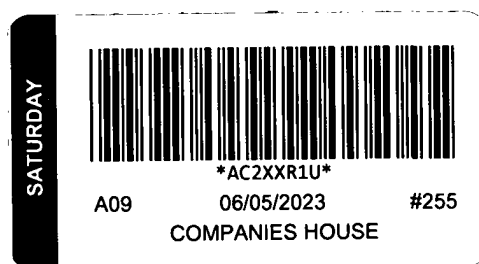


REGISTERED COMPANY NUMBER: 09199785
(England and Wales)

Report of the Trustees and
Financial Statements for the Year Ended 31st August 2022
for
The Rutland Learning Trust

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



The Rutland Learning Trust

**Contents of the Financial Statements
for the Year Ended 31st August 2022**

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The Rutland Learning Trust

Reference and Administrative Details For the Year Ended 31st August 2022

Members:

Rev J Saunders (Ex Officio Member / Chair of Trustees)
Mrs E Youngman (appointed by the PDCST)
Peter Cantley (Peterborough Diocese Church Schools Trust – Corporate - Representative Member)
Mrs A Martin (appointed by the Diocese of Peterborough)
Mrs H Rattenbury (appointed by the PDCST)

Trustees:

Rob Gooding	CEO	
Rev James Saunders		Chair of Trustees, Safeguarding trustee
David Evans		Vice Chair of Trustees
Adrienne Holland		Vice Chair of Trustees & Chair of Scrutiny Committee
Kristi Withers		Chair of Audit Committee
Nicole Topham		Resigned 06/07/2022
Rev Peter French		
Emma Keith		Resigned 25/03/2022
Rachel Attenborough		Appointed 20/05/2022
Ian Blackburn		
Richard White		
Adam Cooper		
Sarah Bysouth		
Daryl Kirkland		

Secretary/Clerk:

Nicola Tyers

Senior Management:

CEO and Accounting Officer	Rob Gooding
Deputy CEO	Meg Lucas
CFO	Graham Kirby
Trust Business Manager	Anna Raine
Trust Business Manager	Lucy Burgin

Company Name

The Rutland Learning Trust

Registered Office

Whissendine CE Primary School
Main Street
Whissendine
Oakham
Rutland
LE15 7ET.

Company Registration Number 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, PE9 2AT

Solicitors:

John Walker - Regulated and Authorised by the Solicitors Regulation Authority, Firm No 38811

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

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 2021 to 31 August 2022. 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 2019 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 eleven smaller than average primary schools.

Principal activities

The principal object and activity of the charitable company is the operation of The Rutland Learning Trust to provide first class 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, Cottesmore Academy, Exton and Greetham CE Primary School, Great Casterton CE Primary School, Empingham CE Primary School, Glapthorn CE Primary School, Polebrook CE Primary School and Uppingham 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.

Trustee indemnities

The Academy has joined the DfE/ESFA Risk Pooling Agreement, which includes Trustee and 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.

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

"Induction is essential for all those governing in schools to ensure all Trustees and Governors are clear about what their powers and responsibilities are and that they understand the organisation they are governing." NGA 2018

Stage 1: Expression of interest.

Prospective Trustees meet with the Chair of Trustees and Chief Executive Officer to discuss:

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

- The role of Trustee in the Rutland Learning Trust
- A person specification for the role of a Trustee in a Multi Academy Trust
- Skills audit/profile discussion - meeting the needs of the Rutland Learning Trust Board
- Code of Conduct and the Nolan Principles
- Declaration form - conflicts of interests/business interests/pecuniary interests
- Consider opportunities to observe a Trust Board Meeting or Committee Meeting

Stage 2: Application

- A completed application form is sent to the Chair of Trustees.
- Chair of Trustees and Chief Executive Officer - cross reference skills profile with the needs of the Rutland Learning Trust Board.
- The Chair of Trustees forwards the application and a recommendation to other Trustees for comments.
- The application form and Trust Board recommendation is then sent to Members for approval.

Stage 3: Induction

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, 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 RLT schools and provided with access to copies of policies, procedures, minutes, accounts, budgets, plans and other strategic documents which they will need to undertake their role.

An induction meeting with the CEO and Chair of Trustees should be undertaken within the first six weeks of appointment. This meeting includes:

- Welcome to the RLT 'Vision and Aims'
- How our MAT works - staffing and structures
- Governance structures - the role of Members, Trustees and a Local Governing Body
- An introduction to the Rutland Learning Trust and Microsoft TEAMS site.
- RLT Scheme of Delegation and Terms of Reference
- Vision and Aims
- Meetings and minutes - dates for future meetings and draft agenda items
- Strategic and action planning
- Policies
- Contextual information about RLT schools
Performance data, School Cards, Finance report, Staffing, Targets
- School improvement and quality assurance activities - 'what we do'
- Organising school visits - allocating a school to 'champion' a Trustee Champion
- RLT email address and TEAMS login details
- Training events

Important documents

- Articles of Association (website)
- Audited Accounts - Annual Report to Trustees (website)
- Trust performance data (website and minutes, data dashboards)
- Scheme of Delegation - Terms of Reference (website)
- Vision and Aims - Strategic Intent
- DfE Governance Handbook
- ESFA - Academies Financial Handbook
- Funding agreement (website)
- Microsoft form to gather annual information about safeguarding, GDPR, pecuniary interests, cyber security and conflict of interests.

Stage 4: Training

2021/22 RLT Governors/Trustees

Annual – What it means to be Trustee? Roles and Responsibilities

RLT termly training sessions: virtual sessions. (2 x 1 hour sessions)

All Governors should attend the sessions linked to their key area of responsibility

- TERM 1 Quality of education
- TERM 2 Leadership and Management
- TERM 3 SEND/Inclusion
- TERM 4 Personal development, behaviour and attitudes
- TERM 5 EYFS and Safeguarding
- TERM 6 Self-evaluation and Data

As part of our governance structure we undertake an annual skills audit, a Trustee/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.

In 2021 all Trustees and Governors had access to the National Governors Association - Learning Link E-learning modules for Trustees and Governors. Over 50 modules were available for Trustees and Governors. Eight induction modules provide immersive, challenging and interactive learning in all the key areas that new governors or trustees need in order to become effective in their governance role from the start. Those with more experience could refresh and test their understanding of the key areas of governance. Each module is CPD accredited.

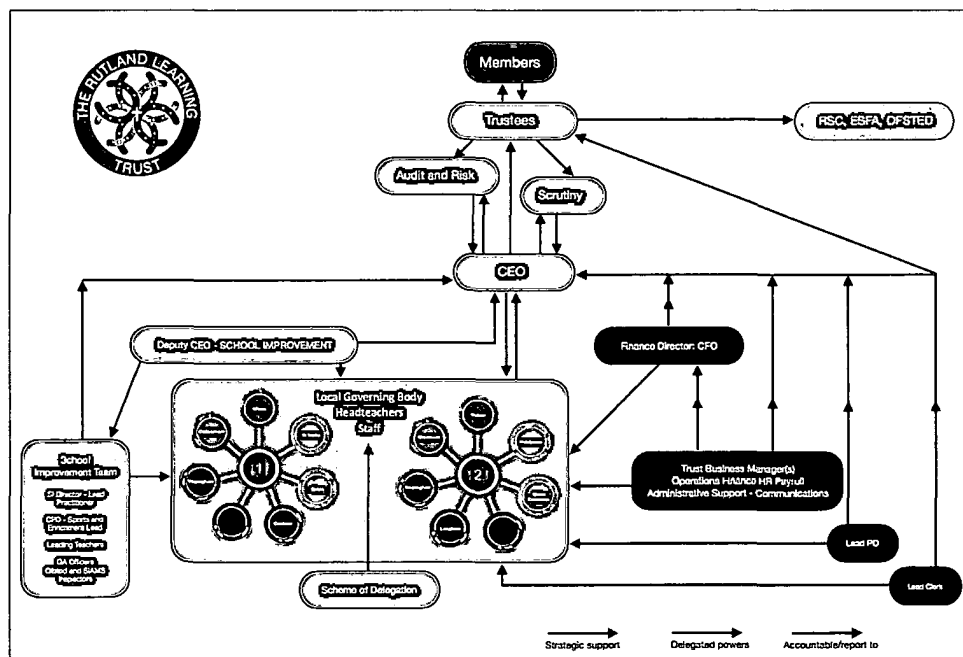
- **Governance:** roles and responsibilities
- **Your organisation:** curriculum and school structures
- **Strategy:** vision and values
- **Progress and attainment:** understanding school structures
- **Resources:** finance and staffing
- **Working Together:** building the team
- **Compliance:** statutory responsibility and risk
- **Effectiveness:** making an impact and changing lives

Governance structure and lines of accountability

Please refer to:

The Rutland Learning Trust - Scheme of Delegation and Terms of Reference 2022

The Rutland Learning Trust – Local Governing Body Handbook 2022 As published on the Trust website.



The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

Arrangements for setting pay and remuneration of key management personnel

DFE Guidance **Setting executive salaries: guidance for academy trusts**
Published 9 July 2019

“It is essential that we have the best people to lead our schools, but at the same time, it is important that salaries:

- can be justified and are in the best interests of the charity
- reflect the individual's responsibilities
- demonstrate value for money

Our Trust board ensures that the use of public money represents the best value for money, and decisions are underpinned by the 7 principles of public life, as set out by Lord Nolan, which are:

1. Selflessness
2. Integrity
3. Objectivity
4. Accountability
5. Openness
6. Honesty
7. Leadership

The Academies Handbook sets out the following requirements in relation to executive pay:

“The board of trustees **must** ensure its decisions about levels of executive pay follow a robust evidence-based process and are reflective of the individual's role and responsibilities. No individual can be involved in deciding his or her own remuneration.”

“The board **must** discharge its responsibilities effectively, ensuring its approach to pay is transparent, proportionate and justifiable, including:

- process - that the procedure for determining executive pay is agreed by the board in advance and documented
- independence - decisions about executive pay reflect independent and objective scrutiny by the board and that conflicts of interest are avoided
- decision-making - factors in determining pay are clear, including whether performance considerations, and the degree of challenge in the role, have been taken into account
- proportionality - pay is defensible relative to the public sector market
- documentation - the rationale behind the decision-making process, including whether the level of pay reflects value for money, is recorded and retained
- a basic presumption that non-teaching pay should not increase at a faster rate than that of teachers, in individual years and over the longer term”

Essential points to consider when setting pay

- The Trust Pay Policy is in place to ensure a robust decision making process that ensures pay is transparent, proportionate, reasonable and justifiable for all staff.
Please refer to the RLT Pay Policy as published on the Trust website.

When determining the level of salary of executive leaders, Trustees consider the following interdependent factors:

- **Academic performance**
Headline data in EYFS, KS1 and KS2; educational and contextual challenge (% of SEND pupils, % FSM, % EAL pupils, Level of deprivation, Number of looked after children)
- **Financial performance**
 - The trust's deficit/surplus position
 - The auditor's view of the trust - and the trust's progress towards implementing audit recommendations
 - Requirement for additional financial support
- **Any broader factors that indicate the degree of challenge in this role**
 - Permanent role and responsibilities that may not be typical of the role in other organisations
 - Existing significant concerns at the trust

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

- A role in leading future plans for the trust (eg expansion)
- Additional accountabilities (eg leading a teaching school alliance)
- Responsibility for engaging the local community
- **Experience**
 - When considering remuneration Trustees consider any additional expertise that the individual may bring to the role which will add value to the leadership team e.g.
 - Previous significant experience in improving educational and financial outcomes
 - School Business Management qualifications and experience
 - National Leaders of Education, Other relevant qualifications
- **Performance management and salary increases**
 - Decisions to award pay progression are related to the individual's performance, as assessed through the trust's appraisal arrangements.
- **Benchmarking activities**
- **Characteristics of the trust**
 - Number of academies
 - Number of pupils
 - Range of provision
 - The quality of provision and their financial effectiveness
 - Type of school

Setting CEO pay range and scale

Principles: Affordable, transparent, proportionate and justifiable

Methodology

1. Assess the market value - research information.
2. Benchmarking exercise with other MATs - review CEO pay ranges from within the sector.
3. Assess market value against affordability and sustainability
4. Demonstrate proportionality by measure of the ratio between the lowest paid teacher (NQT) and the CEO salary.

The Rutland Learning Trust – January 2018 CEO Salary

- L36-L42 based on benchmarking and research: 7-point STPCD pay scale - bespoke to the Trust
- The proposal considered that no pay progression had taken place since 2015
- The proposal was in line with 'The Key' and other DfE national guidance for CEO pay
- The proposal was in line with the benchmarking – in particular with local comparisons
- The range was within pay band 1 of the senior civil service pay ranges.
- The proposal allowed for progression as the RLT continues to grow.

Affordability

The differential appears reasonable considering the degree of complexity and challenge associated with accountability for multiple schools and managing across several dispersed sites, which goes significantly beyond that expected of any headteacher.

Pay progression

The pay range was based on a 7-point range of the leadership scale. Movement on the scale is not annual but based on performance only in accordance with the current pay progression and appraisal policy.

Pension

Continuing to pay the CEO on the STPCD pay scale reinforces the case for the CEO to remain in the in the Teacher's Pension Scheme.

Trade union facility time

Number of employees that were relevant trade union officials during 2021/22: 0

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

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 eleven 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
- Uppingham CE Primary School
- Glapthorn CE Primary School
- Polebrook CE Primary School

Oakham CE Primary will be joining the Trust in the next academic year.

Related parties have been identified by the trustees in the annual disclosures of pecuniary interests. All staff complete a business interest form which is renewed on an annual basis.

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.

Equal opportunities policy

We are an inclusive workplace and place of learning our equality and diversity policy is available on our website.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

Objectives and Activities

Please refer to RLT Vision and Aims as published on the [RLT website](#).



THE RUTLAND LEARNING TRUST

*Providing outstanding education for all pupils – today and tomorrow!
First-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

“Every Part Depending on Each Other”

In 1 Corinthians 12, St Paul famously compares the Christian community to the human body. Our eyes couldn't do much if we had no hands, and our head wouldn't get very far if we had no feet. In the same way, we don't get very far by trying to do Christ's work alone! To carry out our mission, we need every bit of our body to work together, because each of us has gifts and our part to play.

“our bodies have many parts, and God has put each part just where he wants it. ... In fact, some parts of the body that seem weakest and least important are actually the most necessary. ... This makes for harmony among the members, so that all the members care for each other. If one part suffers, all the parts suffer with it, and if one part is honoured, all the parts are glad.” (1 Corinthians 12)

Vision

Our shared vision for the Rutland Learning Trust is to provide outstanding education for all pupils; first-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 first-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 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

Report of the Trustees for the Year Ended 31st August 2022

A considerable strength of the Rutland Learning Trust is its vision to inculcate and promote genuine collaboration. We believe in true collaboration; working in partnership, investing in people and building capacity for long term, sustainable success. The RLT supports its schools with protocols and procedures to ensure effective systems are in place where they are appropriate and needed to ensure efficiency and safety - but the underlying belief is that its schools are unique and should demonstrate this whenever there is good opportunity. It is important to us that schools to retain their unique characteristics and specialness to reflect their locality, community and families.

We believe

- We believe that we can improve outcomes for all children.
- We believe that truly great teaching is that which improves children's progress and inspires them.
- We believe that we all have a professional obligation to improve.
- We believe that every child and staff member deserve a champion.
- We believe every child deserves to be successful, our role is to help them blossom and believe everything is possible.
- We believe that memorable learning experiences are at the heart of all we do.
- We believe an evidence-informed approach to teaching and learning helps us identify what works best in the classroom.
- We believe that hard work is the key to success for staff and children.
- We believe that you cannot just hope or wish children to be better – you have to create the conditions for them to grow.
- We believe basic literacy and numeracy are essential to making good progress.
- We believe and welcome diverse ideas to solve problems.
- We believe that feedback should be timely and respond to the needs of the individual child so that they can actively engage with the feedback.
- We believe and value generosity of spirit.
- We believe and acknowledge that we all make mistakes.
- We believe in true collaboration: working in partnership, investing in people and building capacity for long term, sustainable success.
- We believe that we should strive to do something exceptional for our pupils and staff.
- We believe in happy, high performing children and staff with strong mental health and well-being.
- We believe in the Rutland Learning Trust – the RLT Way!

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 worldwide 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.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

- Children receive a broad, balanced and inspirational education, including the exploration of faith questions that will provide the basis of a successful, informed life.

RLT's origins lie in schools with an Anglican Christian character which continues to be central to the Trust's vision today.

"The statement above expresses our broad and generous understanding of this character. Historically, Church of England schools were dedicated by their trust deeds to the education of the local community and children of all faiths and none, in the context of an open Christian ethos. A personal faith is not a requirement for anyone to be part of the Trust, nor is a Christian identity a requirement for schools which wish to join us. For us, Christian ethos is expressed above all in a commitment to work together in partnership and serve the common good. Our schools serve local communities that are unique, all in their own unique way. The Trust's purpose is to support them to do this. Local identity has always been an important principle of RLT and we are clear that we do not want to produce identikit schools. Within broad parameters, each school in the Trust is encouraged and supported to develop its own ethos and express the values that are important for its own life and work. For church schools, this will include exploring the values of the Christian tradition. For other schools, this will be expressed in ways which are meaningful in their context. We are proud to be a 'mixed MAT' of church and community schools and welcome everyone who believes children should come first and wants to work with us to ensure they are given an excellent start in life."

Rev James Saunders – Chair of Trustees

The Rutland Learning Trust – Strategic Overview

The Rutland Learning Trust – Strategic Overview			2022-25
Vision			
Providing outstanding education for all pupils First class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.			
Aims		Strategic Priorities	
Working Together (Real, genuine and planned collaboration)		Sustaining Excellence (Raising standards of achievement)	
Inspirational Leadership and Governance <i>Shared vision and values – high trust culture An ethos of high expectations Standardisation and alignment of shared practices Effective and Robust Governance</i>		Highly Effective School Improvement and Quality Assurance <i>Average challenge and support for all schools Robust self-evaluation, data analysis and collective review Forensic analysis of school improvement needs</i>	
Sustainable Growth <i>A sustainable learning organisation High quality partnerships and networks – collective commitment System wide generosity</i>		High Standards <i>High standards of attainment and achievement All children in the RLT attend a good or outstanding school using Ofsted and SIAMS ratings.</i>	
Talent Management - Succession Planning <i>Recruiting, retaining and developing high quality staff Personalised and highly effective CPD Developing and deploying leadership and specialisms Access to effective practice, research and expertise</i>		Inclusion <i>Consistently high-quality provision for disadvantaged and vulnerable pupils, including those with SEND. High quality pastoral support and intervention Effective stakeholder engagement</i>	
Ambitious and Inspirational Curriculum <i>Shared principles and expectations for curriculum development and assessment A broad and balanced, knowledge and vocabulary rich curriculum – within and beyond the classroom Clear assessment strategy – meaningful, manageable, motivating</i>		Exceptional Teaching and Learning <i>An excellent teacher in every classroom Evidence informed practice Shared principles, expectations and consistent approaches.</i>	
Sports, Arts and Enrichment <i>A relentless focus on engaging and involving pupils in all aspects of school life Strong mental health and well-being</i>			
Financial aims			
Value for money		Sustainability	
Effectiveness			
Critical Success Factors			
Demand <i>Pupil numbers, reputation, standards, Ofsted and SIAMS ratings</i>		Growth <i>Sustainable and progressive growth</i>	
Communication <i>Communication and connection with all stakeholders</i>		Identity <i>Strong commitment to protecting each school's unique characteristics and specialisms to reflect locality, community and families</i>	
Disciplined Innovation <i>Research, evaluation and learning from within the education sector Real time and robust intelligence</i>		Premises and facilities <i>High quality premises and facilities – condition and maintenance</i>	
Financial sustainability <i>Funding and plans</i>		People and capacity <i>Talent management and succession planning – recruitment and retention</i>	
Effective leadership <i>Standardisation and alignment of shared practices – autonomy Effective risk and financial management</i>			
Values			
The Rutland Learning Trust promotes high achievement and learning for life through our commitment to Working Together, Sustaining Excellence and Transforming Learning. Alongside our Christian and British values, vision and ethos, this underpins everything we do.			

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

LEARNING RECOVERY 2021/22

To secure learning recovery we:

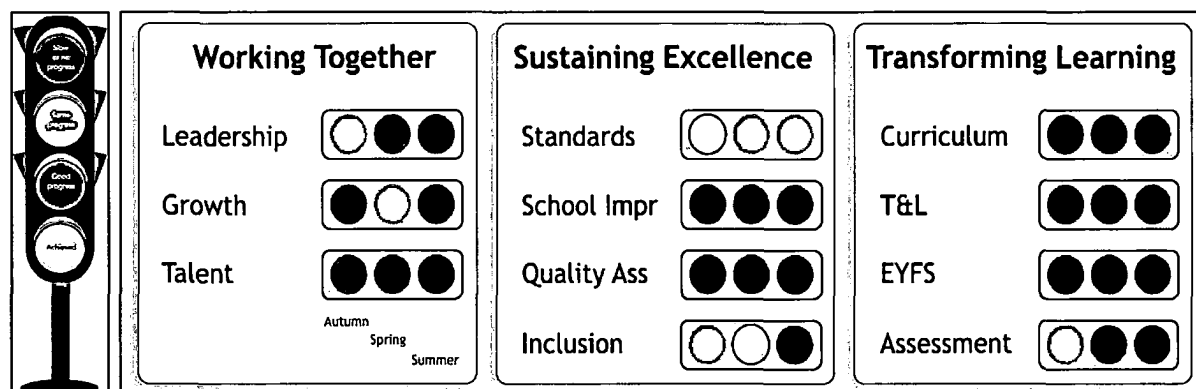
- Invested further in improving teaching and learning - pedagogy, talent management and succession planning
- Developed an ambitious, knowledge and vocabulary rich curriculum – with high expectations for all pupils
- Prioritised early years, SEND and disadvantaged pupils
- Provide targeted intervention for pupils - to address GAPS in learning; tailored support to meet individual needs
- Strengthened provision to support strong mental health and well-being of staff and pupils
- Expanded extra-curricular and enrichment activities
- Invested in school technology
- Prioritised – do less but in greater depth, if it doesn't make a difference we will stop it!
- Engaged with all stakeholders - focused and purposeful communications.
- Focused on the securing basics - reading, writing, maths

Equal opportunities policy

We are an inclusive workplace and place of learning our equality and diversity policy is available on our website.

Strategic Report: Trust and Academy Performance 2021/22

Progress towards achieving our 2021/22 key priorities



DfE Mat Improvement/Capacity Framework

RLT self-evaluation document - updated Summer Term 2022

This tool has been designed to help Multi-Academy Trusts (MATs) really understand their current capacity to support and drive school improvement – so that they can build and strengthen their current capacity and potentially to grow their capacity to support even more schools. It uses a framework which breaks down MAT improvement capacity into 15 elements, under six main headings. These are based on DfE research about what works in MATs and similar networks of schools internationally. The framework does not assume that there is one best way to support and drive school improvement as a MAT; instead, it isolates the questions, issues and practices that should help enable all kinds of MAT to become more effective in supporting their schools to improve.

Vision, Culture, Ethos Clarity of purpose <input checked="" type="checkbox"/> Understanding needs <input type="checkbox"/> Leading a culture of improvement <input checked="" type="checkbox"/>	People and Partners Building capacity for improvement <input checked="" type="checkbox"/> Recruiting, developing, retaining talent <input checked="" type="checkbox"/>	Teaching and Learning Pedagogy <input checked="" type="checkbox"/> Leadership of teaching <input checked="" type="checkbox"/> Evidence based CPD <input checked="" type="checkbox"/>
Curriculum Curriculum intent <input checked="" type="checkbox"/> Intentional use of assessment <input checked="" type="checkbox"/>	Quality Assurance Knowing schools quantitatively <input type="checkbox"/> Knowing schools qualitatively <input checked="" type="checkbox"/>	Governance Structures and skills <input checked="" type="checkbox"/> Capability <input checked="" type="checkbox"/> Recruitment <input type="checkbox"/>

OFSTED REPORTS

OFSTED: Great Casterton Dec 2021: There has been no change to this school's overall judgement of outstanding as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

*"Children feel safe, are ambitious for themselves and their school.
They like learning and enjoy coming to school."*

Quality of Education

The children experience a broad and balanced, inclusive curriculum that has been sensibly and steadily reintroduced following COVID to enable learning recovery. There is no evidence of narrowing of the curriculum.

Some subjects are well developed and planned effectively e.g. English, Maths and Science. Some other subjects are not yet as thoroughly planned. In these subjects, knowledge development is not currently as explicit or clear. In these subjects' knowledge is not sequenced in the same way as the others. However, the school is well on its way addressing this and had already identified this as a priority themselves.

Teacher subject knowledge and provision is typically strong across the school. The school draws on expertise in the Rutland Learning Trust to further support curriculum development. This is well received and supports teacher's workload. Programmes of study and schemes of work are contextualised appropriately at school level

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

so that they reflect the school and its wider community. A good example of this is how their Power Maths Scheme is being modified by the school. Leaders and teachers have successfully adapted this to address gaps in mathematical knowledge and understanding caused by COVID and any emerging needs.

Phonics and reading are taught effectively. Phonic and reading results remain consistently strong over time at each key stage. The school has planned to introduce a new phonics and early reading programme later this year – a programme validated by the Department for Education.

For early readers, books match sounds and staff are appropriately trained. For more fluent readers, children are encouraged to use their phonological awareness to decipher new words and meaning. Children enjoy reading at this school and have lots of opportunities to read widely. They have access to a wide range of genres, texts, competitions and enrichment activities e.g. Bookflix.

Leadership

The Headteacher knows her school well. She fully understands the strengths of her school and the areas to be developed. Systems and strategies for staff development are well embedded. Staff feel well supported. They say leaders are considerate of their workload. There is an appropriate use of assessment – it is not overly burdensome. A new system to further develop the quality of teaching and learning in the school has been well received by staff. Final outcomes from the Ofsted Inspection fully align to the evaluations made by the school. The final development points were agreed in partnership with school leaders.

Safeguarding and behaviour

There are clear systems and processes in place to support pupils, parents and families to keep them safe. Safeguarding is effective. Children are taught effectively how to keep safe. Children feel safe, are ambitious for themselves and the school – they like learning. They are aware of British Values and what they mean to them. The school is trying hard to strengthen 'Cultural Capital' given the location and context of the school. Classes are named after 'Inspirational People' - character traits are linked to the 6Rs and Christian values – all of which enables pupils to be successful citizens and live in the wider world.

Spiritual, Moral, Social and Cultural understanding across the school is strong.

This includes provision for pupils with additional learning needs.

Behaviour

Behaviour across the school is good. Expectations of good behaviour are high. There are no concerns with behaviour in school with no instances of low-level disruption observed. Pupils say that bullying doesn't happen and if it did adults would sort it out sensitively and quickly.

Special Educational Needs

This school inculcates a strong ethos and culture of inclusive care and support. Feedback from parents at school was overwhelmingly positive. These parents praised SEND provision. The SENDCo knows the pupils well. Provision for SEND pupils is strong and inclusive. Consequently, pupils with additional needs are encouraged to fully participate in school life e.g., enrichment, sports, trips. Challenge is provided through targeted support – resources, adults, 1:1 and small group provision. Documentation including provision maps and tracking information is effective. However, a few families stated via Parent View (the online survey) that they are unhappy with some aspects SEND provision at this school. Leaders are planning further individual meetings with these families to ascertain areas of concern and how they can be addressed.

What does the school need to do to improve? (Information for the school and appropriate authority)

- Leaders have started to set out curriculum plans that state what pupils should learn, and they order it should be learned. This work is not complete. Some subjects do not contain all the detail that they need. Leaders should ensure that curriculum plans are complete in all subjects so that the important knowledge that pupils need to learn from the early years through to the end of Year 6 is clearly sequenced.
- Leaders have made a start in monitoring the implementation of the curriculum. They are not yet certain that the curriculum in all subjects is being implemented in the way that it should be. They should ensure appropriate checks are made to assure themselves that the curriculum plans are fully implemented.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

OFSTED June 2022: Cottresmore Acedemy – Good in all areas.

“Children get off to a flying start at Cottesmore Academy!”

“This school is EPIC!”

“There is an inclusive environment at Cottesmore Academy where are all welcome and cared for.”

The Lead Ofsted Inspector stated that our school is a very good and improving school - one that is getting better and better!

“The school nurtures curiosity and an enjoyment of learning.”

“Teachers and children have a mutual respect for each other.”

“Highly ambitious leaders... skilled teachers.”

“This is an incredible and well-deserved result. It demonstrates a steadfast commitment and uncompromising dedication to providing our children with the very best education...inspirational and principled leadership, ambitious teaching, a great curriculum, fabulous support, and incredible children! A few years ago our Trust was told not to work with Cottesmore Academy, ‘It will never be good!’

Well, borderline outstanding in all areas tells me a different story. I am so proud to be a very small part of this incredible team. In all my years of working in Rutland this is the best result the school has ever had... and it’s just getting better and better.”

Rob Gooding CEO The Rutland Learning Trust

Report highlights include...

- Pupils are proud of their school. They embrace the school’s ‘EPIC’ values of expectations, pride, independence and collaboration.
- Pupils say the school is, indeed, ‘epic’.
- Children have a real sense of awe and wonder during story time.
- Leaders and staff have high expectations of pupils’ learning and behaviour.
- Teachers are skilled... they are a strength of the school.
- Leaders are highly ambitious for pupils. They have built a well-sequenced and structured curriculum. The curriculum requires pupils to investigate and think carefully about their learning.
- Pupils are enthusiastic about their lessons and are keen to succeed.
- One parent, typical of many, commented that ‘Teachers and staff go above and beyond expectations.’
- Leaders make sure that reading is at the heart of the curriculum. They are determined that all pupils read well.
- The mathematics curriculum is well-planned and sequenced.
- Staff know pupils well. They quickly identify where additional help is needed.
- Children get off to a flying start in the Reception class. Staff make sure that children are happy and safe. Children are kind and helpful to each other.
- Pupils’ personal development is a strength of the school. Leaders plan a range of activities that helps pupils become resilient and reflective.
- Opportunities to promote pupils’ emotional and physical well-being are well considered.
- There is a strong staff team. Staff are proud to work at the school. They appreciate leaders’ support for their workload and well-being.
- Governors make frequent visits to the school. They support and challenge leaders in equal measure.
- Leaders have developed a strong culture of safeguarding. Staff receive frequent training and updates.

Ketton SIAMS – June 2022: Statutory Inspection of Anglican and Methodist Schools SIAMS

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

Excellent in all areas

“Leaders play a key role in the academic and social success of the school”

“Leadership is transformational, flourishing and nurturing”

“The curriculum is clearly underpinned by a clear vision and values – reverential and respectful”

“Personal development is very strong – there is a harmonious and peaceful community”

“Excellent behaviour and attitudes”

“A highly effective and knowledgeable RE Lead”

“Children are religiously literate – an excellent RE curriculum”

Report – Key findings

The distinctively Christian vision, promoted by leadership at all levels, is the dynamic driving force that underpins policy and action. The vision is enhanced and supported by highly effective partnerships. Vision for success, in its broadest terms, enables leaders to prepare conditions for excellent academic, social and emotional growth. This creates a harmonious, inherently peaceful and rich environment. Pupils are transformed and the whole community flourishes.

Leaders have developed a cohesive and coherent curriculum where the Christian vision for success is the overt intent. Carefully and collaboratively chosen Christian values are the thread that weave through the implementation of the school’s educational offer. This has created a safe, respectful community where individuals think for themselves and achieve better than pupils of a similar age. There are opportunities to further promote spiritual reflection.

Leaders view 'success' holistically and provide a bespoke, personalised provision for learners and staff. Pupils and adults flourish because they are empowered by a strong educational offer. This is supported by mental health provision which improves attendance and promotes inclusion. Pupils accept and appreciate each other and behaviour is exemplary.

Collective worship is firmly rooted in the Christian vision consistently promoting Christian values. Pupils are reverential, respectful and deeply reflective. Pupils speak of the impact of worship on their personal lives. There are pupil worship leaders and some pupils plan and deliver celebration assemblies. However, there are opportunities to plan other assemblies alongside adults.

Due to highly effective subject leadership, pupils excel in religious education (RE). They are enthusiastic learners who are religiously literate. Whilst diversity of faith and philosophical views are taught, enrichment and hands on experiences would enhance understanding. The appreciation of Christianity as a living and diverse faith could be explored further.

OFSTED Exton – Ofsted Inspection June 2022. This school continues to be good!

'Pupils state their school is ‘amazing’ and they would ‘highly’ recommend it!'

Other key findings included:

- Exton and Greetham CofE Primary School is a warm and friendly school.
- The school motto ‘we are kind, we are honest and we forgive’ is evident in all aspects of school life.
- Leaders are ambitious for all pupils. This school is inclusive. Pupils, including those with SEND receive the support they need to flourish and achieve well.
- Pupils enjoy coming to school, feel safe and are rightly proud of themselves and their school.
- Pupils know that everyone is welcome at this school.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

- Pupils are highly respectful of each other and of all adults.
- Pupils are taught well – teachers explain new ideas and concepts clearly due to strong subject knowledge and nurturing relationships.
- Pupils said that their teachers are supportive and encouraging and that they make lessons enjoyable.
- Behaviour is good – no bullying!
- The children are delightful!
- Pupils benefit from a wide range of extra-curricular activities.

“The ‘good’ judgement re-affirms the resolute commitment from our children, staff, families and governors to ensuring that Exton and Greetham Church of England Primary School is true to its Christian foundation and vision. As you can imagine we are not resting on our laurels and are already addressing the key improvement areas that were highlighted. We have planned how we will continue to monitor the effectiveness of our new curriculum with rigour and tenacity and have updated our approaches to provision mapping and target setting.”
Megan Davis Headteacher

2022 Key Stage 2 - Unvalidated data sets – attainment and progress

	Reading		Writing		Maths		GPAS		RWM	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
Cottesmore	84	32	86	16	84	21	84	42	53	5
Emplingham	86	0	86	14	86	29	71	14	86	0
Exton	67	17	67	17	67	17	70	17	50	0
Glapham	90	30	80	30	80	10	70	10	70	10
Great C.	92	38	77	0	92	8	77	46	77	0
Ketton	92	54	88	27	92	50	85	58	85	19
Langham TAs	76	31	69	3	83	28	79	24	69	0
Polebrook	80	30	70	30	90	10	90	40	70	0
St Nicks	75	25	75	17	83	17	75	33	75	8
Uppingham	85	13	82	4	78	17	78	17	85	0
Whiss	89	41	93	26	89	37	89	37	81	22
2022 National Averages Provisional Data Sets	74		69		71		72		59	
RLT Average	82	27	74	17	84	21	77	33	70	6
	8% above NA		5% above NA		13% above NA		5% above NA		11% Above NA	
MAT PUBLISHED DATA	81%	74%	84%	70%	70%					
	7%	5%	13%	4%	11%					
Number of pupils >11	82%	73%	86%	81%	70%					
	12% above NA	4% above NA	15% above NA	9% above NA	11% Above NA					

Pupils	Reading	Writing	Maths
19	5%	-0.1	-0.2
7	14%	-2	4.3
6	17%	0.4	2.4
10	10%	3.6	2.8
13	8%	2.5	-1
26	4%	4.2	3
29	3%	1.4	-1.1
10	10%	-0.2	-0.6
12	8%	2.5	-0.2
24	4%	-1	3
27	4%	0.7	1.9

RLT average	0.5	0.7	0.5
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RLT average	0.3	0.6	0.9
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RLT average	0.6	0	1.3
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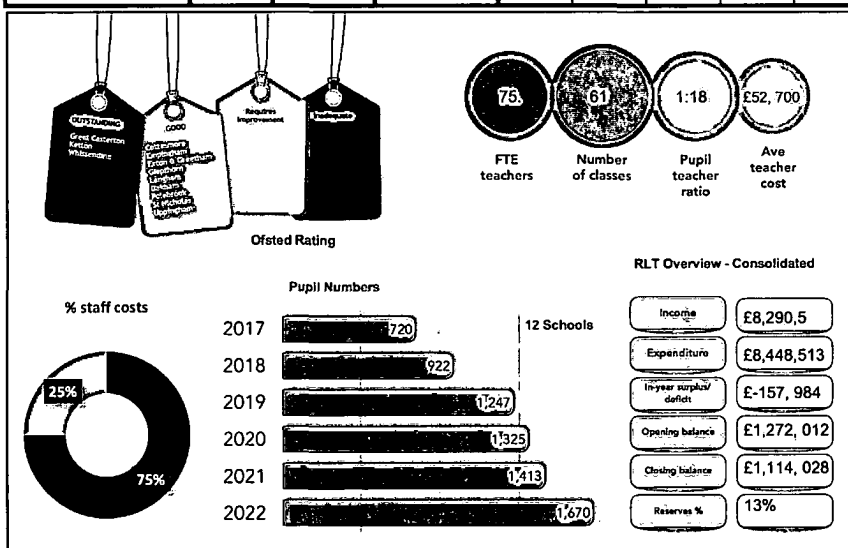
2022 Key Stage 1 - Unvalidated data sets – attainment profile

	Reading		Writing		Maths		Phonics Y1	RWM
	EXS	GDS	EXS	GDS	EXS	GDS	Pass	EXS
Cottesmore	78	30	74	15	81	33	95	74
Emplingham	64	21	71	7	71	7	86	64
Exton	85	23	85	8	77	15	82	77
Glapham	70	40	70	10	80	10	77	70
Great C.	80	7	53	7	80	7	86	80
Ketton	71	15	71	13	75	13	80	63
Langham	81	15	63	7	81	15	87	63
Polebrook	70	8	60	8	60	20	85	60
St Nicks	74	21	68	11	84	26	87	63
Uppingham	60	11	72	7	76	22	71	67
Whiss	72	17	72	14	78	28	79	69
2022 National Averages	67	18	58	8	68	15	75	
RLT Average	73	18	65	6	76	17	83	
	6% above NA		7% above NA		8% above NA		8% above NA	
EAST MIDLANDS	65%		56%		67%			

Report of the Trustees
for the Year Ended 31st August 2022

2022 UNVALIDATED DATA: EMERGING ATTAINMENT HEADLINES PROVISIONAL DATA SETS	
Strengths	Growth Areas
<ul style="list-style-type: none"> ★ Early Years Foundation Stage remains a strength across the Trust - consistently high progress and attainment over time RLT GLD 82% v 72% National Average (2019) ★ Early reading remains a strength across the Trust ★ Key Stage 1 Reading, Writing and Maths ★ Key Stage 2 Reading 8% above 2022 National Averages at EXS Writing 5% above 2022 National Averages at EXS Maths 13% above 2022 National Averages at EXS GPAS 5% above 2022 National Averages at EXS 	<ul style="list-style-type: none"> ★ Writing - Boys ★ Progress across key stage 1: COVID RWM ★ Year 3 and 4 ★ Low attaining pupils / SEND pupils - attainment and progress ★ Disadvantaged/FSM pupils - attainment and progress ★ Challenging higher attaining pupils
RWM Combined 11% above 2022 National Averages at EXS	

School	NOR	Ofsted rating	Date of inspection	SCHOOL Self-evaluation					SIAMS rating	Attendance March 15 th 2022	Finance HEALTHY LIVER
				QE	L&M	PD	BA	EYFS			
Cottesmore Academy	169	2	2022 May	1	1	1	1	2+		94.6%	
Emplingham CE	82	2	2016 July	2	2	2	1	2	2	94.7%	
Exton and Greetham CE	63	2	July 2022	2	2	2	2	2	2	94.7%	
Glaphthorn CE	75	2	2019 July	2/3	2	2	2	2	2	93.6%	
Great Casterton	98	1	2022 Dec	2	2	2	2	2	2	94.7%	SEND
Ketton CE	189	1	2010 March	2+	2+	2+	1	2	1	95%	
Langham CE	192	2	2017 Dec	2	2	2+	1	2+	2	95.2%	Nursery
Polebrook CE	79	2	2016 May	2/3	2	2	2	2	2	94.1%	
St Nicholas CE	125	2	2017 Sept	2	2	2	2	2	1	94.7%	
Uppingham CE	144	2	2018 Nov	3	3	2	2	3	2	92.9%	
Whissendine CE	170	1	2013 May	2+	2+	1	1	2+	2	94.6%	Fall in pupil numbers



SCHOOL SELF EVALUATION SUMMARY

- WITH REFERENCE TO THE OFSTED INSPECTION FRAMEWORK AND HEAD TEACHER LEADERSHIP REPORTS TO LGBS

STRENGTHS across the Trust

GROWTH AREA(S) across the Trust – to Inform action planning

Quality of Education QE

School's self-evaluation is rated as good in almost all schools. Although more evidence is needed around curriculum development to ensure a secure judgement in **some schools – for some non-core subjects**. All of these schools have been prioritised for additional and more intensive support.

The quality of teaching and learning across the schools is almost always good with pockets of strong practice at each setting. Leading teachers are used to share and disseminate great practice - **inconsistent teaching is supported at school and trust level**.

RLT Curriculum 2022 and RLT T&L documentation is now in place and published - highlighting Trust expectations and example of good practice. These documents have been used to drive appraisal, review the quality of T&L and support curriculum remodelling.

Model documents and templates have been created by working parties – led by the Trust Lead Practitioner.

Recent Ofsted and SIAMS inspections have illustrated the impact of our work on curriculum remodelling.

Each school adopts a rigorous and sequential approach to the early reading curriculum - developing pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is now more regularly assessed and gaps are being addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

The sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

Uppingham and Oakham will be supported by the English Hub next year – embedding phonics and strengthening Early Reading.

1. Embed a coherent, well sequenced, knowledge and vocabulary rich curriculum that challenges all pupils - from EYFS to year 6.

All schools **MUST** achieve the expectations outlined in RLT Curriculum Handbook. Oakham, Uppingham, Glapthorn and Polebrook.

2. Ensure school middle leaders can confidently articulate curriculum intent, implementation and impact.

Each school leadership team **MUST** be able to confidently articulate:

Curriculum INTENT - The what and the why
The Vision, Aims and Ambition of their curriculum

IMPLEMENTATION – The How
Enacting the intent – Pedagogy and assessment

IMPACT – The Difference
How the curriculum is making a difference – evaluating its effectiveness. Is the intent realized in daily practice?

3. Strengthen Middle Leadership: monitoring and reporting with rigour, tenacity and transparency.

Ensure the intended curriculum is enacted through targeted quality assurance activities – **Deep Dives and Peer Coaching**

4. Ensure ECTs are well supported through targeted mentoring and coaching activities.

5. Embed a whole school assessment strategy – non core
Building on prior learning, personalised feedback, moderation – reliable and valid judgements of performance.

*Principles Meaningful, Manageable, Motivating.
Timely, Frequent, Acted upon*

6. Ensure consistently high-quality provision for disadvantaged and vulnerable pupils, and children with SEND.

7. Ensure the shared principles for exceptional teaching and learning are disseminated and inculcated across the RLT to ensure consistency of approach and shared high expectations.

There remains inconsistent or weak teaching in every school.

RLT Central Team to update T&L Handbooks to support school-based pedagogy and curriculum foci e.g.

- Curriculum planning and lesson design – incremental small steps, carefully sequenced lesson content
- Practice and retrieval so that children know and remember more.
- Personalised and whole class feedback.
- Explaining and modelling.

SCHOOL SELF EVALUATION SUMMARY

- WITH REFERENCE TO THE OFSTED INSPECTION FRAMEWORK AND HEAD TEACHER LEADERSHIP REPORTS TO LGBS

		<ul style="list-style-type: none"> • Questioning to challenge and deep understanding. • Cognitive overload. • Pride and presentation of written work <p>These foci have informed the Revised RLT Pathways CPD Framework and 2022 September Template Action Plans for all schools.</p> <p>8. Schools have been asked to focus on one or two aspects of pedagogy next academic year.</p> <p>9. Strengthen schools understanding of Incremental Coaching and reflective practice</p> <p>10. Reinvigorated approach to RQ - post evaluation.</p>
<p>Leadership and Management</p> <p>L&M</p>	<p>Almost all leaders have a clear and ambitious vision for providing high-quality education to all pupils.</p> <p>This is realised through strong, shared values, policies and practice across each school.</p> <p>Self-evaluation: monitoring and evaluation is becoming more rigorous and systematic in almost all schools. Where monitoring is not yet embedded, additional support has been made available to the school as part of their support packages.</p> <p>Precise planning for sustainable school improvement is evident in almost all schools. The RLT have created templates to align Trust and School Priorities. These documents have been contextualised at each setting.</p> <p>Appropriate and effective use of data analysis in almost all schools. Data Packs for each school are shared after each data capture activity.</p> <p>Leadership and management of COVID-19 Effective risk assessments are in place at all schools. RLT risk assessment have been reviewed and updated Effective Outbreak Management Plan</p> <p>Effective safeguarding in all schools.</p> <p>Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently builds and develops over time. This does not yet consistently translate into improvements in the design and teaching of the curriculum – enabling pupil to know and remember more.</p> <p>Leaders ensure that effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are dealt with appropriately and quickly. This remains an ongoing priority.</p>	<p>Schools continue to adapt and refine their curriculum to address issues following prolonged absences from school - supporting pupils to READJUST, RECOVER and be READY for learning - at whole school, class and targeted/individual pupil level.</p> <p>Recovery principles – COVID and the legacy has not gone!</p> <ul style="list-style-type: none"> • Prioritising early years, SEND and disadvantaged pupils • Y3/4/5 • Provide targeted intervention for pupils – to address GAPS in learning • Strengthen provision to support strong mental health and well being – staff and pupils • Invest further in improving teaching and learning – talent management and succession planning • Develop an ambitious, knowledge and vocabulary rich curriculum – high expectations • Expand extra-curricular and enrichment activities • Invest in school technology • Prioritise – do less but in greater depth • Engage more effectively with all stakeholders- focused and purposeful communications. <p>Schools have been asked to introduce and embed CPOMS to record safeguarding, behaviour and pastoral incidents. This will be underpinned by the new Safeguarding Policy 2022.</p> <p>Continue to develop DEEP Dive and Peer Review approaches to quality assurance.</p>
<p>Behaviour and Attitudes</p>	<p>School's BA self-evaluation is rated as at least good at each setting.</p>	<p><i>This year 7 children have been working using a reduced timetable across the Trust.</i></p> <p><i>2x Permanent exclusion this year.</i></p>

SCHOOL SELF EVALUATION SUMMARY - WITH REFERENCE TO THE OFSTED INSPECTION FRAMEWORK AND HEAD TEACHER LEADERSHIP REPORTS TO LGBS		
BA	<p>Expectations of behaviour and conduct is high. Behaviour in school is mostly well managed by all - staff and children.</p> <p>Attitudes in lessons is good overall. Occasionally pupils may lose focus in lessons and demonstrate some low-level distraction.</p> <p>Children say that they are sometimes distracted but this is infrequent and dealt with effectively by the teachers – in most settings.</p> <p>Pupils state that behaviour is usually 'pretty' good - there are occasional acts of silliness/arguments but leaders in school take concerns and worries seriously.</p> <p>Children feel the school is a good place to be - they feel safe, enjoy coming to school and would recommend it to other pupils!</p> <p>E-safety lessons have prepared the children effectively to stay safe on line. They know and understand what to do if they experience any form of cyber bullying.</p> <p>The children all feel that there is someone to go to if they are worried or concerned – a range of adults - of which they all speak very highly.</p> <p>Around the school, children show respect, are courteous and demonstrate good manners. They are polite and rightly proud of themselves and their schools.</p> <p>Relationships across the schools are strong. Children cooperate and work well independently or in groups.</p> <p>Staff know pupils very well - and care about them.</p> <p>Bullying is not tolerated. If bullying, aggression, discrimination or derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.</p> <p>Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.</p>	<p><i>8x Fixed term exclusions this year.</i></p>
	<p>Personal Development</p> <p>Self-evaluation shows that the work to enhance pupils' personal development is good in each setting.</p> <p>Beyond the academic – our schools are</p> <ul style="list-style-type: none"> • developing responsible, respectful and active citizens • developing and deepening pupils' understanding of spirituality, Christian and fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance • promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. 	<p>Each school to allocate a Diversity, Equality and Inclusion Champion.</p> <p>Ensure full ownership and greater understanding of 'cultural capital' so that we can challenge stereotypes and prejudices and heighten awareness of other cultures' contributions, difference, race, equality, global diversity and inclusion.</p> <p>Strengthen pupils understanding of the cultural influences that have shaped their own heritage and that of others.</p> <p>Courageous Advocacy Ensure our pupils are articulate advocates of change, challenging injustice, discrimination and inequality. Schools must design regular opportunities for pupils to engage in projects (which pupils themselves have identified) to address issues of disadvantage, deprivation, tolerance and mutual respect.</p> <p>Strengthen understanding of Fundamental British Values - Democracy, Rule of law, Tolerance, Mutual respect, Individual</p>

SCHOOL SELF EVALUATION SUMMARY

- WITH REFERENCE TO THE OFSTED INSPECTION FRAMEWORK AND HEAD TEACHER LEADERSHIP REPORTS TO LGBS

	<ul style="list-style-type: none"> developing pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society – across the RLT we call these the 6Rs. developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy enabling pupils to recognise online and offline risks to their well-being developing pupils' understanding of how to keep physically healthy, eat healthily developing pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education 	<p>liberty.</p> <p>Continue to design opportunities for children to develop leadership skills.</p> <p>Engage with the RLT Sports and Enrichment Programmes.</p>
EYFS	<p>Quality of provision - curriculum and use of assessment, leadership and management are at least good at each setting. There are examples of very strong practice across the Trust.</p> <p>All school leaders and EYFS staff fully understand the changes to the new EYFS Framework and implications for their schools.</p>	<p>Leaders and staff continue to strengthen their approaches to curriculum planning to:</p> <ul style="list-style-type: none"> - Ensure vocabulary and knowledge development is coherently planned and sequenced. - Reinforce the importance of helping children develop a love of reading and maths - Ensure a systematic and structured approach to the teaching of phonics and WRITING - Provide more direct instructional practice for developing early reading, maths and writing. - Ensure excellent communication with parents and carers <p><i>EYFS teachers and Headteachers must strengthen their understanding of assessment and managing challenging behaviour in the Early Years.</i></p> <p><i>Schools should ensure:</i></p> <p>The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.</p> <p>The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well.</p> <p>Children with SEND achieve the best possible outcomes.</p> <p>Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.</p>

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

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 2021 to 2022M 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

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

Financial Review

The Trust has performed well against the set budget this year and has closed the year in a better overall position than planned. The difference has been driven partly by additional unplanned income, in some cases, conscious underspending for our academies facing specific financial challenges as well as those sector-wide influences.

The ongoing impact of Covid has represented challenges for our nurseries and wrap-around care activities as demand fluctuates around post covid changes to parental working patterns.

Inflation represents an ongoing challenge. Continuous budget monitoring, review, medium-term forecasts and scenario testing aid our ability to manage the effects. Together with our reserve that provides short term resilience, enabling us to protect provision. We are waiting for confirmation on funding to confirm the levels of unfunded cost increases.

Recruitment and retention are sector wide challenges that will continue into the new year. The trust continues to offer staff an outstanding overall package of support, training, and career opportunities within our family of schools, along with our newly introduced well-being support package.

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 specific purposes. The grants received from the DfE during the year ended 31st August 2022 and the associated expenditure are shown as restricted funds in the Statement of Financial Activities.

During the year ended 31st August 2022, total expenditure of £ 9,560,271 was covered by recurrent grant funding from the ESFA/DfE together with the balance brought forward from the previous year.

At 31st August 2022 the net book value of fixed assets was £ 5,785,206 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 £779,000 as at 31st August 2022.

The Academy held fund balances at 31st August 2022 of £1,048,390 unrestricted funds, £217,750 general restricted funds before a pension deficit on the LGPS of £779,000 and £5,785,206 of restricted fixed asset funds along with £531,944 CIF carried forward

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

Reserves Policy

Establishing reserves that protect the operation of the Trust and contribute to its smooth running is good practice and forms part of its overall financial control and governance framework.

When considering an appropriate level of reserves, the trustees consider future plans, uncertainty and funds management.

In context, the RLT still bears the costs of establishing an infrastructure suitable for planned growth. It is made up of small rural primary schools set in affluent locations. As a consequence, is poorly funded due to the needs-driven funding system and consequently, budgets have limited flexibility.

Teaching and learning is at the heart of everything we do and also the driver for the growth plan. For this planning cycle our schools have invested some of their reserves in specific projects to improve outcomes for our pupils. We believe our funds should always be working for the children so there are no plans to increase the level of reserves in the future unless it is for a specific planned project. Being part of a MAT reduces the 'net' financial uncertainty across the trust.

The Rutland Learning Trust has decided that the reserves level for the financial year 2022/23 will be 8% of income based on an analysis of the points above. The level of the reserve will be reviewed and set on an annual basis as part of the budget-setting plan. Depleted reserves of our Nurseries due to the ongoing impact of Covid has reduced the level of our reserves overall. Our target is based on our school's target of 8% in addition to our central balance. The central surplus will provide a central services contingency for the following two years if no further growth or grants are received during this period.

Reports to Trustees will compare the amount of reserves held with the target amount set for reserves, explain any shortfall or excess in reserves against the target set, and explain any action being taken or planned to bring reserves into line with the target.

We have closed this year with a larger overall reserve than originally planned at budget setting. Contributing factors to the increase have been additional grants received, restraint due to looming cost pressures and political uncertainty. This outcome strengthens our central contingency in support of our growth plan. It provides resilience for unfunded inflationary pressures and specific support to individual challenges facing some of our academies as well.

Investment Policy

The policy aims to ensure that the academy trust's funds are used only in accordance with the law, its articles of association, its funding agreement and the Academies Financial Handbook. Additionally, the trust's funds are used in a way that commands broad public support, value for money is achieved and the Trustees fulfil their duties and responsibilities as charitable trustees and company directors.

When considering whether to make an investment, trustees will act within their powers to invest; exercise caution in all investments; take investment advice from a professional adviser, as appropriate and ensure that exposure to investment products is tightly controlled so that the security of funds takes precedence over revenue maximisation.

Trustees will seek prior approval from the Education and Skills Funding Agency for investment transactions that are novel or contentious.

Academy trustees delegate responsibility for the trust's investments to the Chief Executive Officer (CEO) and the chief financial officer (CFO) is responsible for producing cash flow forecasts and making decisions on investments. The CFO also provides information to the CEO and academy trustees, as appropriate.

Funds are only invested in low risk, easily accessible accounts and a value matching the Trust monthly payroll obligation will be invested in an instant access account. Funds will only be placed with banking institutions that are regulated by the Financial Conduct Authority and with good credit ratings.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

The following people are authorised signatories:

Robert Gooding - CEO and Accounting Officer

Meg Lucas - Deputy CEO

Anna Raine - Trust Business Manager

Daryl Kirkland - Trustee

The CFO will review interest rates and compare them with other investment opportunities annually.

Cash flow and current account balances will be monitored regularly by the CFO to ensure immediate financial commitments can be met and that the current account has adequate balances to meet forthcoming commitments.

When funds are surplus to immediate cash requirements in the current account, we will transfer these to an account with a higher interest rate.

Investments will be for a fixed term that does not exceed one year unless there is a clear rationale for a longer-term investment that would benefit the trust.

A maximum limit of £85,000 will be in place when investing outside Lloyds Bank. This is because the first £85,000 of investment is protected by the Financial Services Compensation Scheme.

Funds, and any interest earned on those funds, will be automatically reinvested unless money is required for immediate or anticipated expenditure

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

Principal Risks and Uncertainties

The trustees have assessed the major risks to which the RLT is exposed. These have also been informed by an external review of Governance. 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 and a proactive and reactive process

A new RLT Risk Framework, Strategy and Register have been created - based on new DFE templates – and is reviewed at least three times a year. This document includes:

- Steps to developing a risk management process, identification, measurement, management and control, monitoring reporting and scrutiny
- Indication of top risks
- Mitigation - risk register
- Lines of defence
- Risk matrix
- Control measures
- Reporting lines
- Alignment to DFE planning calendars
- Succession planning and absence management

Top Risks

Operational sustainability

1. Growth - no growth, incremental growth and rapid growth; implications on school improvement and central team - capacity, reach and scope.
2. Unbudgeted teacher and support staff salary increases - impact on school and nursery budgets.
3. Increased energy and commodity costs
4. Declining in pupil numbers.
5. Talent management and succession planning for key posts in the trust Recruitment and retention - all roles (teaching assistants)
6. Providing financial support to individual schools in need. We do not have an emergency general contingency fund.
7. Small capital projects across the trust.
8. Changes to funding formulas or access to development grants or additional funding streams.
9. Managing risk - financial procedures, statutory compliance with Academies Handbook.
10. Governance at trust and school level - knowing and understanding roles and responsibilities, ensuring the composition of boards have the right knowledge and skill profile.

Reputational damage

1. Decline in standards and achievements - Ofsted ratings.
2. Decline in the quality of teaching and learning or weaker curriculum offer.
3. Lack of parental engagement - marketing/PR.
4. Condition and maintenance of school buildings.
5. Cyber safety - IT systems and processes

Fundraising

The Trust does not use any external fundraisers.
All fundraising undertaken during the year was monitored by the Trustees.

Plans for future periods

Growth remains a key strategic goal for our Trust: 10-15 schools or 2000 pupils.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

The Rutland Learning Trust continues to improve the levels of performance of all of its pupils across each school in our MAT. We have an outstanding understanding of our strengths and areas of development, based on rigorous analysis of data, meticulous quality assurance activities and accurate external monitoring of teaching and learning. School improvement planning is based on regular analysis of data, outcomes from school improvement activities and quality assurance deep dives. We make good use of external validation to secure our judgements on the quality of provision and subsequent outcomes.

School improvement strategies are highly effective because elements identified as previously underperforming have been successfully addressed through a combination of rigorous monitoring, outstanding CPD, including incremental coaching and mentoring, and thorough analysis of performance data. Our schools make good provision for personalised learning, support and intervention programs for individual pupils and the quality of provision for inclusion is strong due to bespoke programs aimed at raising achievement.

Strive for excellence is evident in many aspects of our work across the Trust. Our shared vision of working together to sustain excellence and transform lives is underpinned by a strong culture of collaboration, openness and commitment to evidence informed professional learning.

Sustainable Growth

Our schools will provide a high quality and inclusive education within the resilient structure of our multi academy trust, sharing expertise, resources and support to help teachers and leaders deliver outstanding outcomes for all pupils.

Growth principles

The RLT understands the need to build capacity in advance of new academies joining the RLT.

The RLT is fully prepared for the challenges of different types of academies or schools joining our team.

The RLT (following consultation with the Diocese, RSC and DfE) will explore working with Church and Community schools in Rutland and surrounding counties.

Location is not a barrier to growth providing a close and strong relationship can be maintained with our schools. The RLT will continue to develop strong localised HUBS or families/clusters of schools.

The RLT would welcome the opportunity to support or sponsor a school, or schools, in an Education Investment Area.

The RLT will review governance, leadership, school improvement and business structures at the beginning of each growth phase – or sooner if required. The Trustees will undertake an independent review of Governance at the end of each phase to ensure readiness for the next period of growth.

The RLT will consider the addition of 1 school in an OFSTED category (i.e. Special Measures or Serious Weaknesses) per year unless they have had a recent change in leadership and/or can demonstrate strong capacity to improve with support.

The RLT understands that the DfE will continue to apply the presumption against closure of smaller rural schools. This means that the RLT would consider working with schools that have less than 150 pupils on roll but would prefer if these schools joined as part of a cluster, family or hub.

Through rigorous due diligence procedures the Rutland Learning Trust ensures Trustees have a clear understanding of risk and the impact that different types and sizes of schools joining the Trust will have on its overall effectiveness - finance, leadership and governance structures.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

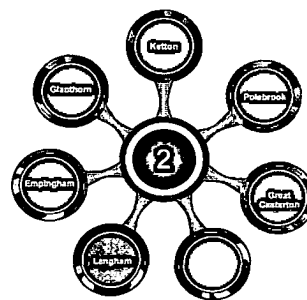
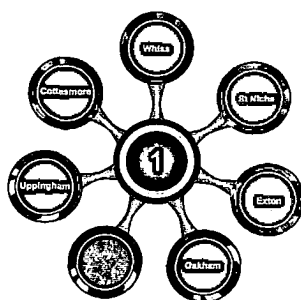
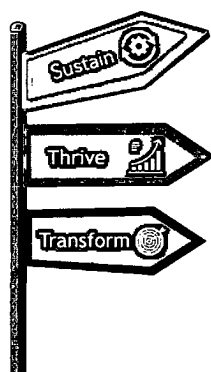
The RLT will submit an updated growth proposal and strategy based on the DfE 'Strategic Delivery Plan' which will be published in the Autumn Term 2022. We understand this key document will set out the key educational priorities for MAT development in each area or region – including Education Investment Areas.

Performance Measures – GROWTH KPIs

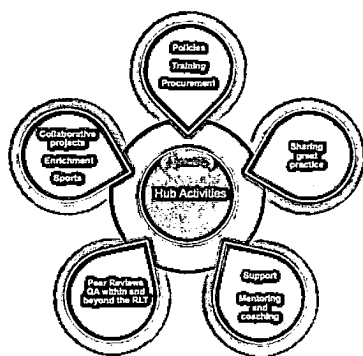
Sustainable and progressive strategic growth model – family of schools

Current target: Operational sustainability by 2025

(15 schools /or over 2000 pupils)



Teachers and leaders will form communities of practice, sharing evidence-based approaches and benefit from high quality professional development to improve outcomes for children. We will achieve economies of scale, sharing resources, centralising functions, and ensure robust financial governance, in order to build resilience and save time and money to reinvest into our schools. As a result of these benefits our schools will achieve strong educational outcomes.



Peer Reviews and School improvement Work – Planning, moderation, training

Cottesmore and Oakham
Uppingham and Whissendine
St Nicholas and Exton
Empingham/Great Casterton and Polebrook and Glapthorn
Ketton and Langham

Goals – we will:

- Achieve our Growth Target: 10-15 schools or over 2000 pupils by 2025.
This will enable the RLT to enhance the school improvement and business model.
- Use the “five strategic areas for sustainability, five school improvement fundamentals, and five DfE principles of strong Trusts” to inform our growth plan.
- Ensure the RLT growth strategy is underpinned by strong and effective financial management, prioritising the use of resources, including the estate, to deliver the best educational experience and outcomes for children - (robust financial modelling by the CFO).
- Ensure Trustees have a clear understanding of what might happen if growth is slower than anticipated.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

- Ensure full compliance with the statutory requirements outlined in the Academy Trust Handbook.
- Enhance the Trust's social media presence, showcasing the achievements, forthcoming activities, vacancies, events, and ambitions of the trust.
- Ensure the RLT risk register is used to drive all improvement priorities and is the framework for agenda setting across the trust.
- Ensure RLT operating models are clearly articulated in terms of standardisation, alignment, and autonomy – as outlined in the trust scheme of delegation.
- Ensure 'system generosity'- a trust wide commitment to establishing and sustaining high quality partnerships and networks, contributing to local, regional and national educational networks beyond our MAT. Learning from, and contributing to, the practice of other MATs or organisations to secure improved outcomes for all pupils.
- Promote disciplined innovation – research, evaluation and learning from/with the wider system.
- Ensure our school improvement team includes fully trained: Ofsted inspectors, SIAMS inspectors, NPQ trainers and facilitators, Fellows, Pupil Premium Champions, National and Local Leaders in Education, English and Maths Specialist in education, Lead Practitioners, Moderators, Assessment Leads, Curriculum experts, Sports and Enrichment champions, PDP leads and advocates.
- Establish a 'Training School' to champion research and development; disseminate great practice; coordinate school improvement and support; provide high quality coaching, mentoring and outreach; lead and design CPD training, train staff. To ensure consistency in terms of approach, provision, standards, and high expectations – the RLT Way!

What this means for our pupils, staff, and families

Pupils and families: A strong commitment to protecting each school's specialness – retaining those unique characteristics to reflect their communities, pupils, and families. Real collaboration – events and enrichment. The Rutland Inclusion Pathway ensures greater coordinated support for families, rapid access to intervention and training, early intervention and identification of needs, local provision – in mainstream wherever possible.

Staff: Being part of a flourishing school system – a family of schools – collaborating and sharing expertise, resources, and support to help deliver outstanding outcomes for all pupils.

Funds held as custodian Trustees on behalf of others

They RLT and its trustees do not act as the custodian trustees of any charity.

The Rutland Learning Trust

Report of the Trustees for the Year Ended 31st August 2022

Auditor

Insofar as the trustees are aware:

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

The trustees' report, incorporating a strategic report, was approved by order of the board of trustees, as the company directors, on 15/12/2022 and signed on the board's behalf by:

Signed

Rev J Saunders

Chair of Trustees

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

Date

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2022

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.

Changes to the Trust Board

Rachel Attenborough	Appointed 20/05/2022
Nicole Topham	Resigned 06/07/2022
Emma Keith	Resigned 25/03/2022

For details of the structure and coverage of the work by Trustees and Governors please refer to:
The Rutland Learning Trust - Scheme of Delegation and Terms of Reference
The Rutland Learning Trust – Local Governing Body Handbook

As published on the Trust website.

In 2021/22 we used the IMPROVEMENT CAPACITY FRAMEWORK FOR TRUST GOVERNANCE to aid a more forensic approach to self-evaluation at Board level, to assess our corporate capacity and effectiveness. The Chair of Trustees also took part in the NGA 'Leading Governance Development Programme for Boards.' The focus for this work was the Trust's governance arrangements as we continue the transition from a small to medium-size MAT.

The NGA consultant undertook a review of the current governance arrangement of the Trust and focused on:

- The aspects that will help to strengthen governance of the Trust at the current time.
- The options that the Trust has to adapt the current arrangements to an organisation with a greater number of schools.

A CEO Report is presented to Trustees at each Board meeting. This document uses a wide range of evidence, research and data to ensure reliability and validity of evaluations. Data is supported with local, regional and national comparators.

A review of Local Governance is planned in the Spring Term each year.

A suite of documents and training opportunities is provided by the Trust to support the LGBs through this process.

- 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 will be used from 2022/23

The annual LGB self-evaluation, usually undertaken in Spring or Summer Term was suspended again due to Coronavirus.

Instead, we undertook a full review of Governance arrangements for LGBs. This was led by the Chairs of Governors, Trustees and other interested Governors from across the Trust

We said...

**Governance Statement
for the Year Ended 31st August 2022**

Imagine we had the opportunity to think again about Governance at school level in our Trust and could redefine or reframe the responsibilities and roles Governors play so that they can truly influence what is happening.

We asked...

Is there a way to better use the talents and skills of our Governors so that they can genuinely help our schools improve?

We stated...

Imagine we start with one very simple, yet essential, premise “What is it like to be a child in our school?”

And then build structures and systems around this very concept.

Our LGBs meets 6 times a year to consider:

~~1.1~~ “What is it like to be a child in our school?”

- Quality of Education
- The effectiveness of Leadership and Management
- The Ethos and Culture of the school
- Behaviour and Attitudes
- Inclusion

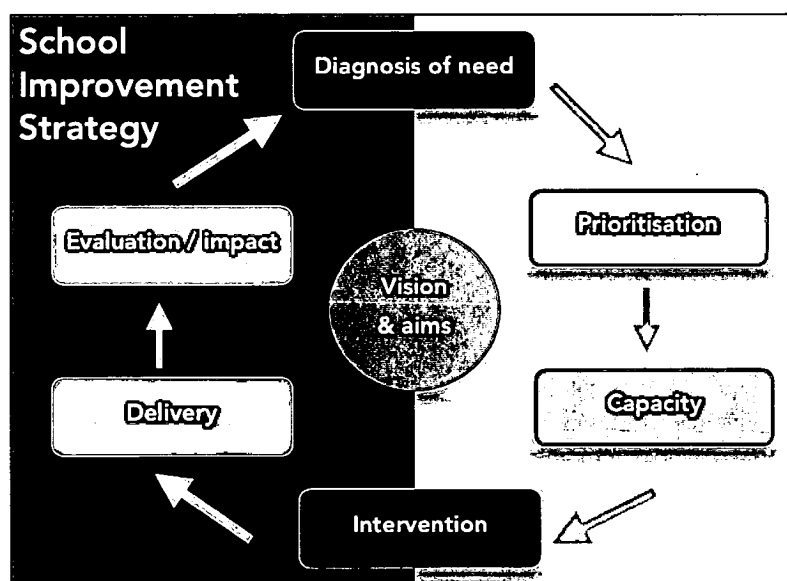
To enable this we updated the scheme of delegation to reflect these changes and created a LGB handbook which outlines the roles and responsibilities in greater detail. The handbook is underpinned by a suite of training events and Governor coaching/mentor to help us achieve our aims and vision of high quality, impactful Governance. A LGB and Business Committee now separately looks at H&S, Finance, HR and facilities. Initial feedback and evaluations from this new approach has been overwhelmingly positive.

Please refer to:

The Rutland Learning Trust – Local Governing Body Handbook

As published on the Trust website.

The RLT School Improvement Strategy - an integral part of the process - was also updated to reflect the changes in models of Governance.



The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2022

Trustee Attendance 2021/22

Trust Board	Term 1	Term 2	Term 4	Term 6
David Evans	1	1	1	1
Rev. James Saunders	1	1	1	1
Nicole Topham	0	1	R	R
Adrienne Holland	1	1	1	1
Kristi Withers	1	1	1	1
Rev. Peter French	1	1	1	1
Rob Gooding	1	1	1	1
Emma Keith	1	R	R	R
Ian Blackburn	1	1	0	1
Richard White	1	1	1	1
Sarah Bysouth.	0	0	0	0
Adam Cooper	1	1	1	1
Daryl Kirkland	1	1	1	1

(*) Mrs Bysouth was granted a sabbatical to concentrate on Cottesmore Academy's LGB.

Audit and Risk	Term 1	Term 2	Term 4	Term 6
David Evans	1	1	1	1
Rev. James Saunders	0	1	1	1
Kristi Withers	1	1	0	1
Rob Gooding	1	1	1	1
Ian Blackburn	1	1	0	1
Richard White	1	1	0	1
Adam Cooper	1	1	1	1
Daryl Kirkland	1	1	1	1

Scrutiny	Term 1	Term 2	Term 4	Term 6
Rev. James Saunders	0	1	1	1
Nicole Topham	0	1	R	R
Adrienne Holland	1	1	1	1
Rev. Peter French	0	1	1	1
Rob Gooding	1	1	1	1
Emma Keith	1	R	R	R
Richard White	1	1	1	0
Sarah Bysouth.	1	1	1	1

Review of Value for Money

As accounting officer the Chief Executive Office 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 RLT applies the four principles of best value:

- Challenge, are our schools performing high enough? What do parents want?
- Compare, how do our schools perform and compare with other schools – locally and nationally?
- Consult, how do we seek the views of stakeholders about the services our schools provide?

The Rutland Learning Trust

Governance Statement

for the Year Ended 31st August 2022

- Compete, how do we secure efficient and effective services? Our services of appropriate quality?

The audit and risk committee meet at least four times a year – please refer to Terms of Reference. LGB Business Committees meet every six weeks to review finances – budgets, premises, staffing levels, personnel and any health or safety issues.

The accounting officer for the academy trust has delivered improved value for money during the year by sustaining and improving:

1. The QUALITY of EDUCATION in school - across EYFS, KS1 and KS2

- the curriculum: broad, balanced, inspirational, the intent, implementation and impact is clearly articulated
- the quality of teaching and learning
- outcomes: attainment and achievement.
- progress towards achieving ambitious targets
- use of assessment to track and monitor performance

2. The effectiveness of LEADERSHIP and MANAGEMENT

- a clear and ambitious vision for providing high quality education for all pupils - realised through strong, shared values, policies and practices aligned to the trust vision of working together, sustaining excellence, transforming learning.
- high expectations for what all children and learners can achieve and ensure high quality education and care for children and learners
- improving staff practice and teaching, learning and assessment through rigorous appraisal and appropriate professional development
- evaluating the quality of the provision and outcomes through robust self-assessment, using a wide range of monitoring strategies, and using the findings to develop capacity for sustainable improvement - leadership reports and self-evaluation.
- developing learning programmes and a curriculum that have suitable breadth, depth and relevance so that they meet all relevant statutory requirements, as well as the needs and interests of learners - (prioritising reading, knowledge and vocabulary)
- promoting strong parental engagement
- understanding local and contextual issues/priorities

3. ETHOS and CULTURE

- inculcating the vision, values and ethos of the trust and school to enhance pupils spiritual, moral, social and cultural development
- personal development - learning character - independent and creative thinkers. learners that are resilient, resourceful, respectful, responsible, reflective, take risks and form strong relationships.
- prepare pupils for life in modern Britain - developing their understanding of the fundamental british values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- well being of staff and pupils

4. BEHAVIOUR and ATTITUDES

- relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe, staff know and care about pupils.
- the school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly.
- pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes towards their learning.
- pupils' attitudes to their education are positive. they are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- leaders support all staff well in managing pupil behaviour. leaders, staff and pupils create a positive environment in which bullying is not tolerated.
- a strong focus on attendance and punctuality.

5. INCLUSION

- meeting the needs of all pupils
- everyone matters and are included! Differences are celebrated and understood. learning builds on pupils' strengths.
- a shared commitment for improving outcomes for disadvantaged children, vulnerable groups and SEND learners.

Schools	OFSTED	SIAMS Inspection
Cottesmore Academy	Good	NA
Empingham CE	Good	Good
Exton and Greetham CE	Good	Good
Glaphorn CE	Good	Good
Great Casterton CE	Outstanding	Good
Ketton CE Primary School	Outstanding	Excellent
Langham CE Primary School	Good	Good
St Nicholas CE Primary School	Good	Outstanding
Uppingham CE Primary School	Good	Good
Whissendine CE Primary School	Outstanding	Good

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, SIAMS Inspections and other external/internal quality assurance monitoring activities.

This year we have introduced a new assessment system and co-written a new Curriculum, Teaching and Learning handbook.

These provide clear guidelines and expectations for being an RLT school.

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.

If the quality of education - teaching and learning, curriculum, use of assessment or leadership - falls below our expected standard, a programme of intensive support is provided for the school e.g. leading teacher, leadership, school improvement deployment. This support is also extended to other aspects of school performance e.g. support staff, offices, premises. This information is captured on a Note of Visit – Support Request Form.

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

We have improved our banking structure and operations, gaining cash flow benefits, opportunity to invest, control and general oversight.

We have also moved finance systems to facilitate simpler and more efficient day to day financial administration.

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2022

To gain greater control and visibility of our HR information we have moved HR providers and now operate our own prime record within in the Trust supported by a solicitors firm for HR advice. In relation we have also changed our payroll service to be on the same platform as our finance and HR to secure the benefits of integration over all three functions.

Our school catering service went out to tender as a group procurement activity for all our academies also including other local primary schools. Early indications are positive with feedback of increased quality, choice, less waste and increased pupil take up in addition to better valued and supported kitchen staff.

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 and this will continue to help planning our group procurement program. It has also been revealing in determining how differently our schools of similar sizes are funded and the reasons why. In addition to clearly demonstrating the financial effects specific challenges can have on member schools.

We complete the resource management self-assessment tool which benchmarks your schools spend with samples of schools with similar key characteristics

We also benchmark our income and expenditure against national sample sets. We compare at a local level, and then nationally based on chosen criteria. We incorporate size, location, social setting and additional needs into the criteria. We also benchmark for improvement looking at other high performing academies. The value of the process is that it prompts us to question and challenge our spending strategies or validate decision-making.

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 2021/22 the Trust has also been successful with several bids for additional funding:

Conversion grant	£25,000
Condition Improvement Fund	£1,119,683

Outreach work

The Rutland Learning Trust has achieved NLE status (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 risks of failure to achieve policies, aims and objectives. It can, therefore, only provide reasonable and not absolute

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2022

assurance of effectiveness. The system of internal control is based on an ongoing 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 2022 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 and the operating, financial and compliance controls implemented to mitigate those risks. The board of Trustees is of the view that there is a formal ongoing process for identifying, evaluating and managing the academy trust's significant risks that have been in place for the period up to 31 August 2022 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 6 financial reports which are reviewed and agreed by the board of trustees.
- Regular reviews by the audit/risk committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes
- Setting targets to measure financial and other performance
- Clearly defined purchasing (asset purchase or capital investment) guidelines
- Delegation of authority and segregation of duties
- Identification and management of risks

The board of Trustees trust employs an external financial management provider to provide support with the higher CFO 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 an external and independent consultant to carry out a 'responsible officer role' to report directly to the audit and risk 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 after performing a range of checks on the academy trust's financial systems.

In particular the checks carried out in the current period included:

- Financial
- Strategic and Operational
- Recruitment processes
- Business continuity processes
- Governance
- Compliance and other matters

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

All school level checks are undertaken by the independent auditor/reviewer Johnny Anderson.

A three-year internal scrutiny programme has been agreed with the Trustees.

- The programme is broken down into three visits, one for each term.

The Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2022

- The programme has been reviewed by the CEO/CFO and the independent auditor and customised to the risk management needs initially assessed by the Trust.
- Each visit is split into two parts, first a series of standard financial control checks and the second being rotational work based on themes from the risk register headings – finance, strategy, business continuity and operations or compliance and other.
- Each visit takes place on two sites, the school and the central finance office.
- This extended programme has many points that are drafted as questions. This is to direct a review which will focus on the points relevant for the school/Trust, rather than attempting prescriptive tests.
- A half day visit does not allow time to cover every possible item within each area which is why the programme is spread over three years. This enables the Trustees to review the key areas and any additional items to prioritise.
- After each visit a report is made to the Audit/Risk Committee for their consideration.
- The programme will be reviewed at the end of each year to incorporate changing requirements from the ESFA and/or needs of the Trust.
- An annual internal scrutiny report is also produced for submission with the annual accounts to the ESFA

Independence and conflict of interest:

Although it is vital that the independent auditor (Responsible Officer) works closely with the finance team, it is imperative that there remains objectivity and impartiality. The Responsible Officer complies fully with the ICAEW's Ethical Standards. There are no actual or potential conflicts of interest.

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. This is undertaken six times a year.

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 regularly review our central services financial strategy to ensure the trust continues to be sustainable and aligns with the ESFA 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 shared annually with the LGBs.

Our current critical success factors are:

- Demand: Pupil numbers, reputation, standards, Ofsted and SIAMS ratings
- Communication: Communication and connection with all stakeholders
- Disciplined innovation: Research, evaluation and learning from/with the education sector, Real time and robust intelligence
- Growth: Sustainable and progressive growth
- Identity: Strong commitment to protecting each school's unique characteristics and specialness to reflect locality, community and families
- Premises and facilities: High quality premises and facilities – condition and maintenance

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

- Value for money
- Effectiveness
- Sustainability.

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 Rutland Learning Trust

Governance Statement for the Year Ended 31st August 2022

- the work of the internal auditor/reviewer – EdBC Senior Partner
- the work of the external auditor – Hardings Accountancy
- the resource management self-assessment tool
- the work of the Chief Finance Officer and Business Managers within the academy trust who have responsibility for the development and maintenance of the internal control framework

The accounting officer has been advised of the implications of the result of their review of the system of internal control by the 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 _____ and signed on its behalf by:

Chair of Trustees: Rev James Saunders

Signed:

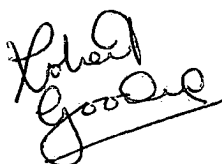
Date: 15/12/2022



The Rutland Learning Trust Accounting Officer: Rob Gooding

Signed:

Date: 15/12/2022



The Rutland Learning Trust

Statement on Regularity, Propriety and Compliance for the Year Ended 31st August 2022

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 Academy Trust Handbook 2021.

I confirm that I and the academy trust board of trustees are able to identify any material irregular or improper use of funds by the academy trust, or material non-compliance with the terms and conditions of funding under the academy trust's funding agreement and the Academy Trust Handbook 2021.

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

Mr R Gooding - Accounting Officer

15th December 2022

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

The Rutland Learning Trust

Statement of Trustees' Responsibilities for the Year Ended 31st August 2022

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 charitable company and of the incoming resources and application of resources, including the income and expenditure, of the charitable company 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 2019 and the Academies Accounts Direction 2021 to 2022;
- 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 charitable company will continue in business.

The trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the charitable company's transactions and disclose with reasonable accuracy at any time the financial position of the charitable company and 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 charitable company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The trustees are responsible for ensuring that in its conduct and operation the charitable company applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from 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 15th December 2022 and signed on its behalf by:

Chair of Trustees: Rev James Saunders

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

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 2022 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 2021 to 2022 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 2022 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- have been prepared in accordance with the requirements of the Companies Act 2006; and
- have been prepared in accordance with the Charities SORP 2019 and Academies Accounts Direction 2021 to 2022.

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

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

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

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

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 this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact. We have nothing to report in this regard.

Opinions 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.

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

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.

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.

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

In identifying and assessing risks of material misstatement in respect of irregularities, including fraud and non-compliance with laws and regulations, our procedures included the following:

- enquiring of management including obtaining and reviewing policies and procedures relating to:
 - identifying, evaluating and complying with laws and regulations and whether there were any instances of non-compliance;
 - detecting and responding to the risks of fraud and whether they have any knowledge of any actual, suspected or alleged fraud;
 - reviewing the internal controls established to mitigate risks related to fraud or non-compliance with laws and regulations.
- discussions among the audit engagement team regarding how and where fraud might occur in the financial statements and any potential indicators of fraud.
- obtaining an understanding of the legal and regulatory framework in which the Trust operates, focusing on those laws and regulations that had a direct effect on the financial statements or that had a fundamental effect on the operations of the Trust.

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.

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

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

15th December 2022

**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 2021 to 2022, 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 2021 to 31st August 2022 have been applied to the purposes identified by Parliament and the financial transactions conform to the authorities which govern them.

This report is made solely to 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 Academy Trust Handbook, extant from 1st September 2021, for ensuring that expenditure disbursed and income received is applied for the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

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

Approach

We conducted our engagement in accordance with the Academies Accounts Direction 2021 to 2022 issued by the ESFA. We performed a limited assurance engagement as defined in our engagement letter.

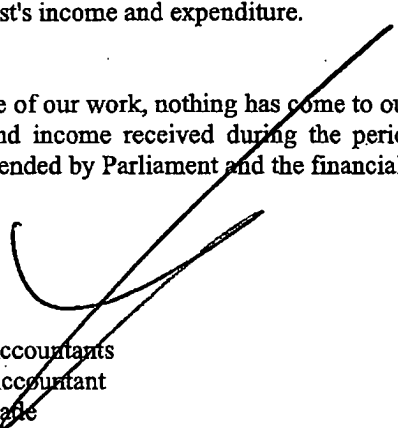
The objective of a limited assurance engagement is to perform such procedures as to obtain information and explanations in order to provide us with sufficient appropriate evidence to express a negative conclusion on regularity.

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 2021 to 31st August 2022 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
Reporting Accountant
6 Marsh Parade
Newcastle-under-Lyme
Staffordshire
ST5 1DU

15th December 2022

The Rutland Learning Trust

**Statement of Financial Activities
for the Year Ended 31st August 2022**

				31/8/22	31/8/21
		Unrestricted	Restricted		
	Notes	fund	fixed	Total	Total
		£	assets	funds	funds
		£	fund	£	£
Income and endowments from					
Donations and capital grants	2	-	81,969	1,829,142	849,690
Transfer from Local Authority on conversion		-	-	-	(67,513)
Charitable activities					
Funding for the academy's educational operations	3	-	-	7,936,918	7,669,963
Other trading activities	4	152,781	-	377,886	273,283
Investment income	5	798	-	798	318
Total		153,579	81,969	10,143,946	8,725,741
Expenditure on					
Raising funds	7	-	-	140,336	25,967
Charitable activities					
Academy's educational operations	3	-	163,831	9,256,104	8,633,719
Total	6	-	163,831	9,396,440	8,659,686
NET INCOME/(EXPENDITURE)		153,579	(81,862)	747,506	66,055
Transfers between funds	19	-	1,288,910	(1,288,910)	-
Other recognised gains/(losses)					
Actuarial gains/(losses) on defined benefit schemes		-	-	5,525,000	(1,061,000)
Net movement in funds		153,579	1,207,048	4,983,596	(994,945)
Reconciliation of funds					
Total funds brought forward		894,811	4,578,158	(5,012,902)	1,455,012
Total funds carried forward		1,048,390	5,785,206	(29,306)	460,067

The notes form part of these financial statements

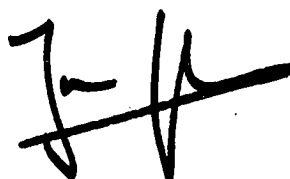
The Rutland Learning Trust (Registered number: 09199785)

Balance Sheet
31st August 2022

				31/8/22	31/8/21
		Unrestricted	Restricted		
	Notes	fund	fixed	Total	Total
		£	assets	funds	funds
		£	fund	£	£
Fixed assets					
Tangible assets	14	-	5,785,206	5,785,206	4,578,161
Current assets					
Debtors	15	-	253,258	812,107	406,948
Cash at bank and in hand		<u>1,048,390</u>	<u>-</u>	<u>1,870,691</u>	<u>1,670,464</u>
		1,048,390	253,258	2,682,798	2,077,412
Creditors					
Amounts falling due within one year	16	-	(253,258)	(832,431)	(633,065)
Net current assets		<u>1,048,390</u>	<u>-</u>	<u>1,850,367</u>	<u>1,444,347</u>
Total assets less current liabilities		1,048,390	5,785,206	7,635,573	6,022,508
Creditors					
Amounts falling due after more than one year	17	-	-	(52,283)	(57,441)
Pension liability	20	-	-	(779,000)	(5,505,000)
NET ASSETS		<u>1,048,390</u>	<u>5,785,206</u>	<u>6,804,290</u>	<u>460,067</u>
Funds	19				
Restricted income funds				5,755,900	(434,744)
Unrestricted income fund				<u>1,048,390</u>	<u>894,811</u>
Total funds				<u>6,804,290</u>	<u>460,067</u>

The financial statements were approved by the Board of Trustees and authorised for issue on 15th December 2022 and were signed on its behalf by:

Chair of Trustees: Rev James Saunders



The notes form part of these financial statements

The Rutland Learning Trust

**Cash Flow Statement
for the Year Ended 31st August 2022**

	Notes	31/8/22 £	31/8/21 £
Cash flows from operating activities			
Cash generated from operations	23	(176,090)	385,532
Tax paid		<u>-</u>	<u>(2,926)</u>
Net cash (used in)/provided by operating activities		<u>(318,938)</u>	<u>382,606</u>
Cash flows from investing activities			
Purchase of tangible fixed assets		(1,370,876)	(654,912)
Capital grants from DfE/ESFA		1,736,612	659,548
Interest received		<u>798</u>	<u>318</u>
Net cash provided by investing activities		<u>366,534</u>	<u>4,954</u>
Cash flows from financing activities			
New loans in year		52,142	-
Loan repayments in year		<u>(42,359)</u>	<u>-</u>
Net cash provided by financing activities		<u>9,783</u>	<u>-</u>
		<u>-</u>	<u>-</u>
Change in cash and cash equivalents in the reporting period		200,227	387,560
Cash and cash equivalents at the beginning of the reporting period		<u>1,670,464</u>	<u>1,282,904</u>
Cash and cash equivalents at the end of the reporting period		<u><u>1,870,691</u></u>	<u><u>1,670,464</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 2022

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 2019)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Academies Accounts Direction 2021 to 2022 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 2022

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 the cost less estimated residual value of each asset over its estimated useful life.

Leasehold land and buildings	- over the expected useful economic life
L'hold 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.

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.

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2022**

1. Accounting policies - continued

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 20, will impact the carrying amount of the pension liability. Furthermore a roll forward approach which projects results from the latest full actuarial valuation performed at 31st March 2019 has been used by the actuary in valuing the pensions liability at 31st August 2022. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

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.

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2022**

1. Accounting policies - continued

Pension costs and other post-retirement benefits

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

The LGPS is a funded scheme and the assets are held separately from those of the academy trust in separate trustee administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit method and discounted at a rate equivalent to the current rate of return on a high quality corporate bond of equivalent term and currency to the liabilities. The actuarial valuations are obtained at least triennially and are updated at each balance sheet date. The amounts charged to operating surplus are the current service costs and gains and losses on settlements and curtailments. They are included as part of staff costs. Past service costs are recognised immediately in the Statement of Financial Activities if the benefits have vested. If the benefits have not vested immediately, the costs are recognised over the period until vesting occurs. The expected return on assets and the interest cost are shown as a net finance amount of other finance costs or credits adjacent to interest. Actuarial gains and losses are recognised immediately in other gains and losses.

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 £	31/8/22 Total funds £	31/8/21 Total funds £
Donations	-	90,797	90,797	161,804
Grants	-	1,736,612	1,736,612	659,548
Educational visits	-	83,702	83,701	28,338
	<u>-</u>	<u>1,911,111</u>	<u>1,911,111</u>	<u>849,690</u>

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

	31/8/22 £	31/8/21 £
Capital grants	<u>1,736,612</u>	<u>659,548</u>

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2022

3. Funding for the academy trust's educational operations

	Unrestricted funds £	Restricted funds £	31/8/22 Total funds £	31/8/21 Total funds £
DfE/ESFA grants				
General Annual Grant(GAG)	-	6,652,724	6,652,724	6,023,464
Start up grants	-	25,000	25,000	-
Other DfE / EFA grants	-	842,694	842,694	1,286,812
	-	7,520,418	7,520,418	7,310,276
Other Government grant				
Local Authority grants	-	416,500	416,500	359,687
	-	7,936,918	7,936,918	7,669,963

Other DfE/ESFA grants is made up of the following:

	31/8/22 £	31/8/21 £
Pupil premium	297,620	274,187
PE & sports grant	188,230	181,030
UIFSM	214,951	245,706
Teachers pay and pension grants	1,620	273,914
Covid-19 catch up premium	-	113,120
Academies emergency support	-	31,274
Covid Job Retention Scheme	-	13,185
Supplementary Grant	77,919	-
Other	62,354	141,212
	842,694	1,286,812

4. Other trading activities

	Unrestricted funds £	Restricted funds £	31/8/22 Total funds £	31/8/21 Total funds £
Hire of facilities	4,708	1,327	6,035	2,854
Catering income	-	3,607	3,607	25,349
Breakfast & after school club	-	264,521	264,521	56,482
Receipts from supply teacher insurance claims	-	9,704	9,704	41,240
Other generated income (inc Nursery income)	148,073	98,727	246,800	147,358
	152,781	377,886	530,667	273,283

The Rutland Learning Trust

**Notes to the Financial Statements - continued
for the Year Ended 31st August 2022**

5. Investment income

	Unrestricted funds £	Restricted funds £	31/8/22 Total funds £	31/8/21 Total funds £
Deposit account interest	<u>798</u>	<u>-</u>	<u>798</u>	<u>318</u>

6. Expenditure

	Non-pay expenditure			31/8/22	31/8/21
	Staff costs £	Premises £	Other costs £	Total £	Total £
Raising funds					
Costs of fundraising					
Direct costs	-	-	137,372	137,372	21,057
Costs incurred by trading for a fundraising purpose					
Direct costs	-	-	2,964	2,964	4,910
Charitable activities					
Academy's educational operations					
Direct costs	5,617,655	-	452,402	6,070,057	5,622,709
Allocated support costs	<u>1,344,435</u>	<u>1,608,178</u>	<u>397,265</u>	<u>3,349,878</u>	<u>3,011,010</u>
	<u>6,962,090</u>	<u>1,608,178</u>	<u>990,003</u>	<u>9,560,271</u>	<u>8,659,686</u>

Net resources are stated after charging/(crediting)

	Year Ended 31/08/22 £	Year Ended 31/08/21 £
Auditor's remuneration - non audit services	12,000	12,000
Auditor's remuneration - audit services	6,500	6,500
Depreciation - owned assets	75,073	73,780
Depreciation - leasehold assets	<u>88,758</u>	<u>77,851</u>

7. Raising funds

Costs of fundraising

	Unrestricted funds £	Restricted funds £	31/8/22 Total funds £	31/8/21 Total funds £
Educational visits	<u>-</u>	<u>137,372</u>	<u>137,372</u>	<u>21,057</u>

Costs incurred by trading for a fundraising purpose

	Unrestricted funds £	Restricted funds £	31/8/22 Total funds £	31/8/21 Total funds £
Purchases	<u>-</u>	<u>2,964</u>	<u>2,964</u>	<u>4,910</u>
Aggregate amounts	<u>-</u>	<u>140,336</u>	<u>140,336</u>	<u>25,967</u>

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2022

8. Charitable activities - academy's educational operations

	Unrestricted funds £	Restricted funds £	31/8/22 Total funds £	31/8/21 Total funds £
Direct costs	-	6,070,057	6,070,057	5,622,709
Support costs	-	3,349,878	3,349,878	3,011,010
	-	9,419,935	9,419,935	8,633,719

	31/8/22 Total £	31/8/21 Total £
Analysis of support costs		
Support staff costs	1,344,435	1,174,797
Depreciation	163,831	120,127
Technology costs	6,255	9,371
Premises costs	741,949	784,619
Other support costs	258,683	300,919
Governance costs	834,725	621,177
Total support costs	3,349,878	3,011,010

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 £105,000- £110,000 (2021: £95,000 - £105,000)
Employer's pension contributions £25,000 - £30,000 (2021: £20,000 - £25,000)

A Raine (Staff Trustee - resigned 01/03/2021):

Remuneration £Nil (2021: £25,000 - £30,000)
Employer's pension contributions £Nil (2021: £5,000 - £10,000)

Trustees' expenses

There were no trustees' expenses paid for the year ended 31st August 2022 nor for the year ended 31st August 2021.

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2022

10. Staff costs

	31/8/22	31/8/21
	£	£
Wages and salaries	5,060,098	4,904,919
Social security costs	436,907	452,400
Operating costs of defined benefit pension schemes	<u>1,234,794</u>	<u>1,048,612</u>
	6,731,799	6,405,931
Supply teacher costs	83,471	70,838
Compensation payments	<u>146,820</u>	<u>12,829</u>
	<u><u>6,962,090</u></u>	<u><u>6,489,598</u></u>

Included in the above staff costs is £18,705 relating to restructuring costs. This is made up as follows:

	31/8/22	31/8/21
	£	£
Redundancy payments	<u>7,975</u>	<u>18,705</u>
Total	<u><u>7,975</u></u>	<u><u>18,705</u></u>

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

	31/8/22	31/8/21
Teachers	68	67
Administration and support	149	137
Management	<u>13</u>	<u>15</u>
	<u><u>230</u></u>	<u><u>219</u></u>

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

	31/8/22	31/8/21
£60,001 - £70,000	2	1
£70,001 - £80,000	1	1
£100,000 - £110,000	<u>1</u>	<u>-</u>
	<u><u>4</u></u>	<u><u>3</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 2. The total amount of employee benefits (including employer pension contributions) received by key management personnel for their services to the academy trust was £326,249 (2021 £333,456).

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2022

11. Trustees' and officers' insurance

The academy trust has opted into the Department for Education's risk protection arrangement (RPA), an alternative to insurance where UK government funds cover losses that arise. This scheme protects trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business, and provides cover up to £10,000,000. It is not possible to quantify the trustees and officers indemnity element from the overall cost of the RPA scheme.

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	52,176	68,081	729,433	849,690
Transfer from Local Authority on conversion	92,487	-	(160,000)	(67,513)
Charitable activities				
Funding for the academy's educational operations	-	-	7,669,963	7,669,963
Other trading activities	139,513	-	133,769	273,282
Investment income	318	-	-	318
Total	284,494	68,081	8,373,165	8,725,740
Expenditure on				
Raising funds	-	-	25,967	25,967
Charitable activities				
Academy's educational operations	-	151,630	8,482,087	8,633,717
Total	-	151,630	8,508,054	8,659,684
NET INCOME/(EXPENDITURE)	284,494	(83,549)	(134,889)	66,056
Transfers between funds	-	586,829	(586,829)	-
Other recognised gains/(losses)				
Actuarial gains/(losses) on defined benefit schemes	-	-	(1,061,000)	(1,061,000)
Net movement in funds	284,494	503,280	(1,782,718)	(994,944)
Reconciliation of funds				
Total funds brought forward	610,318	4,074,878	(3,230,184)	1,455,012
Total funds carried forward	894,812	4,578,158	(5,012,902)	460,068

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2022

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 management support
- audit and accountancy
- legal support
- training
- governor support
- group procurement
- facilities management
- admissions

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:

	2022	2021
	£	£
Whissendine CE Primary School	39,544	34,372
St.Nicholas CE Primary School	26,854	28,015
Ketton CE Primary School	41,660	34,563
Langham CE Primary School	41,458	37,985
Cottesmore Academy	38,207	32,155
Exton and Greetham CE Primary School	22,643	17,624
Empingham CE Primary School	21,898	18,147
Great Casterton CE Primary School	23,096	18,885
Uppingham CE Primary School	33,933	32,924
Glaphthorn CE Primary School	22,298	18,202
Polebrook CE Primary School	22,961	19,171
	<hr/>	<hr/>
Total	<u>334,552</u>	<u>292,043</u>

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2022

14. Tangible fixed assets

	Leasehold land and buildings £	L'hoid property improvements £	Fixtures and fittings £	Computer equipment £	Totals £
Cost					
At 1st September 2021	1,735,182	2,846,855	332,989	348,144	5,263,170
Additions	-	1,346,089	11,003	13,784	1,370,876
At 31st August 2022	<u>1,735,182</u>	<u>4,192,944</u>	<u>343,992</u>	<u>361,928</u>	<u>6,634,046</u>
Depreciation					
At 1st September 2021	105,012	146,255	174,225	259,517	685,009
Charge for year	<u>31,504</u>	<u>57,255</u>	<u>41,002</u>	<u>34,070</u>	<u>163,831</u>
At 31st August 2022	<u>136,516</u>	<u>203,510</u>	<u>215,227</u>	<u>293,587</u>	<u>848,840</u>
Net book value					
At 31st August 2022	<u>1,598,666</u>	<u>3,989,434</u>	<u>128,765</u>	<u>68,341</u>	<u>5,785,206</u>
At 31st August 2021	<u>1,630,170</u>	<u>2,700,600</u>	<u>158,764</u>	<u>88,627</u>	<u>4,578,161</u>

With the exception of Cottesmore Academy, the trust has not included any amount in respect of the value of land and buildings as a result of instructions from the diocese. 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.

If the value of the land and buildings were accounted for in accordance with the requirements of the ESFA the overall closing position of the total funds would be significantly increased.

15. Debtors: amounts falling due within one year

	31/8/22 £	31/8/21 £
Trade debtors	1,173	40,421
Other debtors	9,081	3,246
VAT	115,017	51,710
Prepayments and accrued income	<u>686,836</u>	<u>311,571</u>
	<u>812,107</u>	<u>406,948</u>

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2022

16. Creditors: amounts falling due within one year

	31/8/22	31/8/21
	£	£
Trade creditors	154,845	158,211
Social security and other taxes	101,748	91,861
Other creditors	321	321
ESFA Creditor	-	2,128
Other Loans	8,579	21,250
Accruals and deferred income	397,164	53,275
Deferred government grants	<u>169,774</u>	<u>306,019</u>
	<u>832,431</u>	<u>633,065</u>

Deferred income and government grants

	2022	2021
	£	£
Deferred income and government grants at 1st September 2021	306,019	204,439
Resources deferred in the year	198,868	306,019
Amounts released from previous years	<u>(306,019)</u>	<u>(204,439)</u>
Deferred income and government grants at 31st August 2022	<u>175,359</u>	<u>306,019</u>

At the balance sheet date, the academy trust was holding funds relating to the 2021/22 academic year as follows:

	2022	2021
	£	£
UIFSM	127,554	140,445
Devolved Formula Capital	34,500	34,897
Rates Relief	-	11,106
Top up Funding	7,720	-
CIF	-	119,571
	<u>169,774</u>	<u>306,019</u>

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

	31/8/22	31/8/21
	£	£
Other loans (see note 18)	52,283	42,500
ESFA Creditor	<u>-</u>	<u>14,941</u>
	<u>52,283</u>	<u>57,441</u>

18. Loans

The above loans consist of Salix Loans of £29,642 repayable over 8 years bearing no interest, and CIF loans of £31,220 repayable over 10 years bearing an interest rate of 2.07%

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2022

19. Movement in funds

	At 1/9/21 £	Net movement in funds £	Transfers between funds £	At 31/8/22 £
Restricted general funds				
General Annual Grant (GAG)	377,201	(108,138)	(51,313)	217,750
Pension liability	(5,505,000)	4,726,000	-	(779,000)
Restricted fixed assets fund	4,578,158	(81,862)	1,288,910	5,785,206
CIF Fund	114,897	1,654,644	(1,237,597)	531,944
	<u>(434,744)</u>	<u>6,190,644</u>	<u>-</u>	<u>5,755,900</u>
Unrestricted fund				
General fund	894,811	153,579	-	1,048,390
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
TOTAL FUNDS	<u>460,067</u>	<u>6,344,223</u>	<u>-</u>	<u>6,804,290</u>

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

	Incoming resources £	Resources expended £	Gains and losses £	Movement in funds £
Restricted general funds				
General Annual Grant (GAG)	6,652,724	(6,760,862)	-	(108,138)
Other DfE / ESFA grants	842,694	(842,694)	-	-
Local Authority grants	416,500	(416,500)	-	-
Other	552,384	(552,384)	-	-
Pension liability	-	(799,000)	5,525,000	4,726,000
Restricted fixed assets fund	81,969	(163,831)	-	(81,862)
Start up grant	25,000	(25,000)	-	-
CIF Fund	1,654,644	-	-	1,654,644
	<u>10,225,915</u>	<u>(9,560,271)</u>	<u>5,525,000</u>	<u>6,190,644</u>
Unrestricted fund				
General fund	153,579	-	-	153,579
	<u> </u>	<u> </u>	<u> </u>	<u> </u>
TOTAL FUNDS	<u>10,379,494</u>	<u>(9,560,271)</u>	<u>5,525,000</u>	<u>6,344,223</u>

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2022

19. Movement in funds - continued

Comparatives for movement in funds

	At 1/9/20 £	Net movement in funds £	Transfers between funds £	At 31/8/21 £
Restricted general funds				
General Annual Grant (GAG)	463,450	695	(86,944)	377,201
Pension liability	(3,731,000)	(1,774,000)	-	(5,505,000)
Restricted fixed assets fund	4,074,878	(83,549)	586,829	4,578,158
Start up grant	25,000	(25,000)	-	-
CIF Fund	12,366	602,416	(499,885)	114,897
	<u>844,694</u>	<u>(1,279,438)</u>	<u>-</u>	<u>(434,744)</u>
Unrestricted fund				
General fund	610,318	284,494	-	894,812
	<u>610,318</u>	<u>284,494</u>	<u>-</u>	<u>894,812</u>
TOTAL FUNDS	<u>1,455,012</u>	<u>(994,944)</u>	<u>-</u>	<u>460,068</u>

Comparative net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Gains and losses £	Movement in funds £
Restricted general funds				
General Annual Grant (GAG)	6,023,464	(6,022,769)	-	695
Other DfE / ESFA grants	1,286,812	(1,286,812)	-	-
Local Authority grants	359,687	(359,687)	-	-
Other	260,786	(260,786)	-	-
Pension liability	(160,000)	(553,000)	(1,061,000)	(1,774,000)
Restricted fixed assets fund	68,081	(151,630)	-	(83,549)
Start up grant	-	(25,000)	-	(25,000)
CIF Fund	602,416	-	-	602,416
	<u>8,441,246</u>	<u>(8,659,684)</u>	<u>(1,061,000)</u>	<u>(1,279,438)</u>
Unrestricted fund				
General fund	284,494	-	-	284,494
	<u>284,494</u>	<u>-</u>	<u>-</u>	<u>284,494</u>
TOTAL FUNDS	<u>8,725,740</u>	<u>(8,659,684)</u>	<u>(1,061,000)</u>	<u>(994,944)</u>

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 2022.

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2022

19. Movement in funds - continued

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.

The balance on the CIF fund represents monies received but not yet spent as the projects to which they relate are not yet completed.

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.

Analysis of academies by fund balance

Fund balances at 31st August 2022 were allocated as follows:

	2022 £	2021 £
Central Fund	276,256	347,224
Whissendine	124,787	97,754
Ketton	71,261	49,913
St Nicholas	45,751	28,544
Langham	86,049	93,485
Exton	134,831	95,310
Cottesmore	122,041	168,428
Empingham	102,809	90,315
Uppingham	59,178	113,546
Great Casterton	60,228	67,851
Glapthorn	12,438	71
Polebrook	170,511	119,572
	<hr/>	<hr/>
Total before fixed assets and pension reserve	1,266,140	1,272,011
	<hr/>	<hr/>
CIF Fund	531,944	114,897
Restricted fixed assets funds	5,785,206	4,578,158
Pension reserve	(779,000)	(5,505,000)
	<hr/>	<hr/>
Total	6,804,290	460,068

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2022

19. Movement in funds - continued

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 £
Cottesmore	648,508	98,704	52,587	95,572	895,371
Empingham	317,640	63,038	45,736	56,305	482,719
Exton	337,847	73,284	28,405	40,394	479,930
Great Casterton	399,273	92,841	53,158	65,983	611,255
Glaphthorn	335,736	47,606	56,431	63,311	503,084
Ketton	644,250	237,158	66,718	126,923	1,075,049
Langham	678,455	265,632	58,667	101,189	1,103,943
Polebrook	316,777	52,827	52,175	45,994	467,773
Central	241,979	72,860	17,870	150,167	482,876
St Nicholas	501,455	103,176	35,410	63,759	703,800
Uppingham	580,033	168,726	60,145	93,104	902,008
Whissendine	615,702	68,584	65,255	120,291	869,832
Pension	-	-	-	799,000	799,000
	<u>5,617,655</u>	<u>1,344,436</u>	<u>592,557</u>	<u>1,821,992</u>	<u>9,376,640</u>

20. 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 Pension Fund & Northamptonshire Pension Fund. Both are multi-employer defined benefit schemes.

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

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

Teachers' pension scheme

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

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

Notes to the Financial Statements - continued
for the Year Ended 31st August 2022

20. Pension and similar obligations - continued

Valuation of the teachers' pension scheme

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

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

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

The employer's pension costs paid to TPS in the period amounted to £659,794 (2021 - £525,612).

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 an unfunded multi-employer pension scheme. The academy trust has accounted for its contributions to the scheme as if it were a defined contribution scheme. The academy 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 2022 was £679,000 (2021 - £523,000), of which employer's contributions totalled £575,000 (2021 - £421,000). and employees' contributions totalled £104,000 (2021 - £102,000). The agreed contribution rates for future years are 26.30 per cent for employers and variable rates for employees.

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

The amounts recognised in the Balance Sheet are as follows:

	Defined benefit pension plans	
	31/8/22	31/8/21
	£	£
Present value of funded obligations	(6,266,000)	(10,543,000)
Fair value of plan assets	5,487,000	5,038,000
	(779,000)	(5,505,000)
Present value of unfunded obligations	-	-
Deficit	(779,000)	(5,505,000)
Net liability	(779,000)	(5,505,000)

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2022

20. Pension and similar obligations - continued

The amounts recognised in the Statement of Financial Activities are as follows:

	Defined benefit pension plans	
	31/8/22	31/8/21
	£	£
Current service cost	1,137,000	861,000
Net interest from net defined benefit asset/liability	182,000	135,000
Past service costs	<u>141,000</u>	<u>-</u>
	<u>1,460,000</u>	<u>996,000</u>
Actual return on plan assets	<u>-</u>	<u>-</u>

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

	Defined benefit pension plans	
	31/8/22	31/8/21
	£	£
Opening defined benefit obligation	10,397,000	7,224,000
Current service cost	1,137,000	861,000
Past service costs	141,000	-
Contributions by scheme participants	104,000	102,000
Interest cost	182,000	135,000
Benefits paid	(54,000)	(51,000)
Business combinations	-	440,000
Remeasurements:		
Actuarial (gains)/losses from changes in demographic assumptions	(30,000)	141,000
Actuarial (gains)/losses from changes in financial assumptions	(5,630,000)	1,807,000
Oblig other remeasurement	<u>19,000</u>	<u>(116,000)</u>
	<u>6,266,000</u>	<u>10,543,000</u>

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

	Defined benefit pension plans	
	31/8/22	31/8/21
	£	£
Opening fair value of scheme assets	4,892,000	3,493,000
Contributions by employer	575,000	421,000
Contributions by scheme participants	104,000	102,000
Interest income on plan assets	86,000	64,000
Benefits paid	(54,000)	(51,000)
Business combinations	-	238,000
Return on plan assets (excluding interest income)	<u>(116,000)</u>	<u>771,000</u>
	<u>5,487,000</u>	<u>5,038,000</u>

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2022

20. Pension and similar obligations - continued

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

	Defined benefit pension plans	
	31/8/22	31/8/21
	£	£
Actuarial (gains)/losses from changes in demographic assumptions	30,000	(141,000)
Actuarial (gains)/losses from changes in financial assumptions	5,630,000	(1,807,000)
Oblig other remeasurement	(19,000)	116,000
Return on plan assets (excluding interest income)	(116,000)	771,000
	<u>5,525,000</u>	<u>(1,061,000)</u>

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

	Defined benefit pension plans	
	31/8/22	31/8/21
Equities	61%	58%
Bonds	28%	29%
Property	9%	7%
Cash	2%	6%
	<u>100%</u>	<u>100%</u>

Northamptonshire Pension Fund

	Defined benefit pension plans	
	31/08/2022	31/08/2021
Equities	69%	67%
Bonds	16%	20%
Property	14%	12%
Cash	1%	1%
	<u>100%</u>	<u>100%</u>

Principal actuarial assumptions at the Balance Sheet date (expressed as weighted averages):

	31/8/22	31/8/21
Discount rate	4.25%	1.65%
Future salary increases	3.55%	3.40%
Future pension increases	3.05%	2.90%
Commutation of pensions to lump sums	50.00%	50.00%
Inflation assumption CPI	2.00%	2.00%

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2022

20. Pension and similar obligations - continued

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

	31/8/22	31/8/21
Retiring today		
Males	21.7	21.7
Females	24.1	24.2
Retiring in 20 years		
Males	22.8	22.6
Females	25.8	25.9

Sensitivity analysis

	31/8/22	31/8/21
	£	£
Discount rate +0.1%	(163,000)	(290,000)
Discount rate -0.1%	163,000	290,000
Mortality assumption - 1 year increase	251,000	441,000
Mortality assumption - 1 year decrease	(251,000)	(441,000)
CPI rate +0.1%	151,000	262,000
CPI rate -0.1%	(151,000)	(262,000)

Northamptonshire Pension Fund

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

	At 31/8/22	At 31/8/21
Retiring today		
Males	21.5	21.7
Females	24.0	24.1
Retiring in 20 years		
Males	22.4	22.8
Females	25.7	25.8

Sensitivity Analysis

	Approx monetary amount	
Change in assumption as at :	31/08/22	31/08/21
Discount rate	4.25%	1.65%
Future salary increases	3.55%	3.40%
Future pension increases	3.05%	2.90%
Commutation of pensions to lump sums	50.00%	50.00%
Inflation assumption CPI	2.00%	2.00%

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2022

21. Long-term commitments, including operating leases

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

	31/8/22	31/8/21
	£	£
Within one year	6,096	7,817
Between one and five years	<u>4,431</u>	<u>9,054</u>
	<u>10,527</u>	<u>16,871</u>

22. 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 trustees have an interest. The following related party transactions took place in the financial period.

During the year the Trust made purchases of £7,912 (2021: £8,100) from the Peterborough Diocesan board of Finance. There were no amounts outstanding (2021: £nil) at the year end.

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

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

	31/8/22	31/8/21
	£	£
Net income for the reporting period (as per the Statement of Financial Activities)	819,223	66,055
Adjustments for:		
Depreciation charges	163,831	151,630
Capital grants from DfE/ESFA	(1,736,612)	(659,548)
Transfer from Local Authority on conversion	-	67,513
Interest received	(798)	(318)
Cash on conversion	-	92,487
Increase in debtors	(405,159)	(4,579)
Increase in creditors	184,425	119,292
Difference between pension charge and cash contributions	<u>799,000</u>	<u>553,000</u>
Net cash (used in)/provided by operations	<u>(176,090)</u>	<u>385,532</u>

The Rutland Learning Trust

Notes to the Financial Statements - continued for the Year Ended 31st August 2022

24. Analysis of changes in net funds

	At 1/9/21 £	Cash flow £	At 31/8/22 £
Net cash			
Cash at bank and in hand	<u>1,670,464</u>	<u>200,227</u>	<u>1,870,691</u>
	<u>1,670,464</u>	<u>200,227</u>	<u>1,870,691</u>
Debt			
Debts falling due after 1 year	<u>(42,500)</u>	<u>(9,783)</u>	<u>(52,283)</u>
Analysis of changes in net funds - continued	<u>(42,500)</u>	<u>(9,783)</u>	<u>(52,283)</u>
Total	<u>1,627,964</u>	<u>190,444</u>	<u>1,818,408</u>

25. 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.