				31/8/18	31/8/17
		Unrestricted fund	Restricted fixed assets fund	Restricted fund	Total funds
		£	£	£	£
Income and endowments from					
Donations and capital grants	2	-	1,969,822	277,824	2,247,646
Transfer from Local Authority on conversion	26	140,601	34,017	(62,000)	112,618
Charitable activities					
Funding for the academy's educational operations	3	-	-	3,749,110	3,749,110
Other trading activities	4	11,830	-	356,714	368,544
Investment income	5	264	-	-	264
Total		152,695	2,003,839	4,321,648	6,478,182
Expenditure on					
Raising funds	7	-	-	77,601	77,601
Charitable activities					
Academy's educational operations		-	113,051	4,352,245	4,465,296
Total	6	-	113,051	4,429,846	4,542,897
Net income/(expenditure)		152,695	1,890,788	(108,198)	1,935,285
Transfers between funds	21	-	310,218	(310,218)	-
Other recognised gains/(losses)					
Actuarial gains/losses on defined benefit schemes		-	-	304,000	304,000
Net movement in funds		152,695	2,201,006	(114,416)	2,239,285
Reconciliation of funds					
Total funds brought forward		109,834	1,129,270	(996,216)	242,888
Total funds carried forward		262,529	3,330,276	(1,110,632)	242,888

All of the academy trust's activities derive from continuing operations and acquisitions in the current year.

The notes form part of these financial statements

The Rutland Learning Trust (Registered number: 09199785)

**Balance Sheet
At 31st August 2018**

				31/8/18	31/8/17
		Unrestricted fund £	Restricted fixed assets fund £	Restricted fund £	Total funds £
Fixed assets					
Tangible assets	14	-	3,330,276	-	3,330,276
Current assets					
Debtors	15	-	-	536,657	536,657
Cash at bank and in hand		<u>262,529</u>	<u>-</u>	<u>175,914</u>	<u>438,443</u>
		262,529	-	712,571	556,358
Creditors					
Amounts falling due within one year	16	-	-	(394,203)	(394,203)
		<u>262,529</u>	<u>-</u>	<u>318,368</u>	<u>580,897</u>
Net current assets					
		262,529	-	318,368	261,618
Total assets less current liabilities		262,529	3,330,276	318,368	3,911,173
Creditors					
Amounts falling due after more than one year	17	-	-	(85,000)	(85,000)
Pension liability	22	-	-	(1,344,000)	(1,344,000)
		<u>262,529</u>	<u>3,330,276</u>	<u>(1,110,632)</u>	<u>2,482,173</u>
Net assets					
		262,529	3,330,276	318,368	1,390,888
Funds	21				
Unrestricted funds					262,529
Restricted funds					<u>2,219,644</u>
Total funds					<u>2,482,173</u>
					242,888

The financial statements were approved by the Board of Trustees on 21st December 2018 and were signed on its behalf by:



D Evans -Trustee

The notes form part of these financial statements

The Rutland Learning Trust

**Cash Flow Statement
for the Year Ended 31st August 2018**

	Notes	31/8/18 £	31/8/17 £
Cash flows from operating activities:			
Cash generated from operations	27	<u>(12,640)</u>	<u>203,334</u>
Net cash provided by (used in) operating activities		<u>(12,640)</u>	<u>203,334</u>
Cash flows from investing activities:			
Purchase of tangible fixed assets		(339,068)	(696,489)
Capital grants from DfE/ESFA		450,484	98,036
Interest received		<u>264</u>	<u>294</u>
Net cash provided by (used in) investing activities		<u>111,680</u>	<u>(598,159)</u>
Cash flows from financing activities:			
New loans in year		<u>85,000</u>	<u>-</u>
Net cash provided by (used in) financing activities		<u>85,000</u>	<u>-</u>
Change in cash and cash equivalents in the reporting period		<u>184,040</u>	<u>(394,825)</u>
Cash and cash equivalents at the beginning of the reporting period		<u>254,403</u>	<u>649,228</u>
Cash and cash equivalents at the end of the reporting period		<u><u>438,443</u></u>	<u><u>254,403</u></u>

The notes form part of these financial statements

The Rutland Learning Trust

Notes to the Financial Statements for the Year Ended 31st August 2018

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 2017 to 2018 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'.

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2018

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.

Leasehold land and buildings	- over the expected useful economic life
Freehold property improvements	- over the expected useful economic life
Fixtures and fittings	- 25% on reducing balance
Computer equipment	- 25% on cost

Note that no depreciation is charged on the land element contained within the leasehold land and buildings category.

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.

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2018

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 15. 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 16. 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 22, 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 2018. 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.

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2018

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 22, 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.

Conversion to an academy

Where assets are received by the trust on conversion to an academy, the transferred assets are measured at fair value and recognised in the balance sheet at the point when the risks and rewards of ownership pass to the trust. An equal amount of income is recognised as Transfer on conversion within Donations and capital grant income.

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 £	31/8/18 Total funds £	31/8/17 Total funds £
Transfer of Cottesmore Academy	-	1,715,970	1,715,970	-
Donations	-	41,366	41,366	37,999
Grants	-	450,484	450,484	49,018
Educational visits	-	39,826	39,826	17,735
	-	2,247,646	2,247,646	104,752

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

	31/8/18 £	31/8/17 £
Capital grants	450,484	49,018

The Rutland Learning Trust

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2018**

3. Funding for the academy's educational operations

	Unrestricted funds £	Restricted funds £	31/8/18 Total funds £	31/8/17 Total funds £
DfE/ESFA revenue grant				
General Annual Grant(GAG)	-	3,160,346	3,160,346	2,261,543
Start up grants	-	25,000	25,000	-
Other DfE / EFA grants	-	511,072	511,072	367,736
	-	3,696,418	3,696,418	2,629,279
Other government grant				
Local Authority grants	-	52,692	52,692	45,434
	-	3,749,110	3,749,110	2,674,713

4. Other trading activities

	Unrestricted funds £	Restricted funds £	31/8/18 Total funds £	31/8/17 Total funds £
Hire of facilities	11,830	-	11,830	16,588
Catering income	-	55,043	55,043	40,542
Breakfast & after school club	-	24,369	24,369	8,237
Receipts from supply teacher insurance claims	-	18,327	18,327	-
Other generated income (Including Nursery income)	-	258,975	258,975	230,841
	11,830	356,714	368,544	296,118

5. Investment income

	Unrestricted funds £	Restricted funds £	31/8/18 Total funds £	31/8/17 Total funds £
Deposit account interest	264	-	264	294

The Rutland Learning Trust

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2018**

6. Expenditure

				31/8/18	31/8/17
	Staff costs	Non-pay expenditure		Total	Total
	£	Premises	Other costs	£	£
		£	£		
Raising funds					
Costs of fundraising					
Direct costs	-	-	74,604	74,604	50,728
Costs incurred by trading for a fundraising purpose					
Direct costs	-	-	2,997	2,997	1,391
Charitable activities					
Academies educational operations					
Direct costs	2,756,884	-	252,934	3,009,818	1,862,447
Allocated support costs	<u>398,750</u>	<u>601,173</u>	<u>455,555</u>	<u>1,455,478</u>	<u>1,329,390</u>
	<u>3,155,634</u>	<u>601,173</u>	<u>786,090</u>	<u>4,542,897</u>	<u>3,243,956</u>

Net resources are stated after charging/(crediting)

	Year Ended 31/08/18 £	Year Ended 31/08/17 £
Auditor's remuneration	9,500	6,000
Depreciation - owned assets	81,595	66,239
Depreciation - leasehold assets	<u>31,455</u>	<u>15,998</u>

7. Raising funds

Costs of fundraising

	Unrestricted funds £	Restricted funds £	31/8/18 Total funds £	31/8/17 Total funds £
Educational visits	<u>-</u>	<u>74,604</u>	<u>74,604</u>	<u>50,728</u>

The Rutland Learning Trust

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2018**

7. Raising funds - continued

Costs incurred by trading for a fundraising purpose

	Unrestricted funds £	Restricted funds £	31/8/18 Total funds £	31/8/17 Total funds £
Purchases	<u>-</u>	<u>2,997</u>	<u>2,997</u>	<u>1,391</u>
Aggregate amounts	<u>-</u>	<u>77,601</u>	<u>77,601</u>	<u>52,119</u>

8. Charitable activities - academy's educational operations

	Unrestricted funds £	Restricted funds £	31/8/18 Total funds £	31/8/17 Total funds £
Direct costs	-	3,009,818	3,009,818	1,862,447
Support costs	<u>-</u>	<u>1,455,478</u>	<u>1,455,478</u>	<u>1,329,390</u>
	<u>-</u>	<u>4,465,296</u>	<u>4,465,296</u>	<u>3,191,837</u>

	31/8/18 Total £	31/8/17 Total £
Analysis of support costs		
Support staff costs	398,750	472,898
Depreciation	82,733	82,238
Technology costs	40,021	54,326
Premises costs	379,841	211,155
Other support costs	199,462	142,681
Governance costs	<u>354,671</u>	<u>366,092</u>
Total support costs	<u>1,455,478</u>	<u>1,329,390</u>

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2018

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 (CEO and trustee):

Remuneration £90,000 - £95,000 (2017: £80,000 - £85,000)

Employer's pension contributions £15,000 - £20,000 (2017: £10,000 - £15,000)

Trustees' expenses

There were no trustees' expenses paid for the year ended 31st August 2018 nor for the year ended 31st August 2017.

10. Staff costs

	31/8/18	31/8/17
	£	£
Wages and salaries	2,493,516	1,741,583
Social security costs	205,732	144,311
Operating costs of defined benefit pension schemes	<u>444,449</u>	<u>303,824</u>
	3,143,697	2,189,718
Supply teacher costs	<u>11,937</u>	<u>3,057</u>
	<u><u>3,155,634</u></u>	<u><u>2,192,775</u></u>

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

	31/8/18	31/8/17
Teachers	49	38
Administration and support	112	83
Management	<u>7</u>	<u>6</u>
	<u><u>168</u></u>	<u><u>127</u></u>

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

	31/8/18	31/8/17
£60,001 - £70,000	1	-
£80,001 - £90,000	-	1
£90,001 - £100,000	<u>1</u>	<u>-</u>
	<u><u>2</u></u>	<u><u>1</u></u>

The above employees 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 £485,331 (2017: £300,004).

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2018

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.

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	-	-	104,752	104,752
Transfer from Local Authority on conversion	92,953	368,506	(426,000)	35,459
Charitable activities				
Funding for the academy's educational operations	-	-	2,674,713	2,674,713
Other trading activities	16,587	-	279,531	296,118
Investment income	294	-	-	294
Total	109,834	368,506	2,632,996	3,111,336
Expenditure on				
Raising funds	-	-	52,119	52,119
Charitable activities				
Academy's educational operations	-	(614,252)	3,806,089	3,191,837
Total	-	(614,252)	3,858,208	3,243,956
Net income/(expenditure)	109,834	982,758	(1,225,212)	(132,620)
Other recognised gains/(losses)				
Actuarial gains/losses on defined benefit schemes	-	-	286,000	286,000
Net movement in funds	109,834	982,758	(939,212)	153,380
Reconciliation of funds				
Total funds brought forward	-	146,512	(57,004)	89,508
Total funds carried forward	109,834	1,129,270	(996,216)	242,888

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2018

13. Central services

The Academy Trust provided the following central services during the year:

- school improvement and quality assurance
- educational psychologists
- payroll and personnel (HR)
- financial services
- audit and accountancy
- legal support
- facilities management

The Trust charges for these services based on a top-slice of GAG of 5% or full recharge where costs relate to a specific Academy.

The actual amounts charged during the year were as follows:

	2018	2017
	£	£
Whissendine	34,387	-
St.Nicholas	26,089	-
Ketton	35,730	-
Langham	37,459	-
Cottesmore	16,967	-
Exton	8,096	-
Total	158,728	-

The Rutland Learning Trust

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2018**

14. Tangible fixed assets

	Leasehold land and buildings	L'hoid property improvement s	Fixtures and fittings	Computer equipment	Totals
	£	£	£	£	£
Cost					
At 1st September 2017	-	990,843	107,497	210,384	1,308,724
Additions	-	312,128	20,072	6,868	339,068
Transfer on joining Trust	<u>1,735,182</u>	<u>170,637</u>	<u>50,745</u>	<u>18,424</u>	<u>1,974,988</u>
At 31st August 2018	<u>1,735,182</u>	<u>1,473,608</u>	<u>178,314</u>	<u>235,676</u>	<u>3,622,780</u>
Depreciation					
At 1st September 2017	-	15,998	37,232	126,224	179,454
Charge for year	<u>10,501</u>	<u>20,954</u>	<u>25,891</u>	<u>55,704</u>	<u>113,050</u>
At 31st August 2018	<u>10,501</u>	<u>36,952</u>	<u>63,123</u>	<u>181,928</u>	<u>292,504</u>
Net book value					
At 31st August 2018	<u>1,724,681</u>	<u>1,436,656</u>	<u>115,191</u>	<u>53,748</u>	<u>3,330,276</u>
At 31st August 2017	<u>-</u>	<u>974,845</u>	<u>70,265</u>	<u>84,160</u>	<u>1,129,270</u>

With the exception of Cottesmore Academy (see note 25), the trust has not included any amount in respect of the value of land and buildings as a result of instructions from the diocese. This is contrary to the advice from the ESFA. Whilst the diocese are in discussion with the ESFA to agree how such assets should be treated and disclosed the trust has determined that they should be accounted for in accordance with the instructions of 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
Whissendine CE Primary School	1,050,000
Langham CE Primary School	1,435,000
Exton & Greetham CE Primary School	995,000

15. Debtors: amounts falling due within one year

	31/8/18	31/8/17
	£	£
Trade debtors	81,831	107,672
Other debtors	1,768	51,180
VAT	217,398	73,981
Prepayments and accrued income	<u>235,660</u>	<u>69,122</u>
	<u>536,657</u>	<u>301,955</u>

The Rutland Learning Trust

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2018**

16. Creditors: amounts falling due within one year

	31/8/18	31/8/17
	£	£
Trade creditors	158,722	76,877
Social security and other taxes	60,558	40,061
Other creditors	10,649	53,168
Accruals and deferred income	41,823	34,710
Deferred government grants	<u>122,451</u>	<u>89,924</u>
	<u>394,203</u>	<u>294,740</u>

Deferred income and government grants

	2018	2017
	£	£
Deferred income and government grants at 1 September 2017	89,924	60,408
Resources deferred in the year	122,451	89,924
Amounts released from previous years	<u>(89,924)</u>	<u>(60,408)</u>
Deferred income and government grants at 31 August 2018	<u>122,451</u>	<u>89,924</u>

At the balance sheet date, the academy trust was holding funds received in advance the following relating to the 2018/19 academic year:

UFSM	98,401	75,681
Devolved Formula Capital	<u>24,050</u>	<u>14,243</u>
	<u>122,451</u>	<u>89,924</u>

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

	31/8/18	31/8/17
	£	£
Other loans (see note 18)	<u>85,000</u>	<u>-</u>

18. Loans

The above loan has been received from the ESFA due to the entry of Cottesmore Academy into the Rutland Learning Trust. The trust will commence repayments of the loan in 2021 with the amount due to be repaid by 2024.

19. Leasing agreements

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

	31/8/18	31/8/17
	£	£
Within one year	8,709	4,768
Between one and five years	<u>10,650</u>	<u>19,550</u>
	<u>19,359</u>	<u>24,318</u>

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2018

20. 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.

21. Movement in funds

	At 1/9/17 £	Net movement in funds £	Transfers between funds £	At 31/8/18 £
Unrestricted funds				
General fund	109,834	152,695	-	262,529
Restricted funds				
General Annual Grant (GAG)	137,551	(15,597)	1,910	123,864
Other DfE / EFA grants	14,233	(14,233)	-	-
Pension liability	(1,148,000)	(196,000)	-	(1,344,000)
Restricted fixed assets fund	1,129,270	1,890,788	310,218	3,330,276
CIF Fund	-	421,632	(312,128)	109,504
	133,054	2,086,590	-	2,219,644
TOTAL FUNDS	<u>242,888</u>	<u>2,239,285</u>	<u>-</u>	<u>2,482,173</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	152,695	-	-	152,695
Restricted funds				
General Annual Grant (GAG)	3,160,348	(3,175,945)	-	(15,597)
Other DfE / EFA grants	511,073	(525,306)	-	(14,233)
Local Authority grants	52,692	(52,692)	-	-
Other	437,903	(437,903)	-	-
Pension liability	(287,000)	(213,000)	304,000	(196,000)
Restricted fixed assets fund	2,003,839	(113,051)	-	1,890,788
Start up grant	25,000	(25,000)	-	-
CIF Fund	421,632	-	-	421,632
	6,325,487	(4,542,897)	304,000	2,086,590
TOTAL FUNDS	<u>6,478,182</u>	<u>(4,542,897)</u>	<u>304,000</u>	<u>2,239,285</u>

The Rutland Learning Trust

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2018**

21. Movement in funds - continued

Comparatives for movement in funds

	At 1/9/16 £	Net movement in funds £	Transfers between funds £	At 31/8/17 £
Unrestricted Funds				
General fund	-	109,834	-	109,834
Restricted Funds				
General Annual Grant (GAG)	67,172	75,642	(5,263)	137,551
Other DfE / EFA 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	43,546	-	133,054
TOTAL FUNDS	<u>89,508</u>	<u>153,380</u>	<u>-</u>	<u>242,888</u>

Comparative 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	109,834	-	-	109,834
Restricted funds				
General Annual Grant (GAG)	2,261,544	(2,185,902)	-	75,642
Other DfE / EFA grants	367,736	(365,533)	-	2,203
Capital grants	20,487	(20,487)	-	-
Local Authority grants	45,434	(45,434)	-	-
Other	328,333	(328,333)	-	-
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)
	3,001,502	(3,243,956)	286,000	43,546
TOTAL FUNDS	<u>3,111,336</u>	<u>(3,243,956)</u>	<u>286,000</u>	<u>153,380</u>

The Rutland Learning Trust

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2018**

21. Movement in funds - continued

A current year 12 months and prior year 12 months combined position is as follows:

	At 1/9/16 £	Net movement in funds £	Transfers between funds £	At 31/8/18 £
Unrestricted funds				
General fund	-	262,529	-	262,529
Restricted funds				
General Annual Grant (GAG)	67,172	60,045	(3,353)	123,864
Other DfE / EFA grants	12,030	(12,030)	-	-
Pension liability	(776,000)	(568,000)	-	(1,344,000)
Restricted fixed assets fund	146,512	2,873,546	310,218	3,330,276
CIF Fund	639,794	(223,425)	(306,865)	109,504
	<u>89,508</u>	<u>2,130,136</u>	<u>-</u>	<u>2,219,644</u>
TOTAL FUNDS	<u>89,508</u>	<u>2,392,665</u>	<u>-</u>	<u>2,482,173</u>

A current year 12 months and prior year 12 months combined 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	262,529	-	-	262,529
Restricted funds				
General Annual Grant (GAG)	5,421,892	(5,361,847)	-	60,045
Other DfE / EFA grants	878,809	(890,839)	-	(12,030)
Capital grants	20,487	(20,487)	-	-
Local Authority grants	98,126	(98,126)	-	-
Other	766,236	(766,236)	-	-
Pension liability	(713,000)	(445,000)	590,000	(568,000)
Restricted fixed assets fund	2,372,345	501,201	-	2,873,546
Start up grant	25,000	(25,000)	-	-
CIF Fund	457,094	(680,519)	-	(223,425)
	<u>9,326,989</u>	<u>(7,786,853)</u>	<u>590,000</u>	<u>2,130,136</u>
TOTAL FUNDS	<u>9,589,518</u>	<u>(7,786,853)</u>	<u>590,000</u>	<u>2,392,665</u>

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2018

21. 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 2018.

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.

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2018

21. Movement in funds - continued

Analysis of academies by fund balance

Fund balances at 31 August 2018 were allocated as follows:

	Total £
Central Fund	107,182
Whissendine	29,792
Ketton	23,776
St Nicholas	517
Langham	78,001
Exton	138,929
Cottesmore	8,196
	<hr/>
Total before fixed assets and pension reserve	386,393
	<hr/>
CIF Fund	109,504
Restricted fixed assets funds	3,330,276
Pension reserve	(1,344,000)
	<hr/>
Total	2,482,173

Analysis of academies by cost

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

	Teaching and educational support staff costs £	Other support staff costs £	Educational supplies £	Other costs (excluding depreciation) £	Total £
Whissendine	703,101	79,087	45,132	144,964	972,284
Ketton	531,057	91,773	47,283	122,131	792,244
St Nicholas	427,965	103,652	61,567	145,607	738,791
Langham	749,705	56,984	47,896	171,170	1,025,755
Exton	106,661	36,090	10,152	48,847	201,750
Cottesmore	238,393	31,166	12,532	80,766	362,857
Central	-	-	16,185	106,981	123,166
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	2,756,882	398,752	240,747	820,466	4,216,847

22. Pension and similar obligations

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

The latest actuarial valuation of the TPS related to the period ended 31st March 2012 and of the LGPS 31st March 2016.

The balance due at 31st August 2018, to be paid over in respect of the August 2018 payroll was £Nil (2017 : £Nil)

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2018**

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

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 1st April 2014, by the Teachers' Pension Scheme Regulations 2014. Membership is automatic for full-time teachers in academies and, from 1st January 2007, automatic for teachers in part-time employment following appointment or a change of contract, although they are able to opt out.

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

Valuation of the Teachers' Pension Scheme

The Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the TPS in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury. The aim of the review is to specify the level of future contributions. Actuarial scheme valuations are dependent on assumptions about the value of future costs, design of benefits and many other factors. The latest actuarial valuation of the TPS was carried out as at 31 March 2012 and in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014. The valuation report was published by the Department for Education on 9 June 2014. The key elements of the valuation and subsequent consultation are:

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

During the previous year the employer contribution rate was 14.1%. The TPS valuation for 2012 determined an employer rate of 16.48%, which was payable from September 2015. The next valuation of the TPS is currently underway based on April 2016 data, whereupon the employer contribution rate is expected to be reassessed and will be payable from 1st April 2019.

The pension costs paid to TPS in the period amounted to £258,000 (2017: £187,000).

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

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

Local government pension scheme

The LGPS is a funded defined benefit pension scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31st August 2018 was £236,000 (2017: £148,000), of which employer's contributions totalled £186,000 (2017: £116,000) and employees' contributions totalled £50,000 (£32,000). The agreed contribution rates for future years are 21.2% for employers and the contribution for employees is dependant upon salary banding.

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

The Rutland Learning Trust

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2018**

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

The amounts recognised in the balance sheet are as follows:

	Defined benefit pension plans	
	31/8/18	31/8/17
	£	£
Present value of funded obligations	(3,602,000)	(2,824,000)
Fair value of plan assets	<u>2,258,000</u>	<u>1,676,000</u>
	<u>(1,344,000)</u>	<u>(1,148,000)</u>
Deficit	<u>(1,344,000)</u>	<u>(1,148,000)</u>
Liability	<u>(1,344,000)</u>	<u>(1,148,000)</u>

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

	Defined benefit pension plans	
	31/8/18	31/8/17
	£	£
Current service cost	365,000	205,000
Net interest from net defined benefit asset/liability	<u>82,000</u>	<u>45,000</u>
	<u>447,000</u>	<u>250,000</u>
Actual return on plan assets	<u>51,000</u>	<u>32,000</u>

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

	Defined benefit pension plans	
	31/8/18	31/8/17
	£	£
Defined benefit obligation	2,824,000	1,641,000
Current service cost	365,000	205,000
Contributions by scheme participants	50,000	32,000
Interest cost	82,000	45,000
Benefits paid	(34,000)	(47,000)
Business combinations	568,000	1,202,000
Actuarial (gains)/losses from changes in financial assumptions	<u>(253,000)</u>	<u>(254,000)</u>
	<u>3,602,000</u>	<u>2,824,000</u>

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2018

22. Pension and similar obligations - continued

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

	Defined benefit pension plans	
	31/8/18	31/8/17
	£	£
Fair value of scheme assets	1,676,000	865,000
Contributions by employer	186,000	116,000
Contributions by scheme participants	50,000	32,000
Interest income on plan assets	48,000	24,000
Benefits paid	(34,000)	(47,000)
Business combinations	281,000	654,000
Return on plan assets (excluding interest income)	51,000	32,000
	<u>2,258,000</u>	<u>1,676,000</u>

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

	Defined benefit pension plans	
	31/8/18	31/8/17
	£	£
Actuarial (gains)/losses from changes in financial assumptions	253,000	254,000
Return on plan assets (excluding interest income)	51,000	32,000
	<u>304,000</u>	<u>286,000</u>

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

	Defined benefit pension plans	
	31/8/18	31/8/17
Equities	62%	67%
Bonds	27%	20%
Property	9%	8%
Cash	2%	5%

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

	31/8/18	31/8/17
Discount rate	2.8%	2.5%
Future salary increases	3.4%	3.4%
Future pension increases	2.4%	2.4%
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 31/8/18	At 31/8/17
Retiring today		
Males	22.1	22.1
Females	24.3	24.3
Retiring in 20 years		
Males	23.8	23.8
Females	26.2	26.2

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2018

22. Pension and similar obligations - continued

Sensitivity Analysis

	Approx monetary amount	
Change in assumption as at :	31/08/18	31/08/17
0.5% decrease in Real Discount Rate	£425,000	£320,000
0.5% increase in Salary Increase Rate	£39,000	£34,000
0.5% increase in Pension Increase Rate	£383,000	£282,000

23. Related party disclosures

Owing to the nature of the academy trust and the composition of the board of trustees being drawn from local public and private sector organisations, transactions may take place with organisations in which the trust has an interest. All transactions involving such organisations are conducted at arm's length and in accordance with the trust's financial regulations and normal procurement procedures.

No related party transactions took place during the year.

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.

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2018

25. Acquisition of academy

On 1 April 2018, Cottesmore Academy joined the Rutland Learning Trust. All assets and liabilities held by Cottesmore Academy 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 property	170,636	-	170,636
Fixtures and fittings	31,688	-	31,688
Computer equipment	3,463	-	3,463
Land and Buildings	<u>1,735,182</u>	-	<u>1,735,182</u>
Total tangible fixed assets	1,940,969	-	1,940,969
Pensions			
Pensions - pension scheme assets	166,000	-	654,000
Pensions - pension scheme liabilities	<u>(391,000)</u>	-	<u>(1,080,000)</u>
Total pension liability	(225,000)		(225,000)
Net assets/(liabilities)	<u>1,715,969</u>	-	<u>1,715,969</u>

Note that the Academy was transferred with a £Nil balance on the budget surplus/deficit following agreement with the ESFA. The ESFA provided a loan of £85,000 to the Trust as part of the re-brokerage. This is shown in long term creditors and repayments are not due to commence until year 2021.

The land and buildings are on a 125 year lease from the local authority. No professional valuation has been carried out by The Rutland Learning Trust. The values above are as provided by the outgoing Trust.

26. Conversion to an academy

On 1st March 2018, Exton & Greetham CE Primary School converted to academy status under the Academies Act 2010 and joined The Rutland Learning Trust. All operations and assets and liabilities were transferred to The Rutland Learning Trust from Rutland County Council for £Nil consideration.

The transfer has been accounted for using the acquisition method. The assets and liabilities transferred were valued at their fair value and recognised in the balance sheet under the appropriate headings, with a corresponding net amount recognised as incoming resources in the Statement of Financial Activities as voluntary income. The fair values of the identifiable assets and liabilities transferred with an analysis of their recognition in the SOFA is as follows:

	Unrestricted funds £	Restricted funds £	Restricted fixed asset funds £	Total £
Tangible fixed assets				
- freehold land and buildings	-	-	-	-
- leasehold land and buildings	-	-	-	-
- other tangible fixed assets	-	-	34,016	34,016
Budget surplus on LA funds	140,601	-	-	140,601
LGPS pension deficit (combined)	-	(62,000)	-	(62,000)
Net assets/(liabilities)	<u>140,601</u>	<u>(62,000)</u>	<u>34,016</u>	<u>112,617</u>

The Rutland Learning Trust

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2018**

27. Reconciliation of net income/(expenditure) to net cash flow from operating activities	31/8/18	31/8/17
	£	£
Net income/(expenditure) for the reporting period (as per the statement of financial activities)	1,935,285	(132,620)
Adjustments for:		
Depreciation	113,051	82,238
Capital grants from DfE/ESFA	(450,484)	(98,037)
Transfer from Local Authority on conversion	(112,618)	-
Interest received	(264)	(294)
Assets/pension on Cottesmore joining	(1,715,969)	57,494
Cash on Conversion re Exton	140,601	-
Increase in debtors	(234,705)	(51,277)
Increase in creditors	99,463	113,830
Difference between pension charge and cash contributions	<u>213,000</u>	<u>232,000</u>
Net cash provided by (used in) operating activities	<u>(12,640)</u>	<u>203,334</u>