Registered number: 07698631

Cumbria Education Trust

(A company limited by guarantee)

Annual report

31 August 2024

Cumbria Education Trust

(A company limited by guarantee)

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Cumbria Education Trust

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Reference and administrative details

Members	M Simpson, Chair of Members D Francis C Lewis (resigned 10 June 2024) M Payne K Phillips N Polmear (appointed 16 October 2024)
Trustees	G Beveridge, Chair of Trust Board and Chair of CEO Appraisal and Pay Review Sub Committee L Hughes, Chief Executive M Payne, Chair of Finance, HR and Business Development Committee Professor R Trimble (resigned 7 December 2023) J Routledge (resigned 18 July 2024) M Donnelly D Shaw (resigned 18 July 2024) J O'Neill, (Co-opted) Chair of Audit and Risk Committee R Berry M Hood, Chair of Student Achievement and Curriculum Committee (appointed 31 October 2023) C Reeves (appointed 3 September 2024) Dr B Snaith (appointed 9 September 2024) Professor B Webster-Henderson (appointed 14 October 2024)
Company registered number	07698631
Company name	Cumbria Education Trust
Principal and registered office	Longtown Road Brampton Cumbria CA8 1AR
Company secretary	G Martin
Chief executive officer	L Hughes

Senior management team

Senior executive team

L Hughes – Chief Executive
N Polmear – Operations Director (resigned 31 August 2024)
D Bird –Director of Secondary Improvement (internal appointment 1 September 2023)
M Butler – Director of Primary Improvement & Professional Development (appointed 1 September 2023
T Martell Director of School Improvement (appointed 1 September 2023)
S Newstead – Director of Learning Provision
G Martin – Head of Finance
K Rogerson – HR Manager
C Astill – Business Operations Manager (resigned 30 July 2024)
C Kearton – Director of Improvement – Raising Standards Lead
N Tweddle – Leadership Development & Student Culture Lead

Headteachers

M Bedford - Headteacher– Workington Academy (internal appointment 1 September 2023)
N Youngman – Headteacher – The Whitehaven Academy
K Pigdon – Headteacher – William Howard School (internal appointment 1 September 2023)
C Floyd – Executive Principal – Primaries (internal appointed 9 May 2024)
A Weston – Executive Headteacher – Caldew Lea Primary School
A Brotherhood– Headteacher – Hensingham Primary School (appointed 1 September 2023)
J Nicholson – Executive Headteacher – Petteril Bank Primary School (internal moved to role 1 September 2023)
G Brierley –Executive Headteacher – Yewdale Primary School
V McDowell – Headteacher – Northside Primary School
S Lee –Interim Headteacher– Castle Carrock Primary School (internal appointment 1 May 2024)
M Roberts –Headtecher– Newtown Primary School (internal appointment 1 September 2023)
H Wright – Headteacher – Tebay Primary School
S Davies – Headteacher– Yanwath Primary School
L Hitchen – Interim Head of School, Longtown Primary School (interim appointment 1 September 2023)
A Carroll – Headteacher – Longtown Primary School (internal move to role 1 May 2024)

Reference and administrative details (continued)
For the year ended 31 August 2024

Independent auditor	UNW LLP Chartered Accountants Citygate St James' Boulevard Newcastle upon Tyne NE1 4JE
Bankers	Barclays Bank plc 33 English Street Carlisle CA3 8JX
Solicitors	Schofield Sweeney 30 Market Street Huddersfield HD1 2HG

Trustees' report
For the year ended 31 August 2024

The Trustees present their Annual Report, together with the Financial Statements and Auditor's Report of the charitable company, for the 1 September 2023– 31 August 2024. The Annual Report serves the purposes of a Trustees' Report and a Strategic and Directors' Report under company law.

Structure, Governance and Management

Constitution

The Trust is a charitable company limited by guarantee and an exempt charity. The charitable company's Memorandum of Association is the primary governing document of the Trust. The charitable company is known as Cumbria Education Trust (CET).

The Trustees of CET are also the directors of the charitable company for the purposes of company law. Details of the Trustees who served during the year are included in the reference and administrative details of the Trust on page 3.

Members' Liability

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

Trustees' Indemnities

In accordance with normal commercial practice the Trust has purchased insurance to protect Trustees and officers from claims arising from negligent acts, errors or omission occurring whilst on academy trust business. The insurance provides cover of up to £10,000,000 on any one claim.

Method of Recruitment and Appointment or Election of Trustees

CET use the existing Trustees' links with local communities and businesses to recruit new Trustees with the necessary skills to bring the relevant expertise and knowledge to the Trust Board. During 2023/24, CET also used Nurole Ltd, which specialises in non-executive appointments.

Trustees are appointed by the Members. Trustees have a wide range of expertise in specific areas who are interested in working on the Board of Trustees and improving outcomes for children and young people in its family of schools.

Policies and Procedures Adopted for the Induction and Training of Trustees

All new Trustees receive a letter of appointment and a structured induction process. The Chair meets new Trustees and further meetings are arranged with other key staff. New Trustees also receive relevant training from the Central Team or from external courses where needed.

Organisational Structure

The Trust Board has four committees:

- Audit and Risk Committee
- Chief Executive Appraisal and Pay Review Sub Committee
- Finance, HR and Business Development Committee
- Student Achievement and Curriculum Committee.

Each committee has a Chair, clear meeting schedule and Terms of Reference. The committees report to the Trust Board following their meetings.

Each academy has a Local Advisory Board (LAB), which is effectively a committee of the Trust Board. The LABs carry out their function on behalf of the Trust Board and in accordance with the policies and Scheme of Delegation determined by the Trust Board. The Scheme of Delegation was updated and approved by the Trust Board in September 2023.

During 2023/24, there was continued collaboration between the Trust Board and LABs through an appointed Lead Director for each LAB. Further meetings of Directors and Primary and Secondary LAB Chairs and Vice Chairs took place, which further improved communication between the Trust Board and LABs.

Regular training sessions were arranged for the Trustees and LAB members to help them understand and make sense of the data, processes and systems used in the Trust academies, which in turn leads to improved challenge and support.

The Chief Executive is the Accounting Officer of the Trust and a Trustee.

The Trust has a Central Leadership Team, which is made up of our Chief Executive, Directors of Primary and Secondary Improvement, Executive Headteachers, Heads of School, Central School Improvement Staff (Director of Learning Provision and Raising Standards Lead), and Senior Executive Staff from the Central Team.

The Central Team comprises of eight functions: Business Operations, Communications and Marketing, Data, Estates, Finance, Governance, Human Resources and IT.

Central Team staffing increased in capacity during 2023/24. This included the recruitment of two senior leadership posts to lead on the development of school improvement and growth plans and additions within the Business Operations Team, to support increasing operational support needs of the Executive team, event planning and Personal Development initiatives; primarily supporting the continued success of CET's National Professional Qualification (NPQ) programme and the launch of CET's Initial Teacher Training (ITT) provision.

Building on the success of previous years' central school improvement plans, the Trust expanded its resources for dedicated School Improvement Leads who were responsible across the Trust for demonstrating how improved practice on assessment, curriculum and continued professional development (CPD) can deliver school improvement, better pupil outcomes and higher staff engagement and well-being.

Arrangements for Setting Pay and Remuneration of Key Management Personnel

Headteachers and teaching staff (who are part of the Central Team) are paid in line with the Standard Teachers Pay and Conditions Document (STPCD). Eight posts of the Senior Executive within the Central Team are paid on the Leadership Scale and the Operational Support Team are paid in line with the National Joint Council (NJC) and Cumbria Local Authority Pay Structure. CET is continuing to work

towards harmonising its Support Staff Pay Structure.

The CE's remuneration is reviewed annually according to our Pay Policy and takes into account a range of factors, including benchmarking within the sector.

Trade Union Facility Time

There were no relevant Union Officials during the year and, as such, the Trust has not incurred any costs in relation to facility time or paid trade union activities.

CET continues to pay into the Local Authority's Facilities Time Agreement and has in place a separate Trade Union Recognition Agreement.

Related Parties and Other Connected Charities and Organisations

The Trust schools work in collaboration with each other and with other local schools and organisations. The aims and objectives are as follows:

- To improve the quality of education through collaborative working arrangements.
- To extend our personal development offer.
- To ensure value for money by sharing resources, good practice and ensuring economies of scale.

CET work in partnership with a range of local partners, including:

- The Local Alliance of System Leaders
- CSLC (Carlisle Secondary Learning Consortium),
- Western Headteachers Association,
- Cumbria Association of Secondary Headteachers
- Carlisle Schools Partnership
- Cumbria Primary Heads Association
- West Lakes Teaching School
- University of Cumbria
- Primary Consortium in Eden
- Primary Consortium in Whitehaven/Workington
- Cumbria West Coast Teaching School Alliance
- The Well Project, and
- The Northern Child and Wellbeing Network.

CET continued its close relations with the Cumberland Council through the continuation of the Family Connector Project.

CET continued its collaboration with Ambition Institute and Three Rivers Teaching School Hub in 2023/24 to deliver a comprehensive range of National Professional Qualifications (NPQs) to educators across Cumbria and the North of England. This plays a key role in the Trust's broader commitment to being a leading employer and supporting professional excellence across its workforce.

Engagement with other regional partners include the National Teacher Accreditation, Teach First and National Governance Association on a range of subjects and training to support the Trust to develop and grow. CET is also working with the Department for Education (DfE) and Northern Education Trust as part of the Attendance Hub Project which involved working with over 60 schools across Cumbria to share practical insights about boosting attendance.
The Chief Executive is also a Trustee of The Confederation of School Trusts, which is the national organisation and sector body for school trusts in England.

The Directors declare any register of interest, personal and family, and this is held publicly on the Trust website.

Engagement with employees (including disabled persons)

Employees are regularly consulted, both formally and informally, on issues which may have an impact on them. Informally this takes place by means of local academy level briefings and regular staff meetings where they have been kept informed on specific matters directly by management. Formally this is carried out in accordance the Trust Trade Union Recognition Agreement (TURA) with Trust wide engagement via the Academy Trade Union Forum, supplemented by Trust wide communications, as necessary.

Employee engagement and involvement continues through the deployment of a Trust wide Stakeholder Survey. Feedback is considered at a Trust wide and Academy level with appropriate Action Plans developed.

The Trust continues to have an established framework of HR related policies and procedures, adopting and working with the Academies Trade Union Forum, where relevant and appropriate. All policies are reviewed on a regular schedule or in response to legislative changes and include:

- Absence and Wellbeing Policy
- Bullying and Harassment Policy
- Code of Conduct
- Disciplinary Policy
- Equality Statement
- Health and Safety Policy
- Managing Change Policy
- Pay Policy
- Whistleblowing Policy

Full details of these policies are available on the Trust's website.

In accordance with the principles of equal opportunities, the Trust has long established fair employment practices in the recruitment, selection, retention, and training of all employees who may have a protected characteristic (including disability) having due regard to reasonable adjustments. This is embedded within each policy and procedure.

Engagement with Suppliers, Customers and Others in a Business Relationship with the Trust

CET recognise the importance of developing relationships with all its stakeholders, including the local community, contractors, and suppliers. Stakeholder relationship was a key priority in the Governance Development Plan and also features on the Trust's Strategic Risk Register.

Objectives and Activities

CET's mission is to establish ourselves as one of the highest performing MATs in the North of England.

CET's vision is for the Trust to be a dynamic, collaborative learning community, which nurtures and inspires everyone to ***be the best you can be***.

CET's values are firmly embedded throughout the organisation and are:

- **Respect** – we treat others as we would want to be treated ourselves. CET is an inclusive organisation where every individual is valued.
- **Responsibility** – we all have the responsibility to engage and improve.
- **Resilience** – we are determined and committed to achieving our vision; we remain positive and solution focussed at all times.

Objectives, strategies and activities

Strategic School Improvement (SSI)

The Trust used Strategic Quality Management methodology to deliver its SSI in 2023/24.

Statement of Intent:

To raise standards, create opportunities and meet the needs and aspirations of all.

By embedding the *Building strong trusts: assurance framework*, with understanding of the seven domains and fourteen elements.

In order to:

- Improve the educational provision and in turn, outcomes for ALL students, to create a memorable and solid foundation for lifelong learning, and
- Be Ofsted Ready.

Critical Success Factors were determined as:

1. A rich, balanced and inclusive, taught and wider curriculum offer, which is accessible for all students.
2. An assessment structure that ensures accurate and timely diagnostic assessment used to support and progress learning for all.
3. Quality first lessons and focused intervention.
4. Positive recruitment & retention of staff who are valued, effective and continually developing.
5. An effective School Improvement Strategy that ensures all schools are improving.
6. Financial control and innovation.
7. Effective central support services that consistently deliver and contribute positively to meet strategic priorities.
8. Strong and effective governance.
9. Strong links with other organisations that enable further developments, opportunities, and success.
10. A clearly defined and proactive Growth Strategy.
11. The use of research to inform practice.
12. Deep collaboration happening across the Trust.

Projects

1. Implement an effective school improvement strategy that improves outcomes for all
2. Introduce an initial teacher training programme and continue delivering NPQs
3. Deliver excellence and high-quality support across the Trust
4. Ensure financial sustainability
5. Further develop CET as a great employer
6. Prepare for strategic growth
7. Ensure governance is effective and improving

Public Benefit

In setting our objectives and planning our activities, the Trustees have given careful consideration to the Charity Commission's general guidance on public benefit.

The MAT structure allows economies of scale in shared services such as HR, Finance, IT, Data and School Improvement. It also presents opportunities to obtain better terms in negotiating contracts and services and hence improved value for money. The MAT Dividend, the tangible benefit of being part of a MAT, is highly evident within CET.

The Board of Trustees consider, both individually and collectively, that they have acted in the way they consider, in good faith, and would be most likely to promote the success of the charitable company for the benefit of its members as a whole, having regard to the stakeholders and members, as set out in the S172(1) (a-f) of the Act, in the decisions taken in the year ended 31 August 2024.

Strategic report

Achievements and Performance

CET has made significant improvements against the agreed strategic projects. An overview of performance against each project is given in the following section.

Project 1: Implement an effective school improvement strategy that improves outcomes for all
CET has continued its success of turning around school performance in schools that have historically struggled. Hensingham Primary School received a Good Ofsted rating in every category, while Caldew Lea Primary School secured Outstanding judgements for Behaviour and Attitudes and Personal Development and Good ratings for the remaining judgements. Together, these judgements represent marked turnarounds for the schools as both schools were in Special Measures when they joined CET. The Trust also supported Kirkby Stephen Grammar School, which is planning to join the Trust imminently, to secure a Good rating following a previous rating of Inadequate. Yewdale Primary School was also inspected during the year and continues to be a Good School.

School	Last inspection	Latest grade
Hensingham	04-2024	Good
Caldew Lea	03-2024	Good with Outstanding
Yewdale	09-2023	Good
Castle Carrock	06-2023	Good with Outstanding
Newtown	05-2023	Requires Improvement with Good
Whitehaven	05-2023	Good
Workington	03-2022	Good
Yanwath	01-2022	Good
Tebay	03-2020	Good
Northside	05-2019	Good
Longtown	05-2019	Good
William Howard	07-2016	Good
Petteril Bank	07-2016	Good

Another highlight was the dramatic improvement in pupil outcomes at The Whitehaven Academy from a progress 8 score of –0.98 to -0.22. The improvement will place Whitehaven within roughly the top 5% of schools nationally for improvement. These figures and other performance data are based on provisional DfE national data, but may still be subject to slight changes. Following the positive Ofsted inspection the previous year, this set of results underlines the marked turnaround for the school since joining the Trust. The school is also oversubscribed which shows its strong reputation within the community.

The headline summary results for primary were not as strong as hoped due to some challenges in individual schools as well as a higher number of pupils than expected not securing the expected standard in all three parts of the reading, writing and maths measure. Despite this, there were strong improvements for individual schools, including Caldew Lea's and Newtown's Maths results increasing by 35 percentage points and 41 percentage points respectively. Northside and Tebay each improved by more than 20 percentage points.

Beneath the headlines there is continued evidence of progress. A focus over the year was primary maths and the percentage of pupils meeting the expected standard rose by 5 percentage points. In Early Years, the proportion of pupils meeting the good level of development also rose from 60% to 66%. Results for the phonics screening check have also risen and improved disproportionately for disadvantaged pupils. The results of the Multiplication Tables Check show real strength: the average score out of 25 was 21.8, which is well above the national average of 20.2. On average, disadvantaged pupils scored 20.9, which places them above all pupils nationally. Petteril Bank's results were especially strong with an average score of 24.8. In KS1 teacher assessments, schools continued the robust performance of previous years, with several performing well above national standards and significant improvements on previous years.

At secondary, for the first time, all three schools have achieved average band status according to the Department for Education, marking a substantial advancement from previous years when one school was below and another well below average. The Trust's overall Progress 8 improved by 0.12 grades from 2023, reaching -0.16. While this falls short of the ambitious target set, it represents a step forward.

Beneath the headlines, there is promising evidence of impact linked to the specific target areas for improvement. For instance, outcomes for disadvantaged pupils have improved disproportionately. At William Howard, the results for this sub-group of pupils rose from -1.01 to -0.50 and at Workington Academy they rose from -0.55 to -0.32. Attendance also continues to be a strength of the schools.

At KS5, the provision has continued to strengthen and there was clear evidence of improvement in specific areas targeted by the leadership teams. The provisional destination data for all schools also continues to match strong historic trends.

Looking beyond outcome data, our programme of internal and external monitoring continues to show improvements in schools. A key theme from the monitoring visits this year has been the increased impact the curriculum is having at primary school. Multiple schools have also seen rapid improvements in pupils' behaviour and attitudes to learning, which will provide a strong foundation for further improvements.

A new School Improvement Executive was established for this year following the appointment of new roles in Spring 2023 ready for September 2023. These roles have created additional capacity to support improvement. The use of School Improvement Leads has also matured and helped to ensure that support is targeted where it is needed most and that the benefits of collaboration between schools are secured. Key priorities for this work have included developing the primary and secondary curriculum; driving improved outcomes in key year groups; and supporting teacher and subject areas improvement through coaching.

Collaboration has also continued through various mechanisms, including the collaborative working groups, which involve colleagues across schools. A particular highlight has been the continued collaborative work to support attendance. Together, schools have strengthened their provision to support good attendance and this is reflected in the latest attendance data.

CET has continued to place a strong emphasis on the wider student experience with each school offering an enriching experience. The quality of this work was noted in Caldew Lea's Ofsted inspection where they received an Outstanding judgement for Personal Development. The feedback from parental surveys also suggests that this work continues to work well. This work at each individual school is complemented by a high-quality programme of trust wide events that continues to receive very strong feedback from pupils and staff alike.

The success of CET's Student Events Programme has not only strengthened the CET identity among students across all schools but has also elevated CET's presence in the broader community through significant press and media coverage of these events. These initiatives offered enriching experiences designed to foster collaboration, community engagement, healthy competition, and personal growth; these included CET-wide sports events led by student sports leaders across our schools, the CET Innovate (Enterprise) Competition, Student Leadership Days, theatre trips, charity drives, Remembrance Day tributes, and our annual "Be the Best You Can Be" Week.

Several students showcased their talents by performing at Carlisle Cathedral during the University of Cumbria's prestigious graduation ceremonies and our school choirs were invited to perform at the start of each graduation ceremony in November and July, entertaining audiences of over 500 attendees.

One of the year's standout achievements was the CET Innovate Competition. This event challenges students to work in teams to develop, design, and present innovative, world-changing ideas.

The CET Student Leadership Group also continued to thrive in 2023/24, bringing together students from all CET schools to collaborate on impactful projects. Their efforts focused on aiding others and the community, strengthening school communities, enhancing learning with an emphasis on reading, and supporting environmental initiatives.

Project 2: Introduce an initial teacher training programme and continue delivering NPQs
CET's partnership with Ambition Institute and the Three Rivers Teaching School Hub has continued to achieve its purpose for the CET's own staff and the wider community of school in Cumbria. In 2023-24, 135 participants have either completed or enrolled on NPQs. In 2023-24 we continued our 100% successful graduation rate for all those completing their courses and the feedback from participants

continues to be very strong. The Trust hosted a celebration event for the participants who had completed their programme which provided an opportunity to celebrate their learning and plan for how they can apply their learning.

CET has successfully recruited its first cohort of trainee teachers, which deepens the partnership with Ambition Institute. A clear focus was placed on securing strong candidates rather than just recruiting as many as possible. Ten trainee teachers were recruited in total across primary and secondary. The trainees will have placements within the Trust's schools as well as some other local schools. Other preparatory work to support trainee teachers was undertaken, including appointing and developing key staff like mentors.

CET also established a new partnership with One World Network of Schools. The partnership has multiple strands, including a focus on strengthening the leadership culture across the trust. The work has focused on developing a set of mindsets which articulate our leadership culture and through these we have begun to establish practical ways these can positively shape our individual and collective approach to our work. Another strand of the partnership focused on strengthening teaching and learning using 'know-show' charts and instructional coaching.

Project 3: Deliver excellence and high-quality support across the Trust
The central support provided to schools continues to be effective in allowing school-based staff to focus on school improvement. Feedback from school-based staff continues to support this and improvements have been secured in key areas.

In anticipation of new schools joining CET, the structures of the Central Services were reviewed with a new leadership structure established. The Central Services were also renamed to Trust Services to better reflect the work that they do. The quality of the Trust Services continues to be one the things that attracts new schools to joining CET.

Multiple new systems have been implemented, including a new management information system for human resources and another for the primary school pupil information. The new systems offer significant opportunities to streamline processes and provide better insights to decision-makers. A focus for the next year will be to realise the benefits of these changes.

Project 4: Ensure financial sustainability

Effective financial planning is a key part of being a strong and successful MAT. CET is developing its financial model which ensures the best use of resources and to ensure the viability and sustainability of the Trust's financial health and to enable the ongoing achievement of its strategic priorities.

The 2023-2028 Financial Plan provided an insight to the financial landscape and potential future pressures faced by CET such as changes to pupil numbers, funding formulas and other government policies. Financial opportunities feature too, including the achievement of efficiencies and savings, including more effective procurement through collaborative procurement decisions and alternative income streams.

Demonstrating effective use of resources and achievement of value for money is an essential part of securing the best educational opportunities for every child and delivering strong performance outcomes for all. The importance of providing a rich curriculum which is affordable and properly resourced against competing demands is an ongoing challenge.

Every school in the trust is on a journey of continual improvement. Adequate financial resources are provided to support individual school improvement plans as well as the availability of trust wide initiatives which provide capacity to work with teachers and leaders to improve practices, and investing in rapid, effective and sustainable improvement actions where necessary.

As part of CET's financial strategy, progress towards GAG income pooling continues. This will bring clear benefits to the financial management arrangements and smooth out disparities in funding between schools, directing funds to schools that need to raise educational standards and investment in facilities and direct funds to facilitate policies that are being implemented to support the Trust's vision. To move forward with 'one budget thinking', ensuring schools continue to be properly resourced and their budgets are curriculum focused it is essential that the use of Integrated Curriculum Financial Planning (ICFP) is used, to guide school resourcing decisions and support budget planning methodology.

Project 5: Further develop CET as a great employer

As already described, a major focus for this work has been a system upgrade linked to a new management information system for staffing data. The changes have been successfully delivered and provides a strong foundation for securing key improvements in subsequent years through improved data analysis and through more streamlined processes.

Another successful change was the introduction of an applicant tracking system to strengthen the recruitment process. The changes have been well received by staff using the system as well as by candidates. The system allows for a simpler and more streamlined process.

CET was also effective in securing strong fields of candidates for vacancies, which is likely caused by multiple factors, including the increasingly strong local reputation of the Trust. Staff development has also continued as a priority for the Trust as described above.

Project 6: Prepare for strategic growth

CET's work to establish a new hub of schools in the south of Cumbria has been very successful with four new schools scheduled to join the Trust. Two of the schools, Queen Katherine School and Kirkby Stephen Grammar School, have worked with the Trust for a while, but been delayed joining due to matters outside of the Trust's control, including the general election. In Spring 2024, two primary schools in the Kendal area committed to joining the Trust and this is now awaiting formal approval by the Regional Advisory Board.

The new schools joining the Trust will extend the geographical footprint of the Trust into southern Cumbria. CET will transition to delivering some functions on a hub basis with the Trust's schools grouped into northern, western and southern hubs. This model will ensure that schools receive the best possible support.

At the end of August 2024, CET consists of thirteen schools as well as the West Coast Sixth Form, which is a collaboration between Workington Academy and Whitehaven Academy.

1)	Caldew Lea Primary School	Sponsored
2)	Castle Carrock Primary School	Convertor
3)	Hensingham Primary School	Sponsored
4)	Longtown Primary School	Sponsored
5)	Newtown Primary School	Sponsored
6)	Northside Primary School	Sponsored
7)	Petteril Bank Primary School	Convertor
8)	Tebay Primary School	Sponsored
9)	The Whitehaven Academy	Sponsored
10)	William Howard School	Convertor
11)	Workington Academy	Sponsored
12)	Yanwath Primary School	Sponsored

CET's application for a new alternative provision for Cumbria was approved by the Department for Education after a competitive process. The school is provisionally called The Cumberland School and

will be based in Carlisle. Since approval, intensive work has been undertaken to prepare for a successful opening of the school. A phased opening of the school is planned, with the first pupils joining in September 2026, but this timescale is subject to change.

Hensingham Primary School was also successful in applying to host a resourced provision, which is scheduled to open in Spring 2025. The resourced provision will build on the existing strong provision for pupils with special educational needs at Hensingham and the wider trust. The new provision is being overseen by the Learning Provision team.

Project 7: Ensure governance is effective and improving

Strong governance remains a priority and self-evaluations of governance continue to show that progress is being made. The School Improvement committee had a new Chair and the effectiveness of the committee has been strengthened through improved reporting from the School Improvement Executive team as well as through triangulation visits by the Chair of the committee.

CET has undertaken a recruitment process for new trustees and will formally appoint three new trustees early in the autumn term of 2024-25. A rigorous recruitment and selection process was implemented with the support of a specialist agency. The new trustees bring experience and expertise that will complement the existing expertise of the Board of Trustees. A thorough induction process is planned for the new trustees.

Some structural changes to the committees of the board were explored and agreed for implementation in 2024-25. The changes include the introduction of new governance councils which will bring together trustees and chair and vice chairs of Local Advisory Boards. The new governance councils will help to strengthen communication across the different layers of governance.

CET hosted a governance conference in the spring term which brought together governance volunteers from across the Trust together with volunteers from other local schools and external speakers. The conference helped to celebrate and further develop the strong standards of governance within the Trust.

Individual School Reports

Caldew Lea Primary School

Caldew Lea Primary School is a medium sized primary school in west Carlisle. It joined CET in October 2019 after receiving a Serious Weaknesses judgement from Ofsted in June 2018. Following a significant increase in the number in 2022/23, from 237 pupils in September 2022 to 291 by the end of the school year, transience has increased, and the school is currently 266. Almost all the in-year admissions were pupils who spoke English as an Additional Language (EAL). The school has above the national average of children with an Education Health Care Plan (5%). The school is also well above national average figures for children in receipt of Pupil Premium (41%).

Caldew Lea Primary School has the following strengths:

- The curriculum has been designed to ensure pupils know and remember more. The curriculum is also tailored to our local context with a focus on cultural capital threaded throughout.
- Reading continues to be given the highest priority; the consistent, systematic application of the Read, Write, Inc. Phonics Scheme has enabled improved pupil progress and attainment in the Year 1 Phonics check for those pupils who were with us at the start of the academic year. In 2023 slightly more pupils than nationally achieved a pass in the phonic check, at 81%.
- Teaching is consistently good and high-quality professional development for all staff is used to make it even better. This was ratified by Ofsted in March 2024, when they judged the school to be good overall, with outstanding judgements for behaviour and attitudes and personal development.

- Outcomes significantly improved in 2023.24: 64% of Y6 pupils achieved the combined standard in Reading, Writing and Maths which was higher than the national figure of 61%
- 70% of pupils achieved a Good Level of Development at the end of Reception year in 2023.24, higher than the national average of 68%.
- Parents and the wider community support the school, and this is reflected in improved attendance and punctuality, which remains consistently above the national average.

Caldew Lea Primary School has the following priorities for improvement:

- Further strengthen the provision for our vulnerable pupils, including those who speak English as an Additional Language and those who experience a variety of SEND issues.
- Further develop the capabilities of all staff, including teaching assistants, to scaffold learning, adjust the curriculum and promote oracy, to ensure equity in access to the curriculum.
- Ensure that all learning opportunities are maximised and children are 'thinking hard' in every lesson.
- Further develop reading fluency for older children.

Castle Carrock Primary School

Castle Carrock Primary School is in a small village community on the Eastern fringes of Cumbria. The school serves the local villages of Talkin, Cumrew and Croglin. Most children attending school from these villages travel to school by bus. It is a smaller than average primary school with 44 pupils on roll, including nursery, who are taught in four mixed-age classes in the morning and an EYFS/KS1 and a KS2 unit in the afternoon.

Castle Carrock Primary School joined CET in September 2022, after receiving a Requires Improvement judgement from Ofsted. Ofsted inspected the school again in June 2023 and judged the school to be Good overall, but with Outstanding judgements for behaviour and attitudes, personal development and early years provision.

Castle Carrock Primary School has the following strengths:

- Pupils have exceptionally high standards of behaviour and make a positive contribution to the school and the wider community.
- The curriculum is well designed and enhanced by a wealth of visits, visitors and other experiences.
- Teachers have strong subject knowledge and skilled at teaching mixed age classes. Teachers are also supported to improve further through excellent professional development.
- Pupils' behaviour is outstanding and leadership development roles for children are flourishing.
- Pupils have a deep understanding of what it means to live in modern Britain. They speak passionately about equality and diversity.
- Attendance is well above national average.

Castle Carrock Primary School has the following priorities for improvement:

- To Improve the quality of writing across the curriculum
- To ensure that there are high expectations for all, ensuring the use of high-quality assessment and diagnosis to target and adapt teaching to pupils' needs to ensure rapid provision of the right support.
- For teachers to activate hard thinking about key learning.

Hensingham Primary School

Hensingham Primary School is a smaller than average primary school situated on the west coast of Cumbria. Pupils come from a range of socio-economic backgrounds and cultures. There is high deprivation within the local area and the local context faces coastal and rural disadvantage challenges; many families are socially isolated and come from low-income backgrounds. A high proportion of the school's community access Pupil Premium funding. In early 2019, the school was

placed into Special Measures and subsequently joined Cumbria Education Trust. The school received a Good judgement in all areas in April 2024.

The leadership team is strong and stable, with a clear vision for the school and we continue to move from strength to strength. This year we are operating 6 classes, we have some mixed classes, most children live in social housing and walk to school. Issues within the local and surrounding community can impact on school life and school leaders work to develop positive links and develop inter-family relationships. Many children receive little or no support with their learning at home.

School has higher than the national average for children with SEND and EHCPs and some children have high needs. Safeguarding within school is strong, our biggest worry is outside of the school gates, we work closely with other agencies to safeguard within the community. A large percentage of our children have ACEs (adverse childhood experiences or trauma). School has strong Social, Emotional and Menta Heath (SEMH) provision and support for children.

Hensingham Primary School has the following strengths:

- The school has designed an ambitious curriculum. It has thought carefully about the key knowledge that pupils need to learn as they progress from the Nursery Year to the end of key stage 2.
- Through the effective curriculum, pupils build up a rich body of useful knowledge over time. Teachers have a secure understanding of the school's agreed curriculum and the order in which key content should be taught. They are clear about which learning they need to focus on with pupils in their classes.
- The school places a high priority on reading. This begins in the early years and is evident, for example, in how intently children listen while their teachers read to them at story time. As pupils progress through the school, they explore a wide range of contemporary and classic literature with their teachers. Older pupils develop sophisticated tastes in reading because of exposure to the high-quality texts that they experience in class.
- Teachers adhere closely to the school's phonics programme, which begins in the Reception Year. Pupils benefit from additional support if they find reading difficult.
- Staff swiftly and accurately identify pupils' additional needs, including SEND. Pupils with SEND achieve well across the school.
- The school ensures that the curriculum provides ample opportunities for pupils' wider development. For example, pupils are supported well to build up their understanding of how to stay safe and healthy. They learn how to recognise and develop healthy relationships. Pupils also know what steps to take to protect themselves while online.

Hensingham Primary School has the following priorities for improvement:

- To swiftly and effectively identify and close gaps in learning, before moving on.
- To ensure that maths outcomes improve rapidly.
- For teachers to activate hard thinking about key learning.

Longtown Primary School

Longtown Primary School serves a rural market town situated in the Cumbrian countryside. The school is relatively isolated and has a mixed socioeconomic community. There is a reluctance among many parents to access relevant benefits to which they are entitled, meaning that a significant number of students eligible for Free School Meals (FSM) are not receiving them. Additionally, there is a societal reluctance within the locality to show any dependence on external assistance. We have several travelling families who have little, if any, interaction with government institutions, including the police,

apart from their engagement with the school.

The school operates as a single-form entry establishment and is smaller than the national average, with 194 pupils on roll, including 16 in the nursery. The children are taught in single-age classes. From January 2024, the nursery provision in the school will be increased to offer 30 free hours. There is a private, voluntary, or independent (PVI) nursery located next to the school, which some children attend for shared provision and after-school childcare.

The school was graded as "Good" in May 2019. The report highlighted the fantastic behaviour and positive attitudes towards learning, with pupil leadership being particularly important at Longtown Primary School. We thoroughly enjoy discovering exciting ways to enrich our curriculum.

Longtown Primary School has the following strengths:

- Skills and experiences of the workforce continues to improve through high-quality CPD and development.
- Children in the early years benefit from good teaching and make considerable progress from their starting points.
- In EYFS the transference of skills from nursery – reception is carefully planned to develop progression. Learning is deliberately chosen.
- We have skilled phonics teachers who are working within a new scheme successfully, ongoing training ensures fidelity to the scheme and maintains phonics data.
- The curriculum we have in place is clear, concise and ambitious for all pupils.
- Pupil led groups are effective and have a direct impact on the running of the school.
- We have high standards for behaviour which are prioritised including outside professionals and support when required.
- Senior leaders have a clarity of direction and a clear understanding of the school's strengths and weaknesses.
- Safeguarding is robust, effective and pupils know how to keep themselves safe, such as when they are using the internet. Attendance is in line with national average. Leaders ensure that pupils are safe and support their wellbeing effectively.
- Leaders are ambitious for the continued improvement of the school and collaborate with colleagues across the Trust.
- Strong pastoral support for children and their families.
- An extensive range of activities, clubs and experiences effectively promote pupils' spiritual, moral, social and cultural development.

Longtown Primary School has the following priorities for improvement:

- Continue to improve the standards of teaching and learning across the school. Support teaching and learning using high quality instructional coaching and CPD.
- Consistently achieve attendance at, or above, the national average for all groups of pupils.
- Ensure foundation subjects are well led, and middle leaders can accurately monitor and evaluate their subject.

Newtown Primary School

Newtown Primary School is a small urban primary school in an area of significant deprivation and unemployment, situated on the Raffles Estate in Carlisle. Newtown Primary School joined CET in September 2020 after receiving an inadequate judgement in January 2020. In May 2023, Ofsted graded the school as Requires Improvement. Newtown is a one form entry primary school. The school is not full, although numbers have increased over the last academic year. There are currently 144 children on roll, an increase from 126 pupils in September 2023. Pupils are spilt into six mixed-age classes.

A large percentage of pupils have ACEs (adverse childhood experiences or trauma). School has strong SEMH provision and support for children and all staff are trauma informed. Safeguarding within school is effective. The school is well above national average figures for children in receipt of Pupil Premium (59%). School also has higher than the national average for children with SEND (28%) and EHCPs (6.3%) and some children have high needs. 16% of pupils speak English as an additional language. In September 2024, nursery provision in school was re-opened, expanding the Early Years Unit. The opening of a nursery provision has enabled school to meet the growing demand for nursery provision within the catchment.

Newtown Primary School has the following strengths:

- The curriculum is ambitious for all pupils. Teachers follow the intended curriculum, and this is impacting on what pupils know and can do. There are high expectations of learning for all pupils.
- The teaching of early reading and phonics is rigorous.
- A daily focus on developing reading fluency through high quality texts enables pupils, including those pupils with SEND, to make rapid progress with their reading.
- The teaching of mathematics is very effective and outcomes across school reflect this. Teachers use the mixed age planning well. Maths modelling is high-quality, and the correction of errors and misconceptions is rigorous.
- CPD opportunities across the different subjects has focused on broadening pedagogical approaches deployed in the classroom. As a result, learning tasks planned for pupils across the curriculum are varied and closely related to the intended knowledge outcomes.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.
- Safeguarding is effective and partnerships with external agencies are strong.
- Strong pastoral support for children and families.
- A thriving, free breakfast club is offered to all pupils.
- Extensive community partnerships and strong governance.

Newtown Primary School has the following priorities for improvement:

- To continue to improve the reading fluency and comprehension of pupils in Key Stage 2.
- To continue to drive standards in writing across school. Maintain focus on the handwriting of older pupils to ensure pupils always join their letters fluently.
- Develop the use of know-show charts to ensure that learning opportunities are maximised, and children are 'thinking hard' in every lesson.

Northside Primary School

Northside Primary School has been part of CET since September 2020. Most pupils attending Northside Primary School are drawn from the Northside estate in Workington, which surrounds the school, and Siddick. There are a handful of pupils who attend from further afield in Workington. The school currently has 74 children on roll. The roll has grown since 2020 when there were 48 children attending the school. The school has the capacity for more children to attend in all year groups, in the region of 12 per year group, thus up to 98 pupils in total. We have a pupil recruitment drive under way with a social media campaign, leaflet drop, nursery visit and prospectus. The school values its close working relationship with Workington Academy; staff support with transition and booster sessions with Year 6, sport sessions, specialist PE sessions. The school still has considerable high-level safeguarding.

Northside remains a hugely deprived area, one of the top 10% on the deprivation index. 60% of pupils are Pupil Premium. 45% of pupils are on the special needs register with 16% of pupils having an EHCP.

Whilst staffing is stable now, this has been turbulent over the past year due to two out of the four teaching staff accessing maternity leave at the same time, with considerable absence in between times. The school contracted from four mixed age classes to three mixed age classes during the final half of the summer term last academic year.

Northside Primary School has the following strengths:

- Since joining the Trust, the school has developed its curriculum in line with the CET primary offer to enable a rich and inclusive curriculum to be offered. The curriculum shows clear progression across the year groups, and it is matched to students' learning needs through ongoing assessment and effective planning.
- The Year 4 Multiplication Test rate was 67% last academic year, with 42% achieving a score of 25/25.
- 88% of Year 6 children achieved the expected level in Maths at KS2.
- 63% of Year 6 children achieved the expected level in Reading at KS2.
- Attendance has stabilised and started to move in line with that of the national average.
- There are developing opportunities for pupil personal development, including external trips and internal opportunities such as careers awareness.
- There is a strong culture of safeguarding among all staff.
- There is a strong culture of support for Personal Development, including pupil and family welfare, across the school.
- High staff morale.

Northside Primary School has the following priorities for improvement:

- Have attendance at, or above, the national average for all groups of pupils and reduce persistent absence to be at least in line with the national average for primary schools.
- Improve outcomes in EYFS, phonics and writing at end of KS2.
- Ensure that reading is the top priority within the curriculum, so that pupils get as close to and reach age-appropriate skills in identification of words and reading comprehension by Year 6.
- Ensure that pupils in nursery and reception access Quality First Teaching which supports a strong start in literacy and numeracy so that they are ready for the transition to Year 1 by the end of the academic year.
- Engage in CPD which supports whole school strategies towards pupils' being able to gain age-appropriate skills. This pertains to academic learning, as well as pupil management strategies, to ensure that pupils' gain the optimum out of their time at school.
- To lead pupil interventions, so that those not achieving age-appropriate skills can be supported towards these in reading, reading comprehension, maths and writing.

Petteril Bank School

Petteril Bank School joined CET in November 2022. The school is situated in the centre of the Old Harraby Estate in Carlisle, an area of significant deprivation and unemployment. Around 63% of our children are eligible for Free School Meals. Around one fifth of our pupils have SEN, including 12% of our pupils who have Education Health Care Plans. Around 23% of pupils speak English as an Additional Language.

Petteril Bank School has a mix of both single age and mixed age classes. There are mixed age classes in KS1 and single year group classes across KS2. There is also an Early Years Foundation Stage unit, which includes provision for two and three year olds.

Petteril Bank School has the following strengths:

- Experienced Leadership: The school benefits from experienced leadership that provides clear

direction, fosters a positive school culture, supports teacher development, and ensures that the school makes rapid and sustained improvement.

- Teacher Development and CPD Opportunities: The school prioritises the continuous professional development of its teachers, offering regular CPD opportunities. This is facilitated through the trust SIL support, NPQs and Collaborative working groups.
- Inclusive Environment: A great school culture promotes inclusivity, ensuring that every student feels valued and respected regardless of their background or abilities.
- Strong Community Engagement: The school actively involves parents, local businesses, and community members in various activities and decision-making processes, fostering a sense of belonging and support.
- Supportive Relationships: Teachers, staff, and students build strong, supportive relationships, creating a safe and nurturing environment where students feel comfortable to express themselves and take risks in their learning.
- Focus on Holistic Development: Emphasis is placed not only on academic achievement but also on the social, emotional, and physical development of students, preparing them for future challenges. Our dedicated pastoral team have a direct impact on improving families and children's lives supporting a significant number of families through Early Help.
- Positive Behaviour Reinforcement: A culture of positive reinforcement helps in promoting good behaviour and a positive attitude towards learning, reducing disciplinary issues and enhancing the overall school climate.

Petteril Bank School has the following priorities for improvement:

- Improve the standards of teaching and learning across the school. Support teaching and learning using high quality instructional coaching and CPD.
- To develop subject leadership: Ensure subjects are well led and the curriculum is well sequenced and school specific.
- Improve educational outcomes: Ensure high quality teaching practice, an effective curriculum and high quality assessment ensures outcomes improve.
- Improve attendance: ensure robust strategies and support secure attendance above the national average and reduces the number of persistent absenteeism.

Tebay Primary School

Tebay Primary School has been part of CET since September 2017. The school was inspected and given a Good judgement by Ofsted in March 2020. There are currently 43 pupils on roll including Nursery. Given the small size of the school, pupil numbers are a focus for leaders, especially as the movement of families in and out of the local area cause the pupil numbers to fluctuate. Initiatives are in place to attract more pupils into nursery to increase numbers in reception in the coming years.

The school is situated in an economically deprived area with 36% pupil premium. We have 26% of pupils with a SEND need including 3 pupils with an EHCP.

Although the school follows the CET Primary Curriculum, the mixed age classes mean this must be tailored to pupils. The restructuring of classes has required that the small school curriculum is fluid, with some subjects being taught to phase and some being taught to key stages, but this process is managed effectively. Early Years Foundation Stage remains on the 2-year rolling programme.

Tebay Primary School has the following strengths:

- A well planned and coherent curriculum.
- Attendance is above or in line with national average data.
- Staff morale remains high, and all staff have a shared understanding of the vision for school improvement and are dedicated to a rigorous catch-up programme for children.

- Pupils behave well and recognise the high standards that staff have on their personal development.
- Pupils' mental health and well-being is effectively supported in school.

Tebay Primary School has the following priorities for improvement:

- Ensure the ongoing viability of the school by encouraging more pupils to attend the school through a multi-stranded approach, including enhanced communication and promotion.
- Strengthen the quality of education to benefit all pupils, especially pupils on track to reach the Greater Depth standard.

Yanwath Primary School

Yanwath Primary School is a smaller than average school with 174 pupils currently on roll from Nursery to Year 6. The school is located at the gateway to the Lake District National Park and on the outskirts of Penrith. The school has a strong community culture where the children, families and staff love to learn, which has led to Yanwath becoming the school of choice for many parents who travel outside their catchment areas to ensure their child attends.

Following the school's Good judgement from Ofsted in January 2022, senior leaders continue to be relentlessly ambitious and consistently aim for the highest outcomes in all aspects of the school's work. Results at the school for 2023/24 saw the school achieve above national average across the board, in particular Phonics, where 93% of children successfully passed and in KS2 SATs where 73% of pupils who sat the test achieved Expected Standard or above in Reading, Writing and Maths combined including 44% achieving greater depth in reading.

Yanwath Primary School has the following strengths:

- The school benefits from the support and challenge provided by CET's Central Team and Local Advisory Board.
- Teaching is strong throughout the school with some areas of exemplary practise. There is a culture of development, support and progression where staff are aware of their strengths and areas for development and are open to challenge and coaching through collaboration within school and across the Trust.
- Standards in all areas are above national expectations, with SEN and Pupil Premium children making progress to close the gap with their peers.
- There is a strong culture of safeguarding throughout the school community.
- Behaviour is exemplary and pupils demonstrate positive attitudes to learning. Children demonstrate the Trust's demonstrable behaviours on a consistent basis. This is promoted through assemblies, with a clear focus on different behaviours and expectations.
- Senior leaders are experienced teachers and are well supported to provide strong, strategic direction for the school as it continues its journey to becoming an Outstanding provision for children to learn and grow.

Yanwath Primary School has the following priorities for improvement:

- To embed a combination of Data Driven Instruction and Instructional Coaching across the school to ensure that all pupils are thinking hard and have every chance and confidence to succeed through quality first teaching.

Yewdale Primary School

Yewdale Primary School is an average-sized primary school in Carlisle with 298 pupils on roll. The proportion of disadvantaged pupils who attend the school is in line with the national average. The

proportion of pupils from minority ethnic backgrounds is below the national average, as is the number of pupils who speak English as an Additional Language. The proportion of pupils who have SEN and/or disabilities is in line with the national average.

Yewdale Primary School joined CET in 2015. A full Ofsted inspection took place in July 2018 and the school was graded Good across all areas. In September 2023, Yewdale Primary School received an ungraded inspection by Ofsted and it continues to be a Good school.

Yewdale Primary School has the following strengths:

- A warm and welcoming environment for children.
- An inclusive learning environment that ensures all pupil needs are supported
- Supportive parents who work effectively with the school to support pupils.
- Safeguarding is effective and partnerships with external agencies are strong.
- A well-planned curriculum taking into account the mixed and single age classes
- Pupils behave well and have a good attitude towards learning.
- Above National averages in EYFS GLD and Y1 Phonics

Yewdale Primary School has the following priorities for improvement:

- Improving outcomes for all pupils in their external assessments in KS2.
- Improving pace of learning in all lessons
- Strengthening rich and varied extra-curricular activities, both within school and outside of school.
- Further improve attendance and reduce the number of pupils who are persistently absent.

The Whitehaven Academy

The Whitehaven Academy joined CET in December 2018. The predecessor school was judged Inadequate by Ofsted. In May 2023, The Whitehaven Academy achieved a Good Ofsted judgement. This is the first time for the academy, and its previous incarnations, since the start of Ofsted in the 1990s.

It is an average sized school that is growing rapidly. It had 812 pupils on roll in 2023/24. Having suspended the development of its Sixth Form in September 2019, the school set up the WCSF, in partnership with Workington Academy. The proportion of students eligible for support through Pupil Premium funding is above average.

The school serves young people in Copeland, an area that is in the bottom 10% nationally (based on September 2019 indices of deprivation) for multiple areas including: Living Environment, Income Deprivation Affecting Children, Health Deprivation and Disability Deprivation, Education Skills and Training. The proportion of students who have special needs or disability is above average. Almost all students are of White British heritage.

The Whitehaven Academy has the following strengths:

- Leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition which has transformed the academy.
- The GCSE results achieved in 2024 improved rapidly, making the academy amongst one of the fastest improving schools in the country
- The academy has worked hard to change its reputation in the community, and was oversubscribed for the first time in September 2024.
- The academy has undergone significant curriculum development, with the percentage of students studying the Ebacc increasing rapidly.

- The academy has expanded it's sixth form offer, and has begun to offer a suite of A Level courses in 2024.
- Teaching and learning is Good across the school, and it is at the heart of everything the school does; continually being developed by a highly motivated and increasingly skilled staff.
- The rates of student attendance was above national average for the first time in 2023-24.
- The academy offers a broad range extra-curricular activities, and ensures that students thrive in a positive environment.
- At the end of KS4, students secure excellent aspirant destinations and are well placed to move onto the next stage of their learning or enter training or employment.
- Destinations data to both higher education and apprenticeship routes are strong, both exceeding the national average of those who have studied level 3 qualifications.
- The LAB's commitment to the academy's development has been exemplary. LAB members have worked closely with the Leadership Team and the Trust to develop robust governance.

The Whitehaven Academy has the following priorities for improvement:

- Further develop the rigorous Raisings Standards programme, which was instrumental in improving exam results.
- Develop strategies to further ensure disadvantaged and SEN students are making expected levels of progress.
- Continue to develop strategies to promote reading and focus on the development of writing.
- Maintain a positive learning culture in a rapidly growing school, and ensure a broader curriculum offer that is financially sound at KS5.

William Howard School

William Howard School is a larger than average secondary school, located to the east of Carlisle. It has around 1,350 students and serves a large rural catchment of over 362 square miles, also drawing students from Carlisle, southern Scotland and Northumberland. The diversity of the catchment covers areas of significant wealth and ones of deprivation.

The school is fed from up to 38 schools with 18 designated feeder primary schools. The intakes from these schools vary from around 30 to only 1 or 2 students per year group.. Free School Meal data places the school in the lowest quintile for deprivation, while Income Deprivation Affecting Children Indices Analysis puts the school firmly in the middle quintile.

William Howard School has the following strengths:

- Leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition which has transformed the academy.
- GCSE outcomes improved strongly in 2024, particularly in English and maths. Progress is strong across many subjects, with most subjects achieving a positive progress score.
- Outcomes for disadvantaged students, and those with SEND, compare favourably with national averages and have improved considerably.
- Overall, students secure strong outcomes Post 16, with outcomes at A Level improving rapidly in recent years.
- The school has been oversubscribed in Year 7 for the last three years, with many families from outside of the school's catchment choosing to send their children to William Howard School.
- The school offers a wide, rich and innovative curriculum that aims to enthuse and challenge students, whilst meeting local need. It is matched to students' learning needs through ongoing assessment and effective planning.

- Teaching and learning is Good across the school, and it is at the heart of everything the school does; continually being developed by a highly motivated and increasingly skilled staff.
- Rates of attendance have improved, and are in-line with national averages.
- The rates of suspension and exclusion are significantly lower than the national averages. Behaviour in the school is good. There are strong levels of student leadership evident throughout the school.
- Opportunities and development of the whole student, their role within their local community, character and Careers, Education, Information, Advice & Guidance are all strong. The school has met all the Gatsby benchmarks for 5 years, including during the pandemic disruption.
- William Howard School promotes students' spiritual, moral, social and cultural development through the curriculum and wider activity, including international school status.
- The academy offers a wide range of wider curricular and enrichment activities for all students in Year 7-13, including a range of extracurricular clubs encompassing a range of disciplines, interests and skills.
- Students secure excellent aspirant destinations and are well placed to move onto the next stage of their learning or enter training or employment.
- The school appointed a permanent Headteacher in 2024, and has remodelled the leadership team, introducing a second Deputy headteacher with a strong track record of school improvement to provide additional leadership capacity.

William Howard School has the following priorities for improvement:

- Further develop the rigorous Raisings Standards programme, which has been instrumental in improving exam results, so that overall threshold measures improve.
- Develop strategies to ensure that higher ability students achieve more strongly.
- Continue to develop strategies to promote reading and focus on the development of writing.
- Further improve the attendance of disadvantaged students.

Workington Academy

Workington Academy opened on 1 September 2015, when the two predecessor schools merged. The proportion of students eligible for support through the Pupil Premium is well above average. More than half of the students in the school live in the highest two deciles of multiple deprivation. The proportion of students who have SEN or disability is well above average. The academy has strategically resourced provision for pupils who require physical or medical support or have life limiting illness. Almost all students are of White British heritage.

Since opening, the academy has improved its' reputation within the local community. Overall student numbers have increased by over 500 in the last 4 years.

Numbers at the West Coast Sixth Form have grown by over 50% in recent years and will continue to grow as larger year groups move through the academy.

In March 2022, Ofsted rated Workington Academy as good in all areas with an overall effectiveness of Good. This marked a significant change in the community, with both of that academy's predecessor schools having been judged inadequate.

Workington Academy has the following strengths:

- Leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition which has transformed the academy.
- The academy has seen significant and sustained improvement in GCSE outcomes. Having been below average since inception, GCSE outcomes have been average for the last three consecutive years.

- There has been long term and sustained improvement in Post 16 outcomes.
- The academy has now been significantly oversubscribed for four years, and has an excellent local reputation.
- The academy's curriculum and structure has been re-organised, to provide more effective learning opportunities for all groups of students tailored to the academy ethos and values. The proportion of students studying the Ebacc are above national average.
- Curriculum planning remains strong. The focus continues to be on all students knowing more and remembering more in every lesson, including those with SEND.
- Teaching and Learning is good across the school, and it is at the heart of all that we do; continually being developed by a highly motivated and increasingly skilled staff.
- Staff feel valued, retention levels are high, and the academy has been able to expand rapidly, recruiting strong and often experienced staff.
- The rates of student attendance are well above the national average.
- The academy systematically addresses the Social, Moral, Spiritual and Cultural aspect of education throughout the curriculum. Activities are well planned, and their impact thoroughly assessed. The academy keeps abreast of the changing landscape and tailors its offer accordingly.
- At the end of KS4, students secure excellent aspirant destinations and are well placed to move onto the next stage of their learning or enter training or employment.
- Destinations data to both higher education and apprenticeship routes are strong, both exceeding the national average of those who have studied level 3 qualifications.
- The academy offers a wide range of wider curricular and enrichment activities for all students in Year 7-13, including a range of extracurricular clubs encompassing a range of disciplines, interests and skills.

Workington Academy has the following priorities for improvement:

- Continue to improve strategies so that all students know more and remember more in lessons, so that outcomes improve across the academy yet further.
- Reduce the use of fixed term exclusions, particularly for disadvantaged students and boys.
- Focus on outcomes for more able students through explicit and forensic monitoring of the cohort across the curriculum. Support students capable of achieving grade 7+ to meet this expectation.
- Further embed the school's reading curriculum to improve the level and amount that students read, so that they are confident readers in all subject areas. Leaders to ensure that staff are fully trained in how to deliver the reading curriculum effectively.
- Ensure certain extra-curricular activities are targeted at students, e.g. KS4/5, disadvantaged in all years, SEN etc. to enhance both character curriculum and cultural capital.

Going Concern

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

Financial Review

Financial Risk Management Objectives and Policies

Total funds at 31 August 2024 amounted to £66,290,067 of which £64,182,934 is tied up in the restricted fixed assets reserve.
At 31 August 2024, revenue funds shows a surplus of £1,890,995 (2023: £1,086,799) on the Unrestricted General Fund and £216,138 surplus (2023: £1,044,446) on the Restricted Income Fund

The individual schools' revenue outturn positions are as follows:

	£
Cumbria Education Trust	222,864
William Howard School	4,357
Workington Academy	-
Yewdale Primary School	(13,398)
Longtown Primary School	(81,188)
Tebay Primary School	10,940
Yanwath Primary School	26,656
The Whitehaven Academy	23,541
Caldew Lea Primary School	(38,311)
Hensingham Primary School	(84,753)
Newtown Primary School	(57,551)
Northside Primary School	(15,372)
Castle Carrock Primary School	(5,558)
Petteril Bank School	(16,339)

Most of CET's income is obtained from the Education Skills Funding Agency (ESFA) in the form of recurrent grants, the use of which is restricted for particular purposes.

Total income has decreased by £2,590k (6%) to £38,115k, due to donations and capital grants decreasing by £6,030k to £2,427k, as there was no school acquisitions in year and therefore no assets donated on conversion.

Income from charitable activities increased by £3,396k (11%), largely due to GAG income increasing by £2,062k (8%) to £27,650k due to a small core funding uplift, pupil number growth in our West Cumbria secondaries and receipt of additional funding through the main school additional grant.

The total income received has been invested to further enhance the high-quality education provided across each school within the Trust by the employment of suitably qualified teaching staff, the provision of specialist staff support for both teaching and the various support functions of the Trust, the provision of suitable resources for the staff and students and the maintenance and refurbishment of school buildings and equipment.

Expenditure increased by £3,647k (11%) to £38,322k in year, primarily due to staff costs increasing by £3,241k to £28,957k, because of staff numbers increasing from 699 to 727 (4%) and the cost of annual pay uplifts and pay progression. Depreciation has increased by £400k (21%) to £2,279k due to new schools joining the Trust in the prior year and additions of £1,661k in the current year.

CET receives grants for capital expenditure from the ESFA. In accordance with Charities Statement of Recommended Practice, 'Accounting and Reporting by Charities' (SORP 2019), such grants are shown in the Statement of Financial Activities as restricted income in the Fixed Asset Fund. The restricted Fixed Asset Fund balance is reduced by annual depreciation charges over the expected useful life of the assets concerned.

The Local Government Pension Scheme, as it relates to the Trust, has been valued by the Actuary as having a net surplus of £2,574k as at 31 August 2024, which is an increase of £898k compared to the previous year. This movement is primarily due to the actuarial gain in the scheme's obligations against the loss on the scheme's assets, following changes in the financial assumptions, such as inflation and increases to future salary and pension payments. This results in a calculated surplus in the scheme at the end of the year. However, due to uncertainties over the recoverability of the surplus by the Trust, the asset has not been recognised on the balance sheet. Further details are in note 28 to the accounts.

Reserves Policy

A core priority of the Trust is to build sufficient reserves for unplanned events and future budget demands.

The Trustees consider the Reserves Policy each year, in light of developments, and with an aim that reserves are increased in order to provide a financial safeguard for the future and enable the Trust to manage the financial impact of year to year fluctuations in funding arising from changing student/pupil numbers.

The reserves position is revisited annually as part of the Financial Strategy. Within the Trusts total reserves, some funds are designated for particular purposes. Maintaining adequate reserves also increases as the Trust grows.. Trustees continue to seek to build free reserves to a level that will provide the safeguards set out above.

The Trust's policy aims to hold a *minimum* of one month's payroll costs. Reserves held at 31 August 2024 were £2.107m. This position shows a small reduction of £24k to the previous year.

Whilst the target reserves level is yet to be reached, through our growth plans which realise efficiencies through economies of scale, alongside continued efforts to build general reserves through planned contributions the current reserves level is moving towards an acceptable range for a Trust of our size.

Investment Policy

Growth in Trust reserves have enabled Trustees to consider wider Investment Plans for the future, with a view to generating a modest financial return within acceptable risk levels. Acknowledging the limitations on likely returns on cash investments, which might be realised from short to medium term investment decisions, due to the economy and financial markets.

Principal Risks, Uncertainties and Risk Indicators

Risk management is embedded throughout the Trust. The Strategic Risk Register is reviewed by the Trust Board and Audit and Risk Committee. Similarly, LABs review localised school risks and any significant matters are escalated. The risk register presents strategic risks to align with its Sustained School Improvement (SSI) Plan and the Risk Appetite Statement reflect this approach.

Risk Management Training has been delivered in year to the CET Executive Team and Trust Board and the Executive Team also hold regular risk management meetings.

The Audit and Risk Committee have reviewed the Health and Safety Audit arrangements. All CET School continued to be supported and audited by Kym Allan Health and Safety Consultants.

The maintenance and continued improvement of the CET estate is informed by a full set of Condition Surveys, which were commissioned and carried out by Chartered Surveyors. The Finance, HR and Business Development Committee oversee the Capital Plan and review the projects within it.

CET, through its Board of Trustees and staff, strives to become an outstanding organisation and recognises the need to maintain and further increase pupil numbers, as they have a major influence over finance. Core risks are articulated in the strategic risk register and contain risks, causes, effects and mitigation in relation to all SSI initiatives. Specific identified risks relate to the following areas:

- Delivery of Effective School Improvement
- Financial Sustainability
- Capacity and scope of Central Services
- Being a Great Employer
- Growth of the Trust
- Effective Governance
- Safeguarding
- Health and Safety
- Data Breaches
- Cyber Security
- Recruitment and Retention
- Maintaining Key Relations with Stakeholders
- Response to Major Service Disruptions
- Delivery of Key Projects

Fundraising

CET recognises its duties as set out by the Charity Commission in its document "Charity fundraising: a guide to trustees' duties, and those in the DfE's document; Charging for school activities.

Funds raised by schools generated are retained and subject to the same controls and audit processes as other income received.

They are monitored as part of standard accounting practices and procedures and reported publicly within the annual accounts.

During the year parents are asked for voluntary contributions for specific school activities that would support the delivery of the curriculum and this includes specific fundraising events. Following standard practices around managing voluntary contribution, schools make it clear there is no obligation to make any contribution and no child is excluded from such an activity simply because his or her parents/carers are unwilling or unable to contribute. Furthermore, it is clear that parents must not be made to feel pressured into contributing financially. As such, a contribution is voluntary and not compulsory. Where direct fundraising does occur in schools, controls are in place to ensure than funds are retained and used for the purpose intended.

CET does not use any commercial participators/professional fundraisers.

Any complaints to CET regarding its fundraising activity should be raised through the academy's complaints process

Streamlined Energy and Carbon Reporting

	2023-24	2022-23
UK Greenhouse gas emissions and energy use data for the period 1 September 23 to 31 August 24		
Energy consumption used to calculate emissions (kWh)	5,376,783.22	5,366,789.85
Energy consumption break down (kWh) (optional):		
Gas	3,177,457.57	3,207,353.70
Electricity	1,669,587.40	1,751,207.11
Oil	326,665.02	248,551.48
Transport fuel	203,073.24	159,677.56
Scope 1: emissions in metric tonnes CO2e		
Gas consumption	581.16	589.74
Oil consumption	88.20	67.11
Owned transport - minibuses	6.03	6.21
Total scope 1	675.39	663.06
Scope 2: emissions in metric tonnes CO2e		
Purchased electricity	342.15	362.63
Scope 3: emissions in metric tonnes CO2e		
Business travel in employee-owned vehicles	42.39	32.82
Total gross emissions in metric tonnes CO2e	1,059.93	1,058.51
Intensity ratio Tonnes CO2e per pupil	0.22	0.22

Quantification and reporting methodology

We have followed the 2024 HM Government Environmental Reporting Guidelines. We have also used the GHG Reporting Protocol - Corporate Standard and have used the 2024 UK Government's Conversion Factors for Company Reporting.

Intensity Measurement

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

Measures Taken to Improvement Energy Efficiency

SCA funding has been used to add further energy efficiency measures in year, including completion of the LED lighting replacement programme. Some schools also benefitted from the installation of new boilers and replacement roofing which is more insulative. We encourage the use of technology for meetings to reduce travel time and environmental impact and a new conference suite provides much improved video conferencing facilities. We have added new, more efficient printing solutions to our main sites to reduce waste and energy consumption**.**

Plans for Future Periods

Building on our plans for subsequent years, the trustees have approved the following high-level plans.

Mission and Values

- **Our mission** is to be a high performing trust leading sector development
- **Our values** are respect, responsibility and resilience
- **Our motto** is to be the best you can be

Our intent

- **To** create educational excellence together to realise the potential of the communities we serve
- **By** embedding rigorous frameworks to drive excellence
- **In order to** realise our intent for our pupils, our staff and our communities

Critical Success Factors

CET has identified the following ten critical success factors which we think describe some of the key features of a strong trust.

- Leaders make well-informed decisions based on robust evidence of need and school content
- Resources are judiciously allocated to prioritise key initiatives and drive impact
- Daily challenges are effectively and efficiently resolved
- Persistent challenges are accurately identified and addressed effectively
- Capacity for improvement is developed
- A high-performing workforce with clear roles, responsibilities, accountabilities and structures
- The benefits of collaboration outweigh the associated frictions
- Cost synergies and efficiencies are realised to make the best use of the available resources
- Growth initiatives align with and advance the trust's vision, values and strategy
- The trust's future is stewarded

Improvement Priorities

CET has set the following five priorities for improvement:

- Improve educational performance against national standards
- Improve the quality of services provided to schools
- Ensure the health and future success of the Trust
- Realise the benefits of growth for new and existing schools
- Support the wider community of schools in Cumbria

Future Developments

CET is committed to supporting all pupils/students, staff and academies within the Trust to 'be the best they can be'. Each Trust school has its own unique ethos; however, they all share a common vision and values, which are central to the life of the academies and underpin all the Trust's activities. CET's vision

is to enable every young person to reach their potential and achieve the success they deserve by providing an innovative and inspiring learning experience. At the heart of our organisation are the principles of respect, responsibility and resilience. CET remain committed to further developing a sense of social responsibility in all students, so that care for themselves, each other and their environment is intrinsic in all we do.

The growth of CET is a committed element of the strategy. Growth will enable the Trust to further support children across the North region, bringing more benefits both to existing and joining CET schools, through partnering and cross Trust efficiencies. The Trust has received grant funding in year to support these growth plans. In line with these plans, CET's Growth Strategy is based around a 2-18 model with primary schools feeding into our secondary schools. The strategy has hubs in the West of the County, in Carlisle and in Eden.

CET is well placed to continue its growth, now having established and soundly functioning School Improvement and Central Services Teams, which have been intrinsic in the continued success of the Trust. There are confirmed plans to extend our reach to schools into the south of the County in 2024 and this will create a southern hub early in 2025.

CET was also successful in its application for an Alternative Provision free school in 2023/24. This is a much needed provision in the area and provides an excellent opportunity for the Trust to support education for all and extend its reach into local communities. The Trust looks forward to progression the implementation of this project and will work closely with partners from the DFE and the local authority, with the aim for this new school to be open later in 2026.

Disclosure of Information to Auditor

Insofar as the Trustees are aware:

- there is no relevant audit information of which the charitable company's auditor is unaware, and
- 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 9 December 2024 and signed on its behalf by:

G Beveridge
(Chair of Trustees)

Governance statement
For the year ended 31 August 2024

Scope of Responsibility

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

As Trustees, we have reviewed and taken account of the guidance in DfE's Academy Trust Governance Guide.

The Board of Trustees has delegated the day-to-day responsibility to the CE, as Chief 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 CET 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.

The information on governance included here supplements that described in the Trustees' Report and in the statement of Trustees' responsibilities. The Board of Trustees has formally met seven times during the year, including an Annual Planning meeting.

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

Trustee	Meetings attended	Out of a possible
G Beveridge, Chair	7	7
L Hughes, Chief Executive	7	7
M Payne, Chair of Finance, HR and Business Development Committee	5	7
J Routledge	3	7
D Shaw	6	7
R Berry	6	7
M Donnelly	5	7
J O'Neill, (Co-opted) Chair of Audit and Risk Committee	6	7
Professor R Trimble	0	2
M Hood, Chair of Student Achievement & Curriculum Committee	5	7

Trustees are linked to our schools/LABs. Trustees and Chairs of the LABs meet termly to support two-way communication.

A Governance Training Programme is in place for all Trustees and LAB members. A well-attended and successful Annual Governance Conference took place in April 2024 for Members, Trustees and LAB members across our schools.

Finance, HR and Business Development Committee

The Finance, HR and Business Development Committee is a sub-committee of the main Board of Trustees and met four times during the year.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
M Payne (Chair)	3	4
G Beveridge	4	4
M Donnelly	3	4
J Routledge	2	4
D Shaw	3	4
R Berry	3	4
L Hughes	4	4

The CE Appraisal and Pay Review Sub Committee is a sub-committee of the Finance, HR and Business Development Committee. The committee met twice in the year.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
G Beveridge	2	2
M Payne	1	2
D Shaw	2	2

Student Achievement and Curriculum

The Student Achievement and Curriculum Committee is a sub-committee of the main Board of Trustees and met three times during the year.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
M Hood (Chair)	3	3
G Beveridge	3	3
L Hughes	2	3
Prof R Trimble	0	1
M Donnelly	1	3

Audit and Risk Committee

The Audit and Risk Committee is also a sub-committee of the main Board of Trustees and met three times during the year.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
J O'Neill (Chair)	3	3
G Beveridge	3	3
L Hughes	3	3
M Payne	3	3
R Berry	3	3
M Hood	2	3

Local Advisory Boards

We welcomed two new Chairs at Northside Primary School and Workington Academy (who was the Vice Chair).

LAB members are linked to areas of the Strategic School Improvement (SSI) Plan and are assigned to sections of the plan. They visit schools termly and have challenging, but supportive, conversations with key members of the school Leadership Teams.

We continue to recruit new members for our LABs through a variety of means including a marketing and recruitment plan, social media, word of mouth and the Governors for Schools website.

Review of Value for Money

As Accounting Officer, the CE has responsibility for ensuring that the 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, as well as estates safety and management, achieved in return for the taxpayer resources received.

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

- Achieving the educational outcomes, as set out in the Trustees' Report. Outcomes include many positive indicators. Educational outcomes were improved with the same resource by taking steps to further improve the quality of teaching, as set out with the Sustained School Improvement (SSI) section in the Trustees' Report.
- CET continues to enable the sharing of delivery and good practice across all schools within the Trust. This has driven up standards for lower cost.
- Staff deployment within schools is supported by Integrated Curriculum Financial Planning and with reference to core curriculum measures (e.g. contact time) to guide on staff structures. This helps to ensure that all staff are deployed as efficiently as possible to support an improved curriculum, and to target areas in need of development. The Student Achievement and Curriculum Committee bring effective challenge to curriculum planning.
- CET has supported and collaborated with other schools in the County and beyond. It's has also supported other schools through teaching and learning and leadership programmes.

- Consolidated procurement activities continue to be developed with value for money considerations at the forefront of purchasing decisions. Working with approved purchasing frameworks provide added assurance that robust due diligence and best prices are being attained. The DFE's Buying for School's service has been utilised in year to support the tender and selection of a new catering service for all Trust schools.
- Contract and services are regularly appraised and renegotiated in a timely manner to ensure value for money.
- Utilities contracts have been closely monitored in year and all supplies are now provided through suppliers which have been selected through approved (DFE accredited) frameworks. This has helped to ensure appropriate contracts are entered into which secures the best price for a agreed duration, at a time when prices remain volatile.
- Options appraisals are carried out before purchases are made, including assessing the costs and benefits of alternatives over the longer term. A range of quotes are obtained for all major purchases, so that the Trust knows it is getting a good deal.
- CET explores opportunities to generate income through the letting of facilities to the local community and the provision of support services to local schools. The benefits of having excellent sporting facilities at Workington and Whitehaven academies are providing a reliable income stream for these schools.

The purpose of the System of Internal Control

The system of internal control is designed to manage risk to a reasonable level, rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can, therefore, only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on-going process designed to identify and prioritise the risks to the achievement of 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. Trustees place reliance on the assurance provided through independent audit mechanisms, which have been delivered in year.

The system of internal control which has been in place in CET for the year 1 September 2023 to 31 August 2024 and up to the date of approval of the Annual Report and Financial Statements provide a good level of assurance that systems and controls are robust and operating effectively. There were no high-risk recommendations arising from the audit work undertaken. There are some instances where actions can be made to further strengthen existing internal controls and management have taken these action points forward.

Capacity to Handle Risk

The Board of Trustees has reviewed the key risks to which the Trust is exposed to, together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Board of Trustees is of the view that there is a formal ongoing process for identifying, evaluating and managing the Trust's significant risks that has been in place for the year 1 September 2023 to 31 August 2024 and up to the date of approval of the Annual Report and Financial Statements. This process is regularly reviewed by the Board of Trustees.

The Risk and Control Framework

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

- Comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the Board of Trustees.
- Regular reviews by the relevant committees 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.

As part of the wider scrutiny arrangements, a programme of internal audit work is agreed to provide assurance on the internal control environment and ensure all categories of risk are being identified, reported and managed. The Board of Trustees has considered the need for a specific internal audit function and has appointed Dodd and Co Chartered Accountants as internal auditor. The audit programme is drawn up using a risk-based approach using internal information such as financial and management data, risk actions shown in the corporate risk registers and other assessments and sector guidance, whilst also having regard to third party recommendations. The number of Internal audit days commissioned is also increased to reflect Trust growth and associated funding levels and the increasing complexities of Trust activities.

The internal Auditor's role includes giving advice on financial matters and performing a range of checks on the Trust's financial systems.

The Internal Auditor reports independently to the Board of Trustees through the Audit and Risk Committee, on the operation of the systems of control and on the discharge of the Board of Trustees financial responsibilities and reports on the work undertaken through detailed audit reports and a summary internal annual scrutiny report to the committee which outlines the areas reviewed, key findings, recommendations and conclusions to help the committee consider actions and assess year on year progress. The audits carried out in the current period included a review of the Trust's banking arrangements, management of the purchase ledger and associated controls, appraisal of the travel and expense policy and the process for claiming expenses. Previous years recommendations are also followed up and the arrangements for safe driving at work and the single central record were also examined.

A high level of assurance was provided by the Internal Auditor based on the programme of audit work undertaken in the current year.

Review of effectiveness

As Accounting Officer, the CE has responsibility for reviewing the effectiveness of the system of internal control. During the year in question, the review has been informed by:

- The work of the internal auditor.
- The work of the external auditor.
- The financial management and governance self-assessment process.
- The work of the executive managers within the Trust who have responsibility for the development and maintenance of the internal control framework.

Conclusion

Based on the advice of the audit and risk committee and the accounting officer, the board of trustees is of the opinion that the academy trust has an adequate and effective framework for governance, risk management and control.

Approved by order of the members of the Board of Trustees on 9 December 2024 and signed on their behalf by:

G Beveridge
Chair of Trustees

L Hughes
Accounting Officer

Cumbria Education Trust

(A company limited by guarantee)

Statement on Regularity, Propriety and Compliance

As Accounting Officer of Cumbria Education Trust I have considered my responsibility to notify the 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, including for estates safety and management, received by the Trust, under the funding agreement in place between the Trust and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academies Trust Handbook 2023, including responsibilities for estates safety and management.

I confirm that I and the Trust Board of Trustees are able to identify any material irregular or improper use of all funds by the Trust, or material non-compliance with the terms and conditions of funding under the Trust's funding agreement and the Academies Trust Handbook 2023.

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.

L Hughes
Accounting Officer
Date: 9 December 2024

Statement of Trustees' responsibilities
For the year ended 31 August 2024

The Trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for preparing the Trustees' report and the financial statements in accordance with the Academies Accounts Direction published by the Education and Skills Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

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

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles of the Charities SORP 2019 and the Academies Accounts Direction 2023 to 2024;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

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

The Trustees are responsible for ensuring that in its conduct and operation the charitable company applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from ESFA/DfE have been applied for the purposes intended.

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

Approved by order of the members of the Board of Trustees on 9 December 2024 and signed on its behalf by:

G Beveridge
(Chair of Trustees)

Independent auditor's report on the financial statements to the members of Cumbria Education Trust

Opinion

We have audited the financial statements of Cumbria Education Trust (the 'Trust') for the year ended 31 August 2024 which comprise the statement of financial activities, the balance sheet, the statement of cash flows and the related notes, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice), including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Charities SORP 2019 and the Academies Accounts Direction 2023 to 2024 issued by the Education and Skills Funding Agency.

In our opinion the financial statements:

- give a true and fair view of the state of the Trust's affairs as at 31 August 2024 and of its incoming resources and application of resources, including its income and expenditure for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006, the Charities SORP 2019 and the Academies Accounts Direction 2023 to 2024 issued by the Education and Skills Funding Agency.

Basis for opinion

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

Conclusions relating to going concern

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

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the 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 other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. The Trustees are responsible for the other information contained within the annual report. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon. Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinion on other matters prescribed by the Companies Act 2006

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

- the information given in the Trustees' report including the Strategic report for the financial year for which the financial statements are prepared is consistent with the financial statements.
- the Trustees' report and the Strategic report have been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of our knowledge and understanding of the Trust and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' report including the Strategic report.

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

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of Trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of trustees

As explained more fully in the statement of Trustees' responsibilities, the Trustees (who are also the directors of the Trust 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 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 Trust or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

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

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

We identified areas of law and regulations that could reasonably be expected to have a material effect on the financial statements from our general and sector experience and through discussions with the trustees and other management (as required by Auditing Standards) and from inspection of the Trust's legal correspondence and we discussed with the trustees the policies and procedures regarding compliance with laws and regulations. We have communicated identified laws and regulations throughout our team and remained alert to any indications of non-compliance throughout the audit.

Firstly, the Trust is subject to laws and regulations that directly affect the financial statements including financial reporting legislation (including related companies legislation) and taxation legislation and we assessed the extent of compliance with these laws and regulations as part of our procedures on the related financial statement items.

Secondly, the Trust is subject to many other laws and regulations where the consequences of non-compliance could have a material effect on amounts or disclosures in the financial statements, for instance through the imposition of fines and litigation. We identified the following areas as those most likely to have such an effect; health and safety, employment law, data protection, environmental law, safeguarding and child protection and certain aspects of company legislation, recognising the nature of the Trust's activities. Auditing Standards limit the required audit procedures to identify non-compliance with these laws and regulations to enquiry of the trsutees and other management and inspection of regulatory and legal correspondence, if any. Through these procedures, we have not become aware of any actual or suspected non-compliance.

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. This risk increases the more that compliance with a law or regulation is removed from the events and transactions reflected in the financial statements, as we will be less likely to become aware of instances of non-compliance. The risk is also greater regarding irregularities occurring due to fraud rather than error, as fraud involves intentional concealment, forgery, collusion, omission or misrepresentation.

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

Use of our report

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

Anne Hallowell BSc FCA DChA (Senior Statutory Auditor)
for and on behalf of UNW LLP, Statutory Auditor
Chartered Accountants
Newcastle Upon Tyne
Date: 9 December 2024

Independent Reporting Accountant's Assurance Report on Regularity to Cumbria Education Trust and the Education & Skills Funding Agency

In accordance with the terms of our engagement letter dated 2 September 2024 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2023 to 2024, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Cumbria Education Trust during the year 1 September 2023 to 31 August 2024 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 Cumbria Education Trust and ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Cumbria Education Trust and ESFA those matters we are required to state in a report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than Cumbria Education Trust and ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of Cumbria Education Trust's accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of Cumbria Education Trust's funding agreement with the Secretary of State for Education dated 1 September 2013 and the Academy Trust Handbook, extant from 1 September 2023, 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 2023 to 2024. We report to you whether anything has come to our attention in carrying out our work which suggests that in all material respects, expenditure disbursed and income received during the year 1 September 2023 to 31 August 2024 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

Approach

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

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

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

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

The work undertaken to support our conclusion includes:

- Testing a sample of expenditure to verify that the Trust's procurement procedures have been followed for the items selected;
- Testing a sample of payments to ensure that they are correctly authorised in accordance with the Trust's policies;
- Testing a sample of expenditure to verify the nature of spend is in line with funding agreements;
- Testing a sample of credit card transactions;
- Testing a sample of income and expenditure to ensure systems and controls are being implemented in line with the Trust's policies;
- Review of Trustee minutes;
- Review of registers of interest;

- Review of related party transactions;
- Review of the annual Internal Assurance report; and
- Obtain formal letters of representation detailing Trustees' responsibilities

Conclusion

In the course of our work, nothing has come to our attention which suggest in all material respects the expenditure disbursed and income received during the year 1 September 2023 to 31 August 2024 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Reporting Accountant
UNW LLP

Date: 9 December 2024

Cumbria Education Trust

(A company limited by guarantee)

Statement of financial activities (incorporating income and expenditure account)
For the year ended 31 August 2024

	Note	Unrestricted funds 2024 £	Restricted funds 2024 £	Restricted fixed asset funds 2024 £	Total funds 2024 £	Total funds 2023 £
Income from:						
Donations and capital grants	3	**611,414**	**-**	**1,815,913**	**2,427,327**	8,457,410
Other trading activities	4	**714,673**	**-**	**-**	**714,673**	734,456
Investments	5	**182,152**	**-**	**-**	**182,152**	63,693
Charitable activities	6	**-**	**34,459,444**	**-**	**34,459,444**	31,063,204
Other income	7	**287,716**	**43,815**	**-**	**331,531**	386,025
Total income		**1,795,955**	**34,503,259**	**1,815,913**	**38,115,127**	40,704,788
Expenditure on:						
Raising funds		**556,757**	**-**	**-**	**556,757**	472,771
Charitable activities		**435,002**	**35,051,567**	**2,278,738**	**37,765,307**	34,202,744
Total expenditure	8	**991,759**	**35,051,567**	**2,278,738**	**38,322,064**	34,675,515
Net movement in funds before other recognised gains/(losses)		**804,196**	**(548,308)**	**(462,825)**	**(206,937)**	6,029,273
Other recognised gains/(losses):						
Actuarial (losses)/gains on defined benefit pension schemes (including derecognition of surplus)	28	**-**	**(280,000)**	**-**	**(280,000)**	2,767,000
Net movement in funds		**804,196**	**(828,308)**	**(462,825)**	**(486,937)**	8,796,273
Reconciliation of funds:						
Total funds brought forward		**1,086,799**	**1,044,446**	**64,645,759**	**66,777,004**	57,980,731
Net movement in funds		**804,196**	**(828,308)**	**(462,825)**	**(486,937)**	8,796,273
Total funds carried forward		**1,890,995**	**216,138**	**64,182,934**	**66,290,067**	66,777,004

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

The notes on pages 50 to 81 form part of these financial statements.

Cumbria Education Trust

(A company limited by guarantee)

Balance sheet
As at 31 August 2024

	Note		2024 £		2023 £
Fixed assets					
Tangible assets	15		**63,233,842**		63,851,788
Current assets					
Stocks	16	**22,238**		32,372	
Debtors	17	**1,929,569**		1,872,713	
Current asset investments	25	**1,260,882**		758,179	
Cash at bank and in hand	25	**3,808,208**		3,929,633	
		7,020,897		6,592,897	
Creditors: amounts falling due within one year	18	**(3,963,112)**		(3,664,987)	
Net current assets			**3,057,785**		2,927,910
Total assets less current liabilities			**66,291,627**		66,779,698
Creditors: amounts falling due after more than one year	19		**(1,560)**		(2,694)
Defined benefit pension scheme	28		**-**		-
Total net assets			**66,290,067**		66,777,004
Funds of the Academy Trust					
Restricted funds:					
Fixed asset fund	20	**64,182,934**		64,645,759	
Restricted income fund	20	**216,138**		1,044,446	
Total restricted funds	20		**64,399,072**		65,690,205
Unrestricted income funds	20		**1,890,995**		1,086,799
Total funds			**66,290,067**		66,777,004

Balance sheet (continued)
As at 31 August 2024

The financial statements on pages 46 to 81 were approved by the Trustees, and authorised for issue on 09 December 2024 and are signed on their behalf, by:

G Beveridge
(Chair of Trustees)

Registered company number: 07698631

The notes on pages 50 to 81 form part of these financial statements.

Statement of cash flows
For the year ended 31 August 2024

	Note	2024 £	2023 £
Cash flows from operating activities			
Net cash provided by/(used in) operating activities	22	**83,139**	(204,021)
Cash flows from investing activities	24	**157,855**	(641,776)
Cash flows from financing activities	23	**140,284**	61,105
Change in cash and cash equivalents in the year		**381,278**	(784,692)
Cash and cash equivalents at the beginning of the year		**4,687,812**	5,472,504
Cash and cash equivalents at the end of the year	25, 26	**5,069,090**	4,687,812

The notes on pages 50 to 81 form part of these financial statements

1. Accounting policies

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

1.1 Basis of preparation of financial statements

The financial statements of the Trust, which is a public benefit entity under FRS 102, have been prepared under the historic cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2023 to 2024 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

Cumbria Education Trust meets the definition of a public benefit entity under FRS 102.

1.2 Going concern

In determining the appropriate basis of preparation of the financial statements, the Trustees are required to consider whether the use of going concern is appropriate and whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the Academy Trust to continue as a going concern for the foreseeable future, being a period of at least 12 months from the date of signing of these financial statements.

The Trustees have performed this assessment and have prepared the financial statements on a going concern basis which is considered appropriate for the following reasons.

At 31 August 2024, the free reserves position was £2,107,133 (2023: £2,131,245) and the Academy Trust had cash reserves of £5,069,090 (2023: £4,687,812).

The Trustees have prepared cash flow forecasts for a period in excess of 12 months from the date of their approval of these financial statements. The cash flow forecasts that the Trustees have prepared are based on their current best estimates and are in line with the funding agreement in place with the Department for Education and show that the Academy Trust can maintain sufficient financial headroom for the foreseeable future.

1. Accounting policies (continued)

1.3 Income

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

Grants are included in the statement of financial activities incorporating income and expenditure account 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 entitlement of receipt, its recognition is deferred and included in creditors as deferred income. Where entitlement occurs before income is received, the income is accrued.

General Annual Grant is recognised in full in the statement of financial activities incorporating income and expenditure account 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.

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

Donations are recognised on a receivable basis where receipt is probable and the amount can be reliably measured.

Other income, including the hire of facilities, is recognised in the period in which it is receivable and to the extent the goods have been provided or on completion of the service.

Where assets are received by the Trust on conversion to an academy, the transferred assets are measured at fair value and recognised in the balance sheet at the point when the risk and rewards of ownership pass to the Trust. An equal amount of income is recognised as a transfer on conversion within income from donations and capital grants.

Where assets are received on the transfer of an existing academy into the Trust, the transferred assets are measured at fair value and recognised in the balance sheet at the point when the risks and rewards of ownership pass to the Trust, which is on signing of the transfer agreement with the transferring trust. An equal amount of income is recognised for the transfer of an existing academy into the Trust within Income and donations and capital grants.

1. Accounting policies (continued)

1.4 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use.

Expenditure on raising funds includes all expenditure incurred by the Trust to raise funds for its charitable purposes and includes costs of all fundraising activities events and non-charitable trading.

Expenditure on charitable activities are costs incurred on the Trust's educational operations, including support costs and those costs relating to the governance of the Trust appointed to charitable activities.

All resources expended are inclusive of irrecoverable VAT.

1.5 Leases

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

1.6 Taxation

The 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 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.

1. Accounting policies (continued)

1.7 Tangible fixed assets

Assets costing £1,000 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

Where tangible fixed assets have been acquired with the aid of specific grants, either from the government or from the private sector, they are included in the balance sheet at cost and depreciated over their expected useful economic life. Where there are specific conditions attached to the funding requiring the continued use of the asset, the related grants are credited to a restricted fixed asset fund in the statement of financial activities and carried forward in the balance sheet. Depreciation on the relevant assets is charged directly to the restricted fixed asset fund in the statement of financial activities. Where tangible fixed assets have been acquired with unrestricted funds, depreciation on such assets is charged to the unrestricted fund.

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

Depreciation is provided on the following basis:

Freehold property	-	2% (50 years)
Long-term leasehold property	-	2% (50 years)
Fixtures and fittings	-	15% (6 - 7 years)
Computer equipment	-	20% (5 years)

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

1.8 Stocks

Unsold uniforms and catering stocks are valued at the lower of cost or net realisable value.

1.9 Liabilities

Liabilities are recognised when there is an obligation at the balance sheet date as a result of a past event, it is probable that a transfer of economic benefit will be required in settlement, and the amount of the settlement can be estimated reliably. Liabilities are recognised at the amount that the 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.

1. Accounting policies (continued)

1.10 Financial instruments

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

Financial assets and financial liabilities - trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 17. Prepayments are not financial instruments.

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

Financial liabilities - trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost as detailed in notes 18 and 19. 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.

1.11 Provisions

Provisions are recognised when the Trust has an obligation at the reporting date as a result of a past event which it is probable will result in the transfer of economic benefits and the obligation can be estimated reliably.

Provisions are measured at the best estimate of the amounts required to settle the obligation. Where the effect of the time value of money is material, the provision is based on the present value of those amounts, discounted at the pre-tax discount rate that reflects the risks specific to the liability. The unwinding of the discount is recognised within interest payable and similar charges.

1. Accounting policies (continued)

1.12 Pensions

Retirement benefits to employees of the Trust are provided by the Teachers' Pension Scheme ("TPS") and the Local Government Pension Scheme ("LGPS"). These are defined benefit schemes.

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the 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 quadrennial valuations using a prospective unit credit method. TPS is an unfunded multi-employer scheme with no underlying assets to assign between employers. Consequently, the TPS is treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

The LGPS is a funded multi-employer scheme and the assets are held separately from those of the 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 credit method and discounted at a rate equivalent to the current rate of return on a high quality corporate bond of equivalent term and currency to the liabilities. The actuarial valuations are obtained at least triennially and are updated at each balance sheet date. The amounts charged to operating surplus are the current service costs and the costs of scheme introductions, benefit changes, settlements and curtailments. They are included as part of staff costs as incurred. Net interest on the net defined benefit liability/asset is also recognised in the statement of financial activities and comprises the interest cost on the defined benefit obligation and interest income on the scheme assets, calculated by multiplying the fair value of the scheme assets at the beginning of the period by the rate used to discount the benefit obligations. The difference between the interest income on the scheme assets and the actual return on the scheme assets is recognised in other recognised gains and losses.

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

1.13 Fund accounting

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

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

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

2. Critical accounting estimates and areas of judgment

Estimates and judgments 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 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 asset/(liability) depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost or income for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 28, will impact the carrying amount of the pension asset/(liability). Furthermore a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2022 has been used by the actuary in valuing the pensions liability at 31 August 2024. 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 asset/liability. See note 27 and note 28 for further details.

Critical areas of judgment:

A significant area of judgment is the useful economic lives of fixed assets, details of which are given above.

A significant judgment is needed with regards to the recognition of the LGPS surplus. FRS102 section 28.22 states a plan surplus can be recognised only to the extent an entity is able to recover the surplus, either through reduced contributions in the future, or through refunds from the scheme. Due to significant uncertainties around the Trust's ability to recover this surplus through future reduced contributions, the asset values calculated have been capped within these financial statements and the asset has not been recognised on the balance sheet. See note 27.

3. Income from donations and capital grants

	Unrestricted funds 2024 £	Restricted funds 2024 £	Restricted fixed asset funds 2024 £	Total funds 2024 £
Donations	611,414	-	-	**611,414**
Capital grants	-	-	1,815,913	**1,815,913**
Total 2024	611,414	-	1,815,913	**2,427,327**

3. Income from donations and capital grants (continued)

	Unrestricted funds 2023 £	Restricted funds 2023 £	Restricted fixed asset funds 2023 £	Total funds 2023 £
Donations	496,827	-	-	496,827
Capital grants	-	-	1,856,008	1,856,008
Grant for new school building	-	-	2,911,052	2,911,052
Assets donated on conversion	109,412	23,000	3,061,111	3,193,523
Total 2023	606,239	23,000	7,828,171	8,457,410

4. Other trading activities

	Unrestricted funds 2024 £	**Total funds 2024 £**	Total funds 2023 £
Hire of facilities and other income	714,673	**714,673**	734,456

5. Investment income

	Unrestricted funds 2024 £	**Total funds 2024 £**	Total funds 2023 £
Investment income	2,734	**2,734**	1,454
Bank interest	141,418	**141,418**	62,239
Pension income	38,000	**38,000**	-
	182,152	**182,152**	63,693

6. Funding for the Academy Trust's educational operations

	Restricted funds 2024 £	Total funds 2024 £
Academy's educational operations		
DfE/ESFA grants		
General annual grant (GAG)	27,649,934	**27,649,934**
Other DfE/ESFA grants		
Pupil premium	1,779,283	**1,779,283**
UIFSM	155,270	**155,270**
PE grant	176,753	**176,753**
WELL project funding	63,562	**63,562**
Other grants - non capital	440,072	**440,072**
Mainstream grant	1,257,121	**1,257,121**
Teacher's pay grants	647,604	**647,604**
Other government grants		
Local Authority grants	1,798,492	**1,798,492**
Other grants	285,854	**285,854**
COVID-19 additional funding (DfE/ESFA)		
Catch-up Premium	205,499	**205,499**
	34,459,444	**34,459,444**

6. Funding for the Academy Trust's educational operations (continued)

	Restricted funds 2023 £	Total funds 2023 £
Academy's educational operations		
DfE/ESFA grants		
General annual grant (GAG)	25,587,509	25,587,509
Other DfE/ESFA grants		
Pupil premium	1,592,225	1,592,225
Supplementary grant	828,557	828,557
UIFSM	121,822	121,822
PE grant	166,836	166,836
WELL project funding	62,625	62,625
Other grants - non capital	374,503	374,503
Other government grants		
Local Authority grants	1,567,483	1,567,483
Other government grants	516,234	516,234
COVID-19 additional funding (DfE/ESFA)		
Catch-up Premium	245,410	245,410
	31,063,204	31,063,204

7. Other incoming resources

	Unrestricted funds 2024 £	**Restricted funds 2024 £**	**Total funds 2024 £**
Miscellaneous income including transport and uniforms	287,716	43,815	**331,531**

	Unrestricted funds 2023 £	Restricted funds 2023 £	Total funds 2023 £
Miscellaneous income including transport and uniforms	278,213	107,812	386,025

8. Expenditure

	Staff Costs 2024 £	Premises 2024 £	Other 2024 £	Total 2024 £
Expenditure on raising voluntary income:				
Direct costs	-	-	556,757	**556,757**
Academy's educational operations:				
Direct costs	25,000,123	-	2,126,984	**27,127,107**
Allocated support costs	3,956,777	4,299,357	2,382,066	**10,638,200**
	28,956,900	4,299,357	5,065,807	**38,322,064**

	Staff Costs 2023 £	Premises 2023 £	Other 2023 £	Total 2023 £
Expenditure on raising voluntary income:				
Direct costs	-	-	472,771	472,771
Academy's educational operations:				
Direct costs	22,172,644	-	2,301,319	24,473,963
Allocated support costs	3,542,978	3,877,147	2,308,656	9,728,781
	25,715,622	3,877,147	5,082,746	34,675,515

9. Analysis of expenditure by activities

	Activities undertaken directly 2024 £	Support costs 2024 £	Total funds 2024 £
Academy's educational operations	27,127,107	10,638,200	**37,765,307**

	Activities undertaken directly 2023 £	Support costs 2023 £	Total funds 2023 £
Academy's educational operations	24,473,963	9,728,781	34,202,744

9. Analysis of expenditure by activities (continued)

Analysis of support costs

	Academy's educational operations 2024 £	Total funds 2024 £	Total funds 2023 £
Pension finance costs	-	**-**	86,000
Staff costs	3,956,777	**3,956,777**	3,542,978
Depreciation	2,278,738	**2,278,738**	1,878,654
Professional services	233,075	**233,075**	182,550
Water rates	68,904	**68,904**	146,121
Maintenance of premises and equipment	396,147	**396,147**	348,992
Cleaning	268,821	**268,821**	218,173
Rent and rates	211,760	**211,760**	185,374
Heat and light	1,074,986	**1,074,986**	1,099,833
Insurance	143,685	**143,685**	142,730
Transport	325,971	**325,971**	326,878
Catering	893,324	**893,324**	883,683
Technology costs	387,224	**387,224**	323,667
Bank interest and charges	11,137	**11,137**	8,911
Other support costs	387,651	**387,651**	354,237
	10,638,200	**10,638,200**	9,728,781

10. Net income/(expenditure)

Net income/(expenditure) for the year includes:

	2024 £	2023 £
Operating lease rentals	**45,964**	43,837
Depreciation of tangible fixed assets	**2,278,738**	1,878,654
Audit of these financial statements	**21,400**	20,000

Fees paid to the Academy Trust's auditors for other assurance services amounts to £4,225 (2023: £3,975).

11. Staff

a. Staff costs

Staff costs during the year were as follows:

	2024 £	2023 £
Wages and salaries	**21,432,263**	18,944,814
Social security costs	**2,192,823**	1,932,764
Pension costs	**4,444,838**	4,162,428
	28,069,924	25,040,006
Agency staff costs	**855,151**	640,167
Staff restructuring costs	**31,825**	35,449
	28,956,900	25,715,622

b. Special staff severance payments

Included in staff restructuring costs are non-statutory/non-contractual severance payments of £nil to no individuals (2023: £3,381 to 2 individuals).

c. Staff numbers

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

	2024 No.	2023 No.
Teachers	**258**	260
Administration and support	**483**	381
Leadership	**56**	58
	797	699

11. Staff (continued)

c. Staff numbers (continued)

The average headcount expressed as full-time equivalents was:

	2024 No.	2023 No.
Teachers	**277**	221
Administration and support	**226**	256
Leadership	**54**	51
	557	528

d. Higher paid staff

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

	2024 No.	2023 No.
In the band £60,001 - £70,000	**20**	17
In the band £70,001 - £80,000	**16**	6
In the band £80,001 - £90,000	**1**	5
In the band £100,001 - £110,000	**4**	2
In the band £110,001 - £120,000	**2**	-
In the band £130,001 - £140,000	**-**	1
In the band £140,001 - £150,000	**1**	-
In the band £180,001 - £190,000	**-**	1
In the band £190,001 - £200,000	**1**	-

All the employees above participated in the Academy Trust's pension schemes. During the year ended 31 August 2024 pension contributions for these staff amounted to £773,596 (2023: £563,940).

e. Key management personnel

The key management personnel of the Trust comprise the Trustees and the senior management team as listed on page 1. The total amount of employee benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the Trust was £2,656,829 (2023: £1,998,619).

12. Central services

The Trust provides core central services to its schools as well as centrally driven school improvement resources and initiatives. Centrally managed service/supply contracts (e.g. ICT licences, H&S, insurance etc which are direct school costs) also feature in the central charge back to schools. For this reason, the cost of central support services is not recognised as a top slice as it includes more costs than purely central services. The cost is allocated back to schools on a pupil (weighted) basis.

It should also be noted that there was investment and increase capacity in central services in 23/24 readiness for planned growth. Due to factors outside the Trust's control, growth plans were delayed and these will now be recognised during 24/25. This growth will see total pupil numbers in the Trust increase by over 1/3rd and will release efficiencies in central service operations.

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

- Executive leadership
- Human resources
- Payroll services
- Legal services
- Financial services
- Estates management
- Educational support services
- ICT services
- Governance and other costs
- School improvement
- Data services
- Media and marketing

The Trust charges for these services on the following basis:

Amount per pupil at a rate of £838.08 (2023: £669.41)

12. Central services (continued)

The actual amounts charged during the year were as follows:

	2024 £	2023 £
William Howard School	**923,231**	865,231
Workington Academy	**1,151,997**	747,676
Yewdale Primary School	**259,196**	202,245
Longtown Primary School	**157,962**	121,488
Tebay Primary School	**75,123**	55,301
Yanwath Primary School	**106,715**	99,718
The Whitehaven Academy	**679,232**	472,608
Caldew Lea Primary School	**240,400**	164,324
Hensingham Primary School	**106,697**	123,770
Newtown Primary School	**126,327**	100,947
Northside Primary School	**99,458**	61,446
Castle Carrock Primary School	**47,742**	37,745
Petteril Bank School	**107,385**	66,292
Total	**4,081,465**	3,118,791

13. Trustees' remuneration and expenses

One or more Trustees has been paid remuneration or has received other benefits from an employment with the 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. The value of Trustees' remuneration and other benefits was as follows:

		2024 £	2023 £
L Hughes, Chief Executive	Remuneration	**195,000 - 200,000**	185,000 - 190,000
	Pension contributions paid	**10,000 - 15,000**	40,000 - 45,000

During the year ended 31 August 2024, no expenses were reimbursed or paid directly to any Trustee (2023 - £593 to 2 Trustees).

14. Trustees' and Officers' insurance

In accordance with normal commercial practice, the Trust has purchased insurance to protect Trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business. The insurance provides cover up to £10,000,000 on any one claim. It is not possible to quantify the Trustees and Officers indemnity element from the overall cost of the RPA scheme.

15. Tangible fixed assets

	Freehold property £	Long-term leasehold property £	Furniture and equipment £	Computer equipment £	Total £
Cost					
At 1 September 2023	**17,683,303**	**58,535,694**	**5,532,274**	**1,342,389**	**83,093,660**
Additions	**529,206**	**62,021**	**922,072**	**147,493**	**1,660,792**
At 31 August 2024	**18,212,509**	**58,597,715**	**6,454,346**	**1,489,882**	**84,754,452**
Depreciation					
At 1 September 2023	**2,763,617**	**13,793,645**	**1,650,063**	**1,034,547**	**19,241,872**
Charge for the year	**315,548**	**961,800**	**858,235**	**143,155**	**2,278,738**
At 31 August 2024	**3,079,165**	**14,755,445**	**2,508,298**	**1,177,702**	**21,520,610**
Net book value					
At 31 August 2024	**15,133,344**	**43,842,270**	**3,946,048**	**312,180**	**63,233,842**
At 31 August 2023	14,919,686	44,742,049	3,882,211	307,842	63,851,788

Included within freehold and leasehold land and buildings is land of £8,319,670 (2023: £8,319,670).

Leasehold premises are leased from the local authority on 125 year leases for £nil consideration. They are included within the financial statements at valuation based upon readily available valuations prepared by Education & Skills Funding Agency, at the time the schools joined the Trust.

16. Stocks

	2024 £	2023 £
Finished goods and goods for resale	**22,238**	32,372

17. Debtors

	2024 £	2023 £
Trade debtors	**108,279**	194,464
Other debtors	**131,937**	72,563
Prepayments and accrued income	**1,297,994**	1,031,564
VAT recoverable	**391,359**	574,122
	1,929,569	1,872,713

18. Creditors: amounts falling due within one year

	2024 £	2023 £
Other loans	**1,276**	1,276
Trade creditors	**1,258,726**	912,664
Other taxation and social security	**1,046,272**	903,691
Other creditors	**183,388**	145,991
Accruals and deferred income	**1,473,450**	1,701,365
	3,963,112	3,664,987

	2024 £	2023 £
Deferred income at 1 September	**1,111,946**	1,137,125
Resources deferred during the year	**763,458**	1,111,946
Amounts released from previous periods	**(1,111,946)**	(1,137,125)
	763,458	1,111,946

Deferred income relates to funding received in advance for the 2024/25 academic year.

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

	2024 £	2023 £
Other loans	**1,560**	2,694

Loans of £7,273 from Salix, in partnership with the Department for Education (DfE), were provided through the Salix Energy Efficiency Fund (SEEF). The loan provided is interest-free and repayable bi-annually over an 6-year period through a reduction in ESFA income received.

20. Statement of funds

	Balance at 1 September 2023 £	Income £	Expenditure £	Gains/ (Losses) £	Balance at 31 August 2024 £
Unrestricted funds					
General funds	**1,086,799**	**1,795,955**	**(991,759)**	**-**	**1,890,995**
Restricted funds					
Restricted income funds	**1,044,446**	**34,465,259**	**(35,293,567)**	**-**	**216,138**
Pension reserve	**-**	**38,000**	**242,000**	**(280,000)**	**-**
	1,044,446	**34,503,259**	**(35,051,567)**	**(280,000)**	**216,138**
Restricted fixed asset funds					
Restricted fixed asset funds	**64,645,759**	**1,815,913**	**(2,278,738)**	**-**	**64,182,934**
Total restricted funds	**65,690,205**	**36,319,172**	**(37,330,305)**	**(280,000)**	**64,399,072**
Total funds	**66,777,004**	**38,115,127**	**(38,322,064)**	**(280,000)**	**66,290,067**

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

Unrestricted funds represent those resources which may be used towards meeting any of the charitable objectives of the academy trust at the discretion of the governors. Unrestricted income funds also represent the school funds which are used to administer other funds such as extra curricular school events or trips.

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

20. Statement of funds (continued)

Restricted income funds comprise all other restricted funds received by the Trust and include grants from the Education and Skills Funding Agency and the Department of Education.

Transfers between funds represents capital funds spent on repairs and maintenance.

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

	Balance at 1 September 2022 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2023 £
Unrestricted funds						
General Funds	403,849	1,682,601	(999,651)	-	-	1,086,799
Restricted general funds						
Restricted income funds	1,719,487	31,194,016	(31,778,210)	(90,847)	-	1,044,446
Pension reserve	(2,748,000)	-	(19,000)	-	2,767,000	-
	(1,028,513)	31,194,016	(31,797,210)	(90,847)	2,767,000	1,044,446
Restricted fixed asset funds						
Restricted fixed asset funds	58,605,395	7,828,171	(1,878,654)	90,847	-	64,645,759
Total restricted funds	57,576,882	39,022,187	(33,675,864)	-	2,767,000	65,690,205
Total funds	57,980,731	40,704,788	(34,675,515)	-	2,767,000	66,777,004

20. Statement of funds (continued)

Total funds analysis by academy

Fund balances at 31 August 2024 were allocated as follows:

	2024 £	2023 £
Cumbria Education Trust	**1,440,502**	1,217,638
William Howard School	**(478,300)**	(482,657)
Workington Academy	**419,549**	419,549
Yewdale Primary School	**88,196**	101,594
Longtown Primary School	**456**	81,644
Tebay Primary School	**72,330**	61,390
Yanwath Primary School	**(90,536)**	(117,192)
The Whitehaven Academy	**394,948**	371,407
Caldew Lea Primary School	**319,542**	357,853
Hensingham Primary School	**(30,380)**	54,373
Newtown Primary School	**(28,123)**	29,428
Northside Primary School	**39,538**	54,910
Castle Carrock Primary School	**(24,250)**	(18,692)
Petteril Bank School	**(16,339)**	-
Total before fixed asset funds and pension reserve	**2,107,133**	2,131,245
Restricted fixed asset fund	**64,182,934**	64,645,759
Pension reserve	**-**	-
Total	**66,290,067**	66,777,004

All academies carrying net deficits on their portion of the funds have balanced budgets for 2024/25 and are working towards building reserves as set out in the reserve policy for the Trust.

20. Statement of funds (continued)

Total cost analysis by academy

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

	Teaching and educational support staff costs £	Other support staff costs £	Educational supplies £	Other costs excluding depreciation £	Total 2024 £
Cumbria Education Trust	1,323,800	1,487,929	280,042	1,135,377	**4,227,148**
William Howard School	6,426,383	787,770	477,704	1,254,181	**8,946,038**
Workington Academy	6,506,253	534,204	474,679	747,333	**8,262,469**
Yewdale Primary School	1,112,686	122,783	47,542	262,711	**1,545,722**
Longtown Primary School	809,700	97,393	25,430	199,030	**1,131,553**
Tebay Primary School	300,990	47,774	22,500	62,424	**433,688**
Yanwath Primary School	544,391	37,319	13,582	164,445	**759,737**
The Whitehaven Academy	3,748,421	435,441	272,701	500,529	**4,957,092**
Caldew Lea Primary School	1,205,868	152,378	30,269	209,156	**1,597,671**
Hensingham Primary School	719,993	74,966	17,866	182,589	**995,414**
Newtown Primary School	669,208	59,992	18,098	195,346	**942,644**
Northside Primary School	432,847	34,274	16,344	99,024	**582,489**
Castle Carrock Primary School	306,721	61,264	11,273	73,143	**452,401**
Petteril Bank School	864,784	51,368	36,172	256,936	**1,209,260**
Trust	24,972,045	3,984,855	1,744,202	5,342,224	**36,043,326**

20. Statement of funds (continued)

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

	Teaching and educational support staff costs £	Other support staff costs £	Educational supplies £	Other costs excluding depreciation £	Total 2023 £
Cumbria Education Trust	1,879,871	303,043	554,592	743,005	3,480,511
William Howard School	6,836,441	36,301	472,272	1,143,739	8,488,753
Workington Academy	6,173,102	202,344	427,256	769,985	7,572,687
Yewdale Primary School	1,159,072	59,157	38,943	239,609	1,496,781
Longtown Primary School	738,910	9,395	17,375	187,022	952,702
Tebay Primary School	314,789	5,676	19,296	70,018	409,779
Yanwath Primary School	533,285	33,997	19,097	190,501	776,880
The Whitehaven Academy	3,451,471	155,749	245,490	648,998	4,501,708
Caldew Lea Primary School	1,161,518	51,639	46,159	197,739	1,457,055
Hensingham Primary School	690,341	57,808	31,157	166,673	945,979
Newtown Primary School	597,685	57,727	21,124	187,987	864,523
Northside Primary School	375,931	42,064	20,601	76,955	515,551
Castle Carrock Primary School	348,539	1,224	10,658	54,634	415,055
Petteril Bank School	623,373	73,357	24,166	198,001	918,897
Trust	24,884,328	1,089,481	1,948,186	4,874,866	32,796,861

21. Analysis of net assets between funds

Analysis of net assets between funds - current period

	Unrestricted funds 2024 £	Restricted funds 2024 £	Restricted fixed asset funds 2024 £	Total funds 2024 £
Tangible fixed assets	-	-	63,233,842	**63,233,842**
Current assets	1,890,995	4,180,810	949,092	**7,020,897**
Creditors due within one year	-	(3,963,112)	-	**(3,963,112)**
Creditors due in more than one year	-	(1,560)	-	**(1,560)**
Total	1,890,995	216,138	64,182,934	**66,290,067**

Analysis of net assets between funds - prior period

	Unrestricted funds 2023 £	Restricted funds 2023 £	Restricted fixed asset funds 2023 £	Total funds 2023 £
Tangible fixed assets	-	-	63,851,788	63,851,788
Current assets	1,086,799	4,712,127	793,971	6,592,897
Creditors due within one year	-	(3,664,987)	-	(3,664,987)
Creditors due in more than one year	-	(2,694)	-	(2,694)
Total	1,086,799	1,044,446	64,645,759	66,777,004

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

	2024 £	2023 £
Net (expenditure)/income for the period (as per statement of financial activities)	**(206,937)**	6,029,273
Adjustments for:		
Depreciation	**2,278,738**	1,878,654
Capital grants from DfE and other capital income	**(1,815,913)**	(1,856,008)
Revaluation of tangible fixed assets	**-**	(2,911,052)
Decrease/(increase) in stocks	**10,134**	(2,291)
Increase in debtors	**(56,856)**	(443,428)
Increase in creditors	**298,125**	206,635
Dividends, interest and rents from investments	**(144,152)**	(63,693)
Defined benefit pension scheme asset inherited	**-**	23,000
Defined benefit pension scheme cost less contributions payable	**(242,000)**	(90,000)
Defined benefit pension scheme finance (income)/cost	**(38,000)**	86,000
Net surplus on assets and liabilities from local authority on conversion or from predecessor trust on transfer	**-**	(3,061,111)
Net cash provided by/(used in) operating activities	**83,139**	(204,021)

23. Cash flows from financing activities

	2024 £	2023 £
Cash inflows from bank interest	**141,418**	62,239
Repayments of borrowing (Salix loan)	**(1,134)**	(1,134)
Net cash provided by financing activities	**140,284**	61,105

24. Cash flows from investing activities

	2024 £	2023 £
Dividends, interest and rents from investments	**2,734**	1,454
Purchase of tangible fixed assets	**(1,660,792)**	(2,499,238)
Capital grants from DfE Group	**1,815,913**	1,856,008
Net cash provided by/(used in) investing activities	**157,855**	(641,776)

25. Analysis of cash and cash equivalents

	2024 £	2023 £
Cash in hand and at bank	**3,808,208**	3,929,633
Short term investments	**1,260,882**	758,179

26. Analysis of changes in net funds

	At 1 September 2023 £	Cash flows £	Other non-cash changes £	At 31 August 2024 £
Cash at bank and in hand	**3,929,633**	**(121,425)**	**-**	**3,808,208**
Debt due within 1 year	**(1,276)**	**1,134**	**(1,134)**	**(1,276)**
Debt due after 1 year	**(2,694)**	**-**	**1,134**	**(1,560)**
Liquid investments	**758,179**	**502,703**	**-**	**1,260,882**
	4,683,842	**382,412**	**-**	**5,066,254**

27. Contingent asset

As set out in note 28, the Trust's participates in a Local Government Pension Scheme, and the Trust's share of the scheme's assets and liabilities are calculated in accordance with FRS 102. At 31 August 2024, the position is a net surplus of £2,694,000 (2023: £1,746,000). Due to significant uncertainties around the Trust's ability to recover this surplus through future reduced contributions, the asset values calculated have been capped within these financial statements and the asset has not been recognised on the balance sheet.

28. Pension commitments

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 Mercer. Both are multi-employer defined benefit schemes.

The latest actuarial valuation of the TPS related to the period ended 31 March 2020 and of the LGPS to the period ended 31 March 2022.

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 full-time teachers in academies. All teachers have the option to opt-out of the TPS following enrolment.

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

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 2020. The valuation report was published by the Department for Education on 30 October 2023. The key elements of the valuation and subsequent consultation are:

- employer contribution rates set at 26.68% 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 £262,000 million and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £220,000 million, giving a notional past service deficit of £39,800 million
- the SCAPE discount rate, set by HMT, is used to determine the notional investment return. The current SCAPE rate is 1.7% above the rate of CPI, and is based on the Office for Budget Responsibility's forecast for long-term GDP growth.

The result of this valuation will be implemented from 1 April 2024. The next valuation result is due to be implemented from 1 April 2028.

28. Pension commitments (continued)

The employer's pension costs paid to TPS in the year amounted to £3,306,667 (2023 - £2,778,495).

A copy of the valuation report and supporting documentation is on the Teachers' Pensions website. (https://www.teacherspensions.co.uk/news/employers/2023/10/valuation-result.aspx)

Under the definitions set out in FRS 102, the TPS is an unfunded multi-employer pension scheme. The academy trust is unable to identify its share of the underlying assets and liabilities of the plan. Accordingly, the academy trust hastaken advantage of the exemption in FRS 102 and has accounted for its contributions to the scheme as if it were a defined contribution scheme. The Trust has set out above the information available on the scheme.

Local Government Pension Scheme

The LGPS is a funded defined benefit pension scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2024 was £1,858,000 (2023 - £1,818,000), of which employer's contributions totalled £1,433,000 (2023 - £1,441,000) and employees' contributions totalled £425,000 (2023 - £377,000). The agreed contribution rates for future years are 24 per cent for employers and 5.8 per cent for employees.

Parliament has agreed, at the request of the Secretary of State for Education, to a guarantee that, in the event of academy closure, outstanding Local Government Pension Scheme liabilities would be met by the Department for Education. The guarantee came into force on 18 July 2013 and on 21 July 2022, the Department for Education reaffirmed its commitment to the guarantee, with a parliamentary minute published on GOV.UK..

Principal actuarial assumptions

	2024 %	2023 %
Rate of increase in salaries	**4.10**	4.30
Rate of increase for pensions in payment/inflation	**2.70**	2.90
Discount rate for scheme liabilities	**5.00**	5.30
Inflation assumption (CPI)	**2.60**	2.80

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

	2024 Years	2023 Years
Retiring today		
Males	**21.4**	21.4
Females	**23.9**	23.8
Retiring in 20 years		
Males	**22.7**	22.7
Females	**25.6**	25.6

28. Pension commitments (continued)

Sensitivity analysis - movement on total obligation

	2024 £000	2023 £000
Discount rate +0.1%	**(500)**	(444)
Discount rate -0.1%	**510**	452
Mortality assumption - 1 year increase	**531**	456
Mortality assumption - 1 year decrease	**(520)**	(447)
CPI rate +0.1%	**510**	453
CPI rate -0.1%	**(500)**	(444)

Share of scheme assets

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

	At 31 August 2024 £	At 31 August 2023 £
Equities	**10,492,000**	9,582,000
Government bonds	**4,225,000**	3,202,000
Property	**2,242,000**	1,992,000
Cash and other liquid assets	**632,000**	555,000
Other	**11,153,000**	9,885,000
Total market value of assets	**28,744,000**	25,216,000

The actual return on scheme assets was £2,164,000 (2023 - £1,002,000).

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

	2024 £	2023 £
Current service cost	**(1,086,000)**	(1,346,000)
Interest cost	**38,000**	(86,000)
Effect of curtailents	**(47,000)**	-
Administrative expenses	**(58,000)**	(51,000)
Total amount recognised in the Statement of financial activities	**(1,153,000)**	(1,483,000)

28. Pension commitments (continued)

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

	2024	2023
	£	£
At 1 September	**23,470,000**	23,056,000
Transferred in on existing academies joining the trust	**-**	1,120,000
Current service cost	**1,086,000**	1,346,000
Interest cost	**1,243,000**	1,031,000
Employee contributions	**425,000**	377,000
Actuarial losses/(gains)	**335,000**	(2,838,000)
Benefits paid	**(436,000)**	(622,000)
Losses on curtailments	**47,000**	-
At 31 August	**26,170,000**	23,470,000

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

	2024	2023
	£	£
At 1 September	**25,216,000**	20,308,000
Transferred in on existing academies joining the trust	**-**	1,143,000
Interest income	**1,374,000**	945,000
Actuarial gains	**790,000**	1,675,000
Employer contributions	**1,433,000**	1,441,000
Employee contributions	**425,000**	377,000
Benefits paid	**(436,000)**	(622,000)
Administrative expenses	**(58,000)**	(51,000)
At 31 August	**28,744,000**	25,216,000

Calculation of net pension scheme asset/(liability):

	2024	2023
	£	£
Fair value of scheme assets	**28,744,000**	25,216,000
Present value of scheme liabilities	**(26,170,000)**	(23,470,000)
Derecognition of scheme surplus	**(2,574,000)**	(1,746,000)
	-	-

The gains on the LGPS assets has been restricted by the derecognition.

29. Operating lease commitments

At 31 August 2024 the Trust had commitments to make future minimum lease payments under non-cancellable operating leases as follows:

	2024	2023
	£	£
Not later than 1 year	**49,316**	40,266
Later than 1 year and not later than 5 years	**102,116**	44,083
	151,432	84,349

30. Members' liability

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

31. Related party transactions

Owing to the nature of the 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. There have been no related party transactions other than those disclosed in note 13.

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

Details of Trustees' remuneration and expenses paid in the year are provided in note 13 to these financial statements.