Registered number: 07698631

Cumbria Education Trust

(A company limited by guarantee)

Annual report

31 August 2020

Cumbria Education Trust

(A company limited by guarantee)

Contents

Cumbria Education Trust
(A company limited by guarantee)

Reference and administrative details

Members	D Francis (appointed 1 September 2019) S Goodliffe C Lewis (appointed 7 July 2020) M Payne M Simpson, Chair of Members
Trustees	G Beveridge, Chair of Board I Burke, Chair of Audit and Risk Committee N Crewdson (appointed 7 January 2020) S Holliday L Hughes, Chief Executive A Johnson (appointed 22 November 2019) C Lewis (resigned 20 April 2020) M Payne, Chair of Achievement & Climate Committee C Sutcliffe K Woolgar (resigned 26 June 2020)
Company registered number	07698631
Company name	Cumbria Education Trust
Principal and registered office	Longtown Road Brampton Cumbria CA8 1AR
Company secretary	N Polmear
Chief executive	L Hughes

Senior management team	D Bird, Headteacher - Workington Academy L Bland, Headteacher - Tebay Primary School M Eastwood, Interim Headteacher - Yanwath Primary School (resigned 31/12/2019) F Eldon, Acting Headteacher - Hensingham Primary School (appointed 01/11/2019) C Floyd, Executive Headteacher - Longtown Primary School and Yanwath Primary School J Fox, CET Deputy Headteacher (resigned 31/08/2020) L Hitchen, Acting Headteacher - Longtown Primary School (appointed 01/01/2020) L Hughes, Chief Executive C Kearton, CET Data Manager J Lloyd, Head of School - Yewdale Primary School C McAree, Headteacher - William Howard School S Newstead, Director of Learning Provision J Pedlingham, Director of Business Leadership (resigned 30/09/2019) N Polmear, Operations Director (appointed 06/11/2019) K Rogerson, HR Manager (appointed 06/07/2020) A M Tulloch, Head of Finance (appointed 01/01/2020, resigned 21/12/2020) A Weston, Headteacher - Caldew Lea Primary School (appointed 01/09/2019) C Wilkins, Director of Primary Education (appointed 01/09/2019) N Youngman, Headteacher - The Whitehaven Academy (appointed 01/09/2019)
Independent auditor	UNW LLP Chartered Accountants Citygate St James' Boulevard Newcastle upon Tyne NE1 4JE
Bankers	Barclays Bank plc 16 Front Street Brampton Cumbria CA8 1NG
Solicitors	Burnetts Victoria House Wavell Drive Carlisle Cumbria CA1 2ST

The Trustees present their annual report together with the financial statements and auditor's report of the charitable company for the year 1 September 2019 to 31 August 2020. 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 Trustees of Cumbria Education Trust are also the directors of the charitable company for the purpose of company law.

The charitable company is known as Cumbria Education Trust (CET).

Details of the Trustees who served during the year are included in the reference and administrative details of the Trust on page 1.

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 academy 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 work with Academy Ambassadors, and also use the existing Trustees' links with the local communities and businesses to recruit Trustees with the necessary skills to bring the relevant expertise and knowledge to the Trust Board.

Trustees are appointed by the Members. They are people with 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 appropriate documentation for completion. The Chair or a Trustee conducts an induction meeting. Internal training on areas such as data, finance and safeguarding is arranged, supplemented in some cases by external training as appropriate.

Organisational Structure

The Trustees make up the Trust Board. There are two committees made up of Trustees. They are the Audit and Risk Committee and the Achievement and Climate Committee. Each committee has a Chair and a Vice Chair. The committees meet in various time cycles, reporting to the Trust Board following their meetings.

Each academy has a Local Advisory Board (LAB). This is, in essence, a committee of the Trust Board. The LAB carries out their function in relation to their respective school/academy 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 in Spring 2020.

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

The Trust has a Central Leadership Team, which is made up of staff who lead on school improvement and operational functions and provide support to the Trust's academies.

The operational team comprises of HR, Finance, ICT Services, Administration, Estate Management, Governance and Media. The School Improvement Team consists of Learning Provision including SEND, Safeguarding and Engagement and Wellbeing, there is also a Data Team that supports all aspects of school improvement.

The Central Team staffing increased significantly in capacity during 2019/20. An Operations Director, Head of Finance and HR Manager were appointed. The finance team was also expanded.

During the year, an Acting Headteacher was appointed for Longtown Primary School, an Acting Headteacher appointment was made at Hensingham Primary School and a Headteacher was appointed at Caldew Lea Primary School. An Executive Head role began for Longtown and Yanwath Primary Schools, there was also a new Headteacher for The Whitehaven Academy and a new Director of Primary Education appointment.

Arrangements for setting pay and remuneration of key management personnel

The Chief Executive's remuneration is reviewed annually according to our pay policy and takes into account a range of factors including benchmarking within the sector. The Chief Executive invests time widely across the education sector, and has historically received additional remuneration for the additional responsibility associated with the roles undertaken. From 1 September 2019, the decision was taken to amalgamate all these commitments within her role at CET in order to improve the transparency for all the work she undertakes, all of which underpins the ambition of the Trust to be at the forefront of best practice within the MAT sector.

Headteachers and teaching staff (who are part of the Central Team) are paid in line with the Standard Teachers Pay and Conditions Document (STPCD). Three posts of the Senior Executive within the Central Team are paid on the Leadership Scale and the operational support staff team are paid in line with the National Joint Council (NJC) and Cumbria Local Authority pay structure. CET is working towards harmonising its support staff pay structure.

Related Parties and other Connected Charities and Organisations

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

- To improve the quality of teaching and learning throughout collaborative working and partnerships.
- To develop partnership models for all levels of self-evaluation.
- To extend better professional development opportunities for all staff.
- To ensure value for money in all of the Trust academies by sharing resources, good practice and ensuring efficiencies of scale.

CET works in partnership with the RLA (Rural Learning Alliance Teaching School), LASLs (Local Alliance of System Leaders), CASL (Cumbrian Alliance of System Leaders), CSLC (Carlisle Secondary Learning Consortium), Western Headteachers Association, CASH (Cumbria Association of Secondary Headteachers), CSP (Carlisle Schools Partnership), PHA (Cumbria Primary Heads Association), Western Lakes Teaching School Alliance, University of Cumbria, Primary Consortium in Eden, Primary Consortium in Whitehaven/Workington and Cumbria West Coast Teaching School Alliance.

CET also works with Academy Ambassadors, Ambition School Leadership and NGA on a range of subjects and training to support the Trust to develop and grow. Key CET personnel are also part of DfE groups set up to develop links and collaboration between MATs in the North i.e. CEO Reference Group.

The Chief Executive is also a Trustee of Confederation of School Trusts (CST). CST is the sector body for Multi Academy Trusts.

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

Objectives and Activities

Aims and Objectives

CETs mission is to establish ourselves as one of the highest performing Multi Academy Trust's (MAT's) 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***.

CETs values 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.

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 Learning Provision including, but not limited to, SEND. It also gives the schools opportunities to obtain better terms in negotiating contracts and services and hence improved value for money. Curriculum Led Financial Planning has also been implemented.

Statement by the Trustees in performance of their statutory duties in accordance with S172(1) of the Companies Act 2006

The board of Trustees consider, both individually and collectively, that they have acted in the way they consider, in good faith, 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 2020.

Strategic Report

Achievements and Performance

Cumbria Education Trust

Cumbria Education Trust's performance is now starting to be recognised; however we are still a developing organisation seeking to improve our performance by adapting to the changes and challenges we encounter. There are always some young people; whether they be disadvantaged, most able, or any other particular group somewhere, who we can and must do more for. We will endeavour to find new and well researched ways to support them. Our vision is to secure the best possible education/outcomes for all young people who attend CET by providing them with a happy, healthy and safe environment where they can flourish and fulfil their potential to be the best they can be. Creating a culture of high expectations and aspirations across CET is essential. CET acknowledges its responsibility and accountability to its students and pupils, regardless of their background, our diverse communities and the environment.

At the end of August 2020 CET consisted of nine schools:

1)	Caldew Lea Primary School	Sponsored
2)	Hensingham Primary School	Sponsored
3)	Longtown Primary School	Sponsored
4)	Tebay Primary School	Re-brokered from another Trust (FY18)
5)	The Whitehaven Academy	Re-brokered from another Trust (FY19)
6)	William Howard School	Convertor
7)	Workington Academy	Sponsored
8)	Yanwath Primary School	Re-brokered from another Trust (FY18)
9)	Yewdale Primary School	Sponsored

School Improvement

We have had two Ofsted Section 5 visits during 2019/20.

Tebay Primary School
Inspection dates: 10 – 11 March 2020

• Overall effectiveness	Good
• The quality of education	Good
• Behaviour and attitudes	Good
• Personal development	Good
• Leadership and management	Good
• Early years provision	Good

Workington Academy
Inspection dates: 10 – 11 March 2020

No release of final result, Workington Academy will resultantly be re-inspected once the inspection process resumes.

Admissions

Cumbria Education Trust schools provide education to 3 – 19-year-old pupils/students who are admitted to the schools through their Admissions Policies. All Trust schools are non-fee paying academies. The pupils/students are not selected by ability or aptitude; the Trust admits all pupil/students of the relevant age, living within the geographical area of its schools' catchment areas. The Admissions Policies outline the criteria for admission from the wider geographical area and Trust academies.

Overall Performance

There is a strong strategic vision; our core values are understood by stakeholders.

The Trust's Strategic Priorities are shared in our Sustained School Improvement document. Individual School Improvement Plans (SIP's) are linked to the Trust's strategic priorities.

2020 Primary performance:

As a result of the COVID-19 Pandemic achievement in 2019-20 is difficult to measure. In the primary sector there were no official assessments at KS1 or KS2. All students were assessed on their return to school in September 2020 and catch up plans put into place to fill the gaps which were identified in learning, both on a class and individual level.

2020 Secondary performance:

In Secondary Academies, Centre Assessed Grades (CAGs) were used for students at the end of Key Stages 4 and 5. All three schools used the same robust process to decide on CAGs. These included a rigorous and lengthy QA process where each Curriculum Leader met with Senior Leaders to discuss the evidence for CAGs and a comparison of historical outcomes in each subject.

Key Stage 4

At Key Stage 4, Workington Academy and William Howard School were projecting improvements in overall progress, based on trial exam results compared to previous years. At The Whitehaven Academy, the rapid improvements made in the 2019 results were projected to be consolidated and built upon. The final grades which were awarded to students reflected this.

Key Stage 5

At Key Stage 5, Workington Academy were projecting their highest ever results, with a strong cohort of students who were set to achieve excellent attainment and progress in both academic and vocational subjects. William Howard School were also projecting positive progress with their cohort. Again, the final grades which were awarded to students reflected this. There were a small number of students from The Whitehaven Academy studying at Workington Academy. The projected progress of these students was particularly strong which bodes well for the new West Coast Sixth Form collaboration.

CET Collaborative Groups

There were 18 Collaborative School Improvement Groups running across the Trust. The following areas were our focus of 2019/20; Careers Education, Communications Strategy, Creating high quality provision/admin services, Developing Outdoor Learning, Developing the English Curriculum, Developing the Maths Curriculum, History/Humanities, Learning Behaviour, Learning Provision (to include SEND/PP), Mental Health and Wellbeing, Primary EYFS, Primary KS1, Primary KS2, Provision for the Most Able, Safeguarding, Secondary Curriculum, Secondary – Improving Attendance and Reducing Exclusions, Student Events Across the Trust.

Accountability Framework

The Trust has embedded accountability systems across its academies.

The Trusts Appraisal Policy is being used consistently across the Trust, the process is quality assured by the Chief Executive.

Accountability is clearly understood throughout CET.

Improving consistency and performance

The Trust has developed shared approaches across the organisation that are bringing about improvements in delivery. 18 collaborative groups including 140 staff have been working together on key aspects of school improvement and operational delivery.

Shared Continuing Professional Development (CPD) is common practice across the Trust, with Inset days coordinated on the schools' calendars.

Cross school assessment moderation has been embedded and took place across the primary and secondary sector.

Governance

There is a distinction between the roles of the Trustees and the roles of the Local Advisory Boards (LAB) members. This is underpinned by a clear Scheme of Delegation.

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

School Improvement

The school improvement strategy across the Trust is evolving, with CET looking to build internal capacity to ensure they can deploy appropriately experienced and skilled staff to work in a range of areas across the Trust. A MAT Development Improvement Fund was received in 2019/20 to help fund this much needed capacity.

The Trust commissions support from two external School Improvement Partners. Other external support is and was commissioned as required.

The school performance targets are approved by the Trustees.

School to School Support

System leadership and collaboration is at the heart of the Trust's school improvement ethos. School to school support is encouraged within the Trust and beyond. Staff have engaged in school to school support, with staff being deployed across the Trust and beyond as necessary.

Risk Indicators

The Trust has an Audit and Risk Committee. In 2019/20 it reviewed the Trust risk register prior to the Trust Board. A strategic priority is to embed a risk management culture across the Trust (Strategic Priority 3.3 for 2019/20).

Succession Planning

The Trust are now firmly established as an Alliance Partner with Ambition Institute. Over the course of the last year we have successfully delivered National Professional Qualification for Middle Leadership and Senior Leadership courses to over 30 trust leaders. We have also been involved with the pilot project for the Early Careers Framework.

Strategic Priorities for 2019/20

CET's strategic priorities were:

Priority 1 **Raising standards and opportunities across the Trust**

1.1 A rich curriculum – developing our CET 3-19 curriculum
1.2 Quality first in the classroom
1.3 Improving literacy across the Trust
1.4 Supporting our students ensuring they can be the best they can be
1.5 Developing a culture for learning with high expectation and aspirations for all
1.6 Embedding a culture of regular attendance and the provision necessary to reduce exclusions
1.7 Personal development, including careers education
1.8 Access to high quality central support services
1.9 Building a research based, evidence culture across the Trust – learning from the best

Priority 2 **Developing capacity and productivity across the Trust**

2.1 Growing as a family of schools
2.2 Recruiting, developing, retaining and deploying to be the best staff can be
2.3 An environment which is conducive for learning; safeguarding being at the heart of all our operations
2.4 Develop our CET Leaders; continue to develop our internal school improvement team
2.5 Financial Health; building a highly effective central team/increasing our reserves position
2.6 Staff Wellbeing

Priority 3 **Developing Highly Effective Governance across the Trust**

3.1 Creating an outstanding governance structure
3.2 Compliance
3.3 Managing risk

COVID-19 Impact

The COVID pandemic presented a range of challenges, organisational, logistic and operational. CET leaders adapted to the changing guidance and all plans and risk assessments were consulted upon with stakeholders before final sign off by the Trust Board. Throughout 2019/20 the Trust invested significantly in its IT infrastructure which enabled remote learning to be effective. The Trust was migrated onto a single Microsoft Office365 tenancy, new schools joining the Trust in October and November 2019 respectively were joined to the CET Broadband and emails migrated to the CET Tenancy. Automatic Microsoft Team generation was configured in April 2020 and in June and July 2020 the ability to manage devices remotely was implemented.

Variances to the budget were monitored closely, significant decreases in income generation and increased cleaning costs were broadly balanced by a reduction in energy costs and reduced travel expenses. All trips were cancelled and parents/guardians repaid in full from funds recovered from bookings or insurance claims. Notably, the Trust did not furlough any of its staff in 2019/20 and did not claim against any Government schemes.

School Reports

CALDEW LEA PRIMARY SCHOOL

Context

Caldew Lea Primary School is a medium sized school in Cumbria, situated in west Carlisle on the outskirts of Carlisle city centre. It converted to Academy status in October 2019, having been judged inadequate by Ofsted in June 2018. The school currently has capacity for one and half form entry and, despite not being full, numbers are steadily rising with 258 children on roll. The school had ten classes across four phases: two Early Years Foundation Stage (including mixed Nursery/Reception); three classes in Key Stage One and five classes in Key Stage two, three of which are mixed year classes.

The school has above the national average of children with an Education Health Care Plan (3.8%). The school is also well above national average figures for children in receipt of Pupil Premium (41%).

The school has undergone significant staffing changes since September 2019. A new, permanent Headteacher was appointed in September 2019 prior to Academy conversion in October 2019. A new Senior Leadership Team was also appointed which comprised of seconded staff from other Cumbria Education Trust schools. These positions were made permanent in May 2020 and the leadership team comprises the Headteacher, a Deputy and an Assistant Head. The school has been on a rapid improvement journey since September 2019 and substantial investment has been made in the physical environment by Cumbria Education Trust.

At the start of September, new teaching appointments were made on a fixed term basis. The school also has three Higher Level Teaching Assistants, four Senior Teaching Assistants, three Teaching Assistants and one apprentice Teaching Assistant. Support staff are deployed to support the high number of children with EHCPs and also to support interventions to improve pupil progress and enable catch up.

Caldew Lea Primary School strengths:

- Strong, committed leadership drives a clear, focussed vision for rapid and sustained school improvement.
- Behaviour and attitudes of pupils in school have undergone a rapid transformation and behaviour in school is good.
- Attendance is steadily rising and persistent absenteeism is steadily reducing; exclusions, previously high, are now rare.
- Robust assessment data shows pupils are making progress from relatively low starting points.
- The quality of Learning and Teaching is rapidly improving and the percentage of good lessons observed (both internally and through rigorous external monitoring processes) is rapidly increasing.
- Teaching staff have benefitted greatly from being able to access high quality CPD and training opportunities through collaborative working with other Trust primary schools.
- A coherent and ambitious Trust Primary Curriculum is now in place, ensuring all children receive the rich and relevant curriculum they are entitled to.
- Support for the school from parents and the wider community is high.
- Governance and Trust oversight are strong and robust, ensuring leaders are evaluative and operate strategically to improve outcomes for all pupils.
- Safeguarding is effective.

Caldew Lea Primary School Improvement Priorities are to:

- Ensure all children make sustained and rapid progress from their starting points.
- Raise pupil attainment and outcomes at the end of key Stage Two to be at least in line with national averages.
- Ensure pupil attainment in the Year One Phonics Check rises to meet national comparison figures.
- Continue to improve the quality of teaching and ensure all teaching in school is good or better.
- Enable all children starting their educational journey at Caldew Lea to have an Early Years' experience which allows them to flourish and develop as young learners and leads to the percentage of children achieving at GLD at the end of Reception year increasing to be in line with national averages.
- Continue to actively promote good attendance to consistently match national comparison figures, including for persistent absenteeism.
- Continue to develop positive behaviours and attitudes among pupils and ensure exclusion rates remain very low.
- Continue to promote a love of reading and engage parents in supporting this process.
- Strengthen and continue to develop the quality of provision being offered to children with Special Educational Needs.
- Improve outcomes for disadvantaged pupils to be at least in line with non-disadvantaged.
- Continue to improve the physical learning environment so that it reflects the vibrancy of the children and enhances their learning experiences.
- Provide further quality, targeted CPD and training opportunities to staff at all levels to enable the provision of high quality education as standard.

HENSINGHAM PRIMARY SCHOOL

Context

Hensingham Primary School has been part of Cumbria Education Trust for ten months (November 2019) after it was judged to be an inadequate school by OFSTED in February 2019. The pupils attending Hensingham Primary predominately come from the Hensingham homes and estate surrounding the school. The school currently has 161 children on roll, but there is capacity for more children to attend and the school is actively working to raise the profile of the school in the Whitehaven area.

The school has undergone some staffing changes since November 2019 with the appointment of the Headteacher in March 2020. In January, following the departure of the Deputy Head a new Assistant Head was appointed with a further appointment of Teaching Assistant Team Leader and Assistant to SENCO (There is significant need in school in terms of SEND).

There has been a change in the school structure with currently three mixed classes across the school. These are Nursery/Reception (EYFS Unit), year 4/5 class and a year 5/6 class.

There are currently seven teachers and nine support staff who deliver and support the children both in classes, and as part of the intervention timetable.

Many changes have been made to the school and teachers have received training on planning and delivering a curriculum that shows progression and is linked to the year group objectives, in order to enable children to make progress in all areas of the curriculum. We have a new behaviour policy and celebrate successes in school weekly with the children and the staff.

Hensingham Primary School strengths:

- Parent partnerships have been strengthened. During lockdown the school was in regular contact will all families and this had enabled a communication line which didn't exist before. Parents are more willing to discuss their children's learning and issues with the Headteacher and members of staff.
- The curriculum is matched well to the needs of the pupils.
- The staff have benefitted from focussed and robust CPD on first quality teaching and learning and effective assessment. They have Long Term Plans and weekly plans to help with the delivery of lessons.
- All subjects now have a subject lead and are taught in school.
- Safeguarding Leads have been established, training is up to date and safeguarding is effective.
- A new SEND provision has been created for children to attend daily for lessons. This is to help reintegrate children back into the classroom environment and to ensure that they make progress.

Hensingham Primary School Improvement Priorities are to:

- Ensure that subject knowledge continues to be developed to ensure all subjects can be developed with knowledge and skills progression in mind.
- To improve the quality of teaching and learning across the school for all pupils.
- To improve the attainment of writing, by ensuring children have the opportunities to write at length across the curriculum.
- To develop quality provision in EYFS, enabling our children to get the best possible start to their school experience.
- To further develop links with parents and the wider community.
- To ensure children are making good progress so that more children are achieving expected standard in Reading, Writing and Maths.

LONGTOWN PRIMARY SCHOOL

Context

Longtown Primary School is a smaller than average primary school situated in the north of Carlisle and serves a mixed catchment area of Longtown and other rural areas with pupils from a range of socio economic backgrounds. There are currently 181 pupils on role, 48% are girls and 52% are boys making the school one form entry. There is space for a 24 place Nursery offering part time provision with the 30-hour offer provided to parents by a shared arrangement with Pear Tree Nursery; due to the current Covid climate this is not happening but we aim to resume as soon as it is viable. Currently 20% of the children meet the criteria for Pupil Premium support enabling the school to tailor specialist interventions and 14% are on the Special Educational Needs and Disabilities register. The school was graded as Good in the Ofsted Inspection in May 2019. The school has undergone some staffing changes since January 2020. The Deputy Headteacher has taken on the role of Acting Headteacher and there is also an Acting Assistant Headteacher. The school welcomed one Newly Qualified Teacher.

Longtown Primary School strengths:

- Staffing is stable allowing a clear understanding of CET and Longtown expectations of teaching and learning.
- Classrooms and learning zones are ready to enable a strong ethos for education where children feel safe to learn. The classroom environments provide prompts to support the children's independent learning.
- CPD is adapted to individual need and school's curriculum development.
- A high quality induction programme is provided for new staff members to ensure they have ownership of the systems and structures of school.
- A collaborative planned curriculum has been developed which has continued to secure improvements and deepen children's understanding and skills.
- Powers of learning are evident in classrooms and the new CET behaviour expectations have been launched ensuring a consistent approach to behaviour management from all school staff. Incidents of lower level disruptions are extremely rare. The school promotes, expects and celebrates high behaviour standards.
- Emotional registers in each classroom enable staff to identify barriers to learning and to redirect possible issues resulting in more positive learning outcomes. Scholarpack allows behaviour to be effectively monitored by the school EWO.
- The new school Leadership Team is supported by an experienced Leader, ensuring the school has a clear understanding on school improvement and moving the school forward. There is a clear focus for monitoring and staff development. There is a breadth of experience in the Senior Leadership Team which has developed a culture of challenge within the team. As a result, monitoring and support is strategic, considered and aligned to pupil need and trust priorities. A new Early Career Framework programme will begin in Autumn 2020 to support NQTs and RQTs for the first 2 years of their career.
- The quality of teaching, learning and assessment is good. Teachers bring learning to life for children.
- Leaders ensure that pupils are safe and support their wellbeing effectively. Pupils know how to keep themselves safe, for example when they use the internet.
- Leaders lead by example, setting high expectations, standards and are ambitious for the continued improvement and evolution of the school. There is an outward vision – a culture that embraces collaboration within the trust.
- The new Early Years curriculum has been created and is ready for implementation in September 2020. The leader of the unit having a clear vision for moving the unit forward. The new designed space allows for a clear tailored provision.
- A good range of activities and clubs effectively promote pupils' spiritual, moral, social and cultural development.
- Attendance has improved substantially since 2017 and is currently above the national average.

Longtown Primary School Improvement Priorities are to:

- Further strengthen leadership and management by ensuring that the intended impact of leaders' action plans for improvement is measurable against pupils' achievement.
- Ensure the curriculum, in its entirety, challenges the more able.
- Provide more opportunities for pupils to use their mathematical skills and knowledge across the curriculum.
- Develop a curriculum that ensures rapid catch up post Covid-19 to ensure success for all.
- Develop the quality of the outdoor provision in early years, enabling children to have the best possible start to their school experience with a holistic approach to learning.

TEBAY PRIMARY SCHOOL

Context

Tebay Primary School has been part of Cumbria Education Trust since September 2017 having been re brokered from the troubled Building Futures Enterprise Academy Trust. The school was inspected and given a Good judgment by Ofsted in March 2020.

The children attending Tebay School are mainly from the village but due to its fully inclusive ethos the school pick up families from outside its catchment area. Most housing in the village is 2 bedroomed low-cost social housing and growing families move regularly because of this, so school often have in year admissions. The numbers in cohorts at the top end of the school are low but the larger nursery and reception numbers ensure Tebay School is more sustainable moving forwards. Rural poverty is significant for the families. Around a third of pupils are entitled to Free School Meals and there are a large number of low-income families just above this. Many have little or no life experience beyond Tebay or even Cumbria and have little opportunity to be in clubs out of school because of geographical distance. Therefore, one of the key aspects of the school is the After School club provision, which allows the children of low-income families to access for free two evenings a week. This gives the children the opportunity to do things that they normally would never get the chance to do.

Although the school tries to follow the CET Primary Curriculum as much as possible, the mixed age classes mean this has to be bespoke for the students. Much time this year was spent on ensuring the curriculum was right for the children of Tebay School. The next steps will involve ensuring that this is evolving and that this is assessed correctly. The curriculum is both knowledge and skills rich. The development of reading is one of Tebay's key strengths and we are dedicated in ensuring that all children have access to and enjoy regular reading opportunities. To enhance this, a passport scheme has been developed which supports the drive to increase the children's exposure to a broad range of literature and genres.

Community is important and the parents and beyond recognise the school's caring environment as a real strength. Tebay has close links with a number of other community groups and a fantastic link with the team at Westmorland Services. The school also benefits from a dedicated 'Friends of Tebay School' group who support the school fantastically with projects and trips we would otherwise find difficult to fund. The school is also working towards our bronze 'Food for Life' accreditation with the Soil Association.

Tebay Primary School strengths:

- Completion of the task of creating a well-planned and sequenced curriculum.
- All children in KS2 learn to play a musical instrument.
- Attendance is high (exception of 2 families).
- Staff morale remains high – 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. They recognise the high standards that staff have on their personal development.

Tebay Primary School Improvement Priorities are to:

- Continue to develop assessment and the use of.
- Plug gaps in learning after a prolonged period of time off school.
- Develop the learning behaviours of children.
- Continue to prepare children for life in modern Britain.
- Develop the computing curriculum in school.

THE WHITEHAVEN ACADEMY

Context

The Whitehaven Academy joined Cumbria Education Trust in December 2018. The predecessor school was judged "Inadequate". It is an average sized school. Having suspended the development of its Sixth form in September 2019, the school has set up the West Coast Sixth Form in conjunction with Workington Academy. The proportion of students eligible for support through pupil premium 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 Deprivation.
- 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. A new permanent Headteacher joined in September 2019.

The Whitehaven Academy strengths:

- A strengthened Leadership Team at Senior and Middle Leadership levels, enhanced by the introduction of Directors and Deputy Directors of Learning.
- Investment in Continuing Professional Development is continuing to support the improvement in the quality of teaching.
- Core subjects have a good understanding of current GCSE specifications and are beginning to prepare students for terminal examinations. (Full realisation of this year being curtailed by Covid-19 suspension of exams).
- The establishment of whole school approach to learning routines – start and finish of lessons to develop positive learning culture. This has been further developed with the "Do More, Remember More" programme.
- Strengthening relationship with feeder primary schools which now needs to translate into boosting recruitment.
- A sharpened focus on Raising Standards with the development of Question Level Analysis and Reteach models.
- Raising the profile of rewards and student voice with the introduction of Year and School Councils, Prefects and increased Student Voice.
- Increased engagement of the Local Advisory Board in the internal review process.
- Community and Student engagement in the Challenges programme in lieu of the extracurricular opportunities due to Covid-19 restrictions.

The Whitehaven Academy School Improvement Priorities are:

- Quality of Education – Maximising Learning Time and Effective teaching and learning to bridge the gap and challenge all.

  "How do we know if our students are learning?
  And if they're not, what do we do about it?"
  Paul Bambrick – Santoyo_*Driven by data 2.0 A Practical Guide to Improve Instruction*

  "I might have taught it, but have they got it"
  Mary Myatt *The Curriculum: Gallimaufry to coherence*

- Leadership and Management – A collaborative and reflective leadership structure that reflects responds and improves.

  "The purpose of evaluation is not to prove but to improve"
  Stufflebeam et al. *Educational Evaluation and Decision Making*
  quoted by Alex Quigley in *Mind the Vocabulary Gap*

  "Amidst the fast paced work of leaders in schools, there is one defining characteristic which seems to run through the most effective. And this is that they have the capacity to see the glimmer of possibility to move things forward"
  Mary Myatt *Hopeful Schools*

- Behaviour and Attitudes – Implement the learning behaviours system to raise standards.
- Personal development – Wellbeing: A supportive approach that is relentlessly focused on engaging stunts in maximising their learning time.
- Respect – being respectful of the environment and all members of the community.
- Responsibility – encouraging all to take responsivity for their actions
- Resilience – showing resilience in everything that we do to ensure high level achievement both in and out of the classroom.
- CET core values.

WILLIAM HOWARD SCHOOL

Context

William Howard is a larger than average secondary school located to the east of the City of Carlisle. It has 1,370 students on roll and serves a very large rural catchment area of over 362 square miles, while drawing a number of students from the eastern fringes of Carlisle, southern Scotland and the western fringes of Northumberland. The diversity of the catchment covers areas of significant wealth and also ones of deprivation. Unemployment in the area is half the national average including for the 16-24 age group, with NEET students rare as a result. The jobs to employee ratio according to ONS is above 1, i.e. more jobs exist than people to do them. The relative low cost of living and very high levels of employment opportunities in low skilled jobs mean that locally there is a culture of low academic aspiration amongst some families, which contrasts with other families who are highly aspirant.

There are between 270 and 205 students in each year group; there are 240 students in the 6th form. The school is fed from up to 38 schools with 18 designated feeder primary schools, their intakes varying from 30 to only 1 or 2 students per year group. Student movement in year can be significant due to the Forces families and outward migration of families. Some of the highest achieving students at Key Stage 2 will apply for admission at the local selective Grammar School. The school currently has 15% of students meeting the pupil premium criteria; though this hides significant rural poverty, as there is a reluctance to claim entitled benefits in the agricultural community, indeed while FSM data places the school in the bottom quintile for deprivation, IDACI analysis puts the school firmly in the middle quintile.

William Howard School was judged to be Good in all areas in May 2019.

William Howard School strengths:

- The school offers a wide, rich and innovative curriculum that aims to enthuse and challenge students while meeting local need and for all current cohorts now matches national expectations and fulfils better performance metrics. 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 all that we do; continually being developed by a highly motivated and increasingly skilled staff.
- Opportunities and development of the whole student, their role within their local community, character and CEIAG are all strong. It meets all the Gatsby benchmarks.
- Promotes students' spiritual, moral, social and cultural development though the curriculum and wider activity of the school, including international school status and dedicated Personal Development lessons.
- Students secure excellent aspirant destinations and are well placed to move onto the next stage of their learning or enter training or employment.
- Standards of both conduct and behaviour for learning are at least good and mean the vast majority of students are engaged in their learning with an increasing level of student leadership evident throughout the school.
- Attendance is at least in line with national averages and in many categories more positive, despite the large catchment area with its access issues.
- Exclusions are now well below national averages and on a continued downward trajectory.
- Disadvantaged students in the last three KS4 cohorts have made progress in line with other students, overall, they are making a grade and a half better progress than three years ago. Internal data shows this is at least the position for all cohorts with an increasing number of disadvantaged students making better than expected progress.
- Students make sustained progress from their starting points, catch-up funding is used well to support the rapid improvement of students entering the school not yet at the required standard. Overall students in the school are making progress at least in line with expectations and this is an improving trajectory throughout all years.
- Students in the Sixth Form achieve Good destinations, moving onto appropriate courses and careers having achieved appropriate results.
- Leadership of the school is strong and robust, we accurately self-reflect and as a result we have brought about significant improvements in a short period of time.

William Howard School Improvement Priorities are to:

- Increase performance in underperforming areas, and ensure all high and middle ability boys make the progress they are capable of.
- Ensuring that all teaching meets the needs of individuals and any students who have fallen behind due to the Covid-19 shutdown catch up their peers rapidly.
- Improve students' literacy and numeracy skills further and achieve consistency of approach across all departments.
- Reduce levels of Persistent Absence for disadvantaged students.
- Implement a positive behaviour system to build upon the success of the last few years in reducing exclusions and use of sanctions.
- Further improve the achievement of disadvantaged students.
- Continue to further embed the work on Mental Health and resilience throughout the student body.
- Develop the impact of the international links and visits to ensure the effect is cross school and cohorts.

WORKINGTON ACADEMY

Context

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 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 special educational needs 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.

The initial years of the Academy saw some instability in leadership and staffing turbulence. In more recent years the Academy has developed a strong and stable staff led by a skilled and experienced leadership team, some of whom have significant experience of successful transformative change.

The Academy has four key driving themes:

- To create a culture of consistently high expectations, aspirations and excellence, in which achievement is valued, respect and courtesy are the norm and all strive to be the best they can be in a cohesive and harmonious learning community.
- To develop confident, self-disciplined students who are proud of their achievements and their school. Students enjoy learning, are independent, self-regulating, have a thirst for knowledge and are active and engaged citizens who show respect for the ideas and views of others.
- To embed the culture of achievement, where teachers are ambitious for students and determined to ensure that they will achieve well. Students are resilient, work hard, demonstrate positive attitudes to learning and enjoy challenge.
- To ensure achievement is high and that all students, irrespective of starting point or circumstances, make substantial and sustained progress in a range of subjects.

Since opening the Academy has improved its reputation within the local community. From a starting point where incoming year groups were half full, the Academy is now full in both of the current year 7 and 8, and is anticipated to be significantly over subscribed in next year's year 7. The Sixth form has also increased its' intake by well over 50%, with the introduction of a joint sixth form offer with The Whitehaven Academy. Overall student numbers have increased by 250 in just over two years, and are anticipated to rise further.

On all available measures, the Academy has shown sustained improvement with an improvement in attendance, reduction in Fixed Term exclusions as well as strong and improving destination measures. The curriculum is ambitious, and has improved in both breadth and depth as stronger specialist teaching has been introduced.

Workington Academy School Improvement Priorities are to:

- Continue to improve the impact of teaching on progress and outcomes for all students, in particular disadvantaged students, so that their progress is at least in line with their peers nationally.
- Continue to improve the impact of strategies designed to improve the attendance of students, in particular disadvantaged students and those with SEND.

YANWATH PRIMARY SCHOOL

Context

Yanwath Primary School is a smaller than average primary school situated in the Eden valley, in a rural location on the outskirts of Penrith and serves a mixed catchment area of Penrith and other rural areas with pupils from a range of socio-economic backgrounds. A CET Headteacher moved to Yanwath in January 2020 providing stability to the school. There are currently 164 pupils on role, 57% are girls and 43% boys making the school one form entry. There is availability for a 16 place Nursery offering full time provision with the option to attend for more hours utilising the breakfast and after school club provision at a small charge. Currently less than 5% of our children meet the criteria for Pupil Premium support and 9% are on the SEND register.

At Yanwath there are 4 key factors driving our curriculum development; early exposure to a range of languages including BSL, ensuring that there is a love for reading from an early age, that the full range of "The Arts" is taught and enjoyed throughout school and that all children have the opportunity to take part and be involved in sports – some more traditional than others. Through all of these areas children develop their own leadership skills by becoming ambassadors for the school.

Yanwath Primary School strengths:

- There is a breadth of experience on the Senior Leadership Team which has developed a culture of challenge within the team. As a result, monitoring and support is strategic, considered and aligned to pupil need and trust priorities.
- Middle Leadership is strong and there is a culture challenge from within middle leadership to drive school improvement.
- Children in EYFS make good progress from their starting points and are encouraged to develop enjoyment for reading from an early age by sharing books and taking books home to share with their family.
- The curriculum is planned well through the development of progression documents and medium-term planning to cover a wide range of subjects that contribute well to pupils' development.
- There are a good range of activities and clubs on offer which effectively promote pupils' spiritual, moral, social and cultural development and through the development of Nurture groups children have also been able to respond to how they were feeling during lockdown.

Yanwath Primary School Improvement Priorities are to:

- Ensure that progress across KS2 in reading, writing and maths to be in line with challenging Trust expectations and that's children's missed learning from lockdown is caught up through a rapid improvement plan.
- Continue developing early reading so that children read a wide range of texts including those in another language enabling them to share stories with children from another country.
- Continue the development of the curriculum and curriculum leadership to enhance provision for developing the teaching and learning around difference and diversity.

YEWDALE PRIMARY SCHOOL

Context

Yewdale Primary School is a large school in Cumbria, on the outskirts of Carlisle city centre. It converted to Academy status in September 2015 and was judged Good in all areas by Ofsted in July 2018. The school has capacity for two form entry, and despite not being full, pupil numbers are steadily increasing with 301 on role in Foundation Stage, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. The school has 11 classes across these 4 phases: 2 in Early Years Foundation Stage, 3 in each of the others, with a split year group class within each phase.

During the academic year 2019 – 2020 the Senior Leadership Team comprised of Head of School, Deputy Headteacher and 2 Assistant Headteachers. Each phase was led by a phase leader.

At the start of September 2019, a number of new teaching appointments were made. The school welcomed one Newly Qualified Teacher who has transferred from another Trust primary school. Additionally, three other Newly Qualified Teachers were appointed; one on a permanent contract, one maternity cover and one fixed term due to the increase of class numbers. A further two appointments were made; one experienced teacher taking on the Year 2 class and a part time teacher to job share with the Deputy Headteacher.

Six teaching assistants and three apprentice teaching assistants support the learning of children both in classes, and as part of an intervention timetable.

Yewdale Primary School strengths:

- Safeguarding is effective.
- The quality of education is good with improvements over time evident.
- Phases are well led by members of SLT or senior members of staff.
- Parental communication has greatly improved, with parents more engaged in their child's learning journey.
- Reception new starter numbers for 2020 increased again, allowing for 2 form entry and Nursery class to stand independently for the first time.
- Partnership work alongside external agencies is strong.
- Attendance is steadily improving.

Yewdale Primary School Improvement Priorities are to:

- Deliver a curriculum that ensures rapid catch up post Covid-19, so that pupils quickly catch up basic skills and are able to access wider curriculum at the earliest opportunity.
- Work to secure children's good attendance, particularly in light of Covid-19.
- Focus on the skills of resilience, ensuring that children have the tools to tackle challenges independently and embrace change positively. Continue to develop and embed the role of subject leaders.

Financial Review

Financial Risk Management Objectives and Policies

The revenue balances carried forward at 31 August 2020 are a £351,932 surplus (2019: £805) on the Restricted Fund and £440,457 surplus (2019: £373,720) on the Unrestricted Fund, totalling £792,389 (2019: £374,525).

The individual schools outturn positions are as follows:

	Outturn surplus / (deficit)
William Howard School	(£88k)
Workington Academy	£129k
Yewdale Primary School	£47k
Longtown Primary School	£43k
Tebay Primary School	£4k
Yanwath Primary School	(£37k)
The Whitehaven Academy	£168k
Caldew Lea Primary School	£96k
Hensingham Primary School	£1k

The majority of the Trust's recurring income (95% in 2019/20) is obtained from the Education and Skills Funding Agency (ESFA) in the form of recurrent grants, the use of which is restricted to particular purposes. The grants received from the ESFA, and the associated expenditure, are shown as restricted funds in the Statement of Financial Activities. Grant income is also received from the Local Authority for students with Special Educational Needs. Other income is generated in each of the constituent schools from lettings of facilities and the William Howards Fitness and Wellbeing complex. The Trust also received income from out of catchment school transport which aims to operate on a cost neutral basis.

The Trust 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.

Income has increased for the Trust with the inclusion of Caldew Lea and Hensingham Primary Schools (these schools converted from the Local Authority in Autumn 2019) and the increase in pupil numbers at Workington and Whitehaven.

The Local Government Pension Scheme as it relates to the Trust, as part of the combined Cumbria/Lancashire pension fund, has been valued by the actuary as having a net deficit of £12,909,000 as at 31 August 2020 (2019: £13,495,000). The deficit may increase further in future years if the economic climate does not improve and contributions, both employer and employee, are not increased. This is a material figure in terms of the Trust's total assets and further details on the figures are included in note 26 to the accounts.

The total income received has been invested in the furtherance of 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 the buildings and equipment.

Reserves Policy

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 Trust's aim has been to achieve an in year reserve movement of 1% of revenue funding; however, it has been necessary to reduce this expectation to 0.7% of revenue funding in the 2020/21 balanced budgets due to cost pressures associated with COVID-19. This is balanced against the higher than budgeted contribution to reserves in 2019/20.

At 31 August 2020 the Trust held free (unrestricted) reserves of £440,457 and a restricted income fund of £351,932 which total £792,389 and which represent the funds readily available to the Trust. Total funds of the Trust at 31 August 2020 amounted to £33,884,895. £46,001,506 are tied up in fixed assets. There is a deficit of £12,909,000 representing the defined benefit pension liability.

The Trustees will continue to seek to build free reserves to a level that will provide the safeguards set out above.

Material investments policy

The Trust is able to generate a modest financial return by transferring funds from the current to savings account until needed. During the year the Trust did not have sufficient cash to be able to lock funds away and generate higher returns.

Principle risks and uncertainties

The major risks to which the Trust is exposed, as identified by the Trustees, are regularly reviewed, and systems and procedures have been established to manage those risks. The Trust has an active formal risk register which is reviewed at each Board meeting, similarly risk registers for the individual schools are reviewed at each Local Advisory Board.

In recent years it has been reported that there is a principal risk in relation to the level of reserves and the action that was required to improve the situation. Reserves were improved in the year; however, it was recognised that continued efforts would be required in this area.

Last year the Trust's deteriorating Estate was also recognised as a significant risk factor. However, the Trust became eligible to receive direct School Condition Allocation Funding during 2019/20 having reached the threshold in terms of pupil numbers. The Trust has used these funds to refurbish several schools, increase the dining capacity at Workington and make significant investments in IT during the year. The Trust, 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.

Going concern

The Trust's financial position has been largely unaffected by the impact of the Covid-19 pandemic, although the operations were, and continue to be, disrupted. The Trustees have continued to meet regularly since March, and have kept the finances of the Trust, as impacted by the unfolding situation, under constant review.

After making appropriate enquiries, the Trustees have 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 on going concern are given in the accounting policies.

Fundraising

The academy 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 generated and retained for the academy's school fund are managed alongside all other academy funds and subject to the same controls and audit processes as other funds. They are monitored by trustees on a termly basis and reported publicly within the annual accounts.

During the year the academy may ask parents for voluntary contributions for specific school activities that would support the delivery of the curriculum. Where it does so it makes clear there is no obligation to make any contribution and no child is excluded from such an activity simply because his or her parents are unwilling or unable to contribute. Furthermore, the academy is clear that parents must not be made to feel pressured into contributing financially. As such, a contribution is voluntary and not compulsory.

The academy does not use any commercial participators/professional fundraisers.

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

Plans for Future Periods

Future Developments

CET is committed to supporting all pupils/students, staff and academies within the Trust to 'be the best they can be'. Each of the Trust's academies 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. Our 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. We 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. Since September, all schools have been open to all pupils with limited disruption to date due to the ongoing pandemic. However, the steps taken as outlined above to invest in IT and other safety measures have meant that learning continues across the Trust.

The growth of CET is a committed element of the strategy. Growth will enable the Trust to further support children across Cumbria, bringing more benefits both to existing and joining CET schools through partnering and cross trust efficiencies. The Trust has received grant funding in the year to support these growth plans. In line with these plans, Newtown Primary School and Northside Primary School converted to the Trust on 1 September 2020 and work will continue during 2020/21 to embed the academies within the Trust structures. The West Coast Sixth Form was also formed on 1st September 2020 strengthening provision in the Workington and Whitehaven areas.

Employee Involvement and Employment of the Disabled

Employees have been consulted on issues of concern to them by means of regular consultative committee and staff meetings and have been kept informed on specific matters directly by management. The Trust carries out exit interviews for all staff leaving the organisation and has adopted a procedure of upward feedback.

The Trust has implemented a number of detailed policies in relation to all aspects of personnel matters including:

- Equal Opportunities Policy.
- Health and Safety Policy.

In accordance with the Trust's Equal Opportunities Policy, the Trust has long established fair employment practices in the recruitment, selection, retention and training of disabled staff. Full details of these policies are available on CET's website.

Engagement with suppliers, customers and others in a business relationship

CET recognises the importance of developing relationships with all its stakeholders, including the local community, contractors, suppliers and customers. Stakeholder relationship was a key priority in the Governance Development plan for 2019/20.

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.

Streamlined Energy and Carbon Reporting

	2020
UK Greenhouse gas emissions and energy use data for the period 1 September 2019 to 31 August 2020	
Energy consumption used to calculate emissions (kWh)	**4,465,319**
Energy consumption break down (kWh):	
Gas	**2,877,838**
Electricity	**1,207,925**
Oil	**289,772**
Transport fuel	**89,784**
	4,465,319

	2020
Scope 1 emissions in metric tonnes CO2e	
Gas consumption	**529**
Oil consumption	**78**
Owned transport - minibuses	**3**
Scope 2 emissions in metric tonnes CO2e	
Purchased electricity	**282**
Scope 3 emissions in metric tonnes CO2e	
Business travel in employee owned vehicles	**19**
Total gross emissions in metric tonnes CO2e	**911**

Intensity ratio tonnes CO2e per pupil is 0.24.

Quantification and reporting methodology

We have followed the 2019 HM Government Environmental Reporting Guidelines. We have also used the GHG Reporting Protocol - Corporate Standard and have used the 2020 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.

Energy efficiency measures

The Trust has engaged in a programme of LED lighting installation and also benefits from a photovoltaic array at the William Howard School.

Auditor

Insofar as the Trustees are aware:

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

The Trustees' report was approved by order of the Board of Trustees, as the company directors, on 12 January 2021 and signed on its behalf by:

G Beveridge
Chair of Trustees

Scope of responsibility

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

As Trustees, we have reviewed and taken account of the guidance in DfE's Governance Handbook and competency framework for governance.

The Board of Trustees has delegated the day-to-day responsibility to the Chief Executive, as accounting officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between Cumbria Education Trust and the Secretary of State for Education. They are also responsible for reporting to the Board of Trustees any material weaknesses or breakdowns in internal control.

Governance

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 7 times during the year with an additional 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 of Board	8	8
I Burke, Chair of Audit and Risk Committee	8	8
N Crewdson	5	5
S Holliday	6	8
L Hughes, Chief Executive	8	8
A Johnson	6	8
C Lewis	3	4
M Payne, Chair of Achievement & Climate Committee	6	8
C Sutcliffe	5	8
K Woolgar	7	7

The new Chair of Trustees, George Beveridge, took up his post in September 2019.

The Trust welcomed two new Trustees in 2019-20, namely Andy Johnson and Neil Crewdson. The Trust Board have considered succession planning and are looking to build further capacity within the Board in 2020-21. Trustees are linked to our schools/Local Advisory Boards (LABs). Trustees and Chairs of the LABs now meet termly together with Heads of Schools to support two way communications.

A Governance Training programme is in place for all Directors and LAB members. A very successful annual Governance and Leadership conference took place in November 2019 for 60 Trustees, LAB members, Headteachers and members of the Senior Leadership Team (SLT). This covered the new Ofsted framework, managing risk, developing the curriculum for CET and Pupil Premium.

Due to Covid-19 all Trustee and LAB meetings met online from April 2020 onwards. All scheduled meetings took place, with some additional planning meetings for Secondary LABs and Trustees. George Beveridge was able to meet with the CET Student Council in person and listen to their views on their schools, behaviour and the environment.

Governance (continued)

The Trust Board are always looking at how their performance and that of the whole Trust can be improved. They commissioned Ambition Institute to complete a Trust Diagnostic which was completed in October 2020.

Achievement and Climate

The Achievement and Climate 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
G Beveridge	2	3
L Hughes	3	3
S Holliday	3	3
A Johnson	1	2
M Payne	3	3
C Sutcliffe	2	3

Audit and Risk

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
G Beveridge	2	3
I Burke	3	3
N Crewdson	0	2
L Hughes	3	3
C Lewis	1	2
K Woolgar	1	2

Local Advisory Boards (LABs)

New LABs were operational in Caldew Lea Primary School (with a new Chair) and Hensingham Primary School. The link Trustee for Hensingham has been nominated to chair the LAB in the interim.

Other changes include a new Chair for The Whitehaven Academy and Vice Chairs for all Secondary school LABs.

LAB members are linked to areas of the School Improvement Plan (SIP) and the LABs now have delegated responsibility to authorise the SIPS for their schools. They are encouraged to visit schools regularly and have challenging but supportive conversations with key members of the Senior Leadership Team.

The NGA Skills Audits continue to be completed and analysed for Trustees and LAB members.

A Governance Improvement Plan is now in place covering areas including governance skills mix, recruitment and succession planning, work plan/triangulation approach, review of clerking arrangements and review of the risk management framework.

We are constantly trying to recruit new members for our LABS.

Review of Value for Money

As Accounting Officer, the Chief Executive 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 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 in the Trustees Report.
- The Trust continues to enable the sharing of delivery and good practice across all schools within the Trust. This has driven up standards for lower cost.
- The Achievement and Climate Committee reviews the staffing structure to ensure that all staff are deployed as efficiently as possible to support an improved curriculum, and to target areas of the curriculum in need of development.
- The Trust have supported and collaborated with other schools in the county and beyond. CET has also supported other schools through teaching and learning and leadership programmes.
- Contracts and services are regularly appraised and renegotiated in a timely manner to ensure value for money.
- Utilities contracts are constantly monitored and reviewed and renegotiated where cost savings have been identified.
- 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 is obtained for all major purchases so that the Trust knows it is getting a good deal.
- The Trust explores opportunities to generate income through the letting of facilities to the local community and the provision of support services to local schools. The William Howard School Fitness and Wellbeing Centre is well established and provides a community gym facility and sports facilities which are used extensively by local sporting clubs. Equally, lettings of facilities are carried out within many of the constituent schools and each strives to consider any other income that can be generated. Workington Academy has fantastic new facilities that will be used to generate income for the academy.

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. The system of internal control has been in place in Cumbria Education Trust for the year 1 September 2019 to 31 August 2020 and up to the date of approval of the annual report and financial statements.

Capacity to Handle Risk

The Board of Trustees has reviewed the key risks to which the Trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The board of Trustees is of the view that there is a formal ongoing process for identifying, evaluating and managing the Trust's significant risks that has been in place for the year 1 September 2019 to 31 August 2020 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 financial control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular, it includes:

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

The Board of Trustees has considered the need for a specific internal audit function and has decided to appoint Dodd and Co Chartered Accountants as internal auditor.

The internal auditor's role includes giving advice on financial matters and performing a range of checks on the Trust's financial systems. The checks carried out in the current period included a review of the processes for the preparation and monitoring of monthly management accounts and the provision of this information to the Governing Body, Local Advisory Boards and key stakeholders. This included a review of non-ESFA income, banking controls,control account reconciliations and a review of expenditure/creditors.

The internal auditors prepare audit reports on each area covered, covering the operation of the systems of control and on the discharge of financial responsibilities which are issued to CET for reporting at the Audit and Risk Committee.

Review of Effectiveness

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

- on discharge of the Board of Trustees' financial decisions to help the committee consider actions and assess year on year progress
- 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.

The Accounting Officer has been advised of the implications of the result of their review of the system of internal control by the Audit and Risk Committee and a plan to address weaknesses and ensure continuous improvement of the system is in place.

Approved by order of the members of the Board of Trustees on 12 January 2021 and signed on their behalf by:

G Beveridge
Chair of Trustees

L Hughes
Accounting Officer

L. Hughes

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 & Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of all funding 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 Financial Handbook 2019.

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 Financial Handbook 2019.

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

L Hughes
Accounting Officer

Date: 12 January 2021

Cumbria Education Trust

(A company limited by guarantee)

Statement of Trustees' responsibilities
Year ended 31 August 2020

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 . 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 2019 to 2020;
- 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 12 January 2021 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 2020 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 2018 to 2019 issued by the Education & 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 2020 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 2019 to 2020 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

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

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

Other information

The Trustees are responsible for the other information. The other information comprises the information included in the annual report, other than the financial statements and our auditor's report thereon. Other information includes the . Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinion on other matters prescribed by the Companies Act 2006

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

- the information given in the Trustees' report for the financial year for which the financial statements are prepared is consistent with the financial statements.
- the Trustees' report has 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.

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.

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

Responsibilities of Trustees

As explained more fully in the trustees' responsibilities statement, 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.

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 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 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 Trust and its members, as a body, for our audit work, for this report, or for the opinions we have formed.

Anne Hallowell

Anne Hallowell BSc FCA DChA (Senior Statutory Auditor)
for and on behalf of UNW LLP, Statutory Auditor
Chartered Accountants
Newcastle upon Tyne

12 January 2021

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 12 October 2020 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2019 to 2020, 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 2019 to 31 August 2020 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 Academies Financial Handbook, extant from 1 September 2019, 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 2019 to 2020. 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 2019 to 31 August 2020 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

Approach

We conducted our engagement in accordance with the Academies Accounts Direction 2019 to 2020 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.

Independent reporting accountant's assurance report on regularity to Cumbria Education Trust and the Education & Skills Funding Agency (continued)

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 the they are correctly authorised in accordance with Trust policies;
- testing a sample of expenditure to verify the nature of spend is in line with funding agreements;
- testing a sample of income and expenditure to ensure systems and controls are being implemented in line with the Trust policies;
- confirming that appropriate departmental authority has been obtained for any extra-contractual payments to staff such as severance pay;
- where any disposals of land or buildings were made, enquire as to whether appropriate approval was obtained from the ESFA; and
- where any transactions or contracts are entered to with connected parties, enquire as to whether the appropriate procedures were followed in line with Trust policies.

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 2019 to 31 August 2020 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Anne Hallowell

Anne Hallowell BSc FCA DChA (Senior Statutory Auditor)
for and on behalf of UNW LLP, Statutory Auditor
Chartered Accountants
Newcastle upon Tyne

Date: 12 January 2021

Cumbria Education Trust

(A company limited by guarantee)

Statement of financial activities (incorporating income and expenditure account)
Year ended 31 August 2020

	Note	Unrestricted funds 2020 £	Restricted funds 2020 £	Restricted fixed asset funds 2020 £	Total funds 2020 £	Total funds 2019 £
Income from:						
Donations and capital grants	3	99,749	(528,000)	4,797,900	4,369,649	13,702,317
Charitable activities	4	-	22,156,530	-	22,156,530	18,059,283
Other trading activities	5	328,923	-	-	328,923	379,452
Investments	6	59	-	-	59	110
Other income	7	-	267,029	-	267,029	361,068
Total income		428,731	21,895,559	4,797,900	27,122,190	32,502,230
Expenditure on:						
Raising funds		132,738	-	-	132,738	387,353
Charitable activities		229,256	22,548,470	3,469,035	26,246,761	24,100,901
Total expenditure	8	361,994	22,548,470	3,469,035	26,379,499	24,488,254
Net income/ (expenditure)		66,737	(652,911)	1,328,865	742,691	8,013,976
Other recognised gains/(losses):						
Actuarial gains/(losses) on defined benefit pension schemes	26	-	1,590,000	-	1,590,000	(4,513,000)
Net movement in funds		66,737	937,089	1,328,865	2,332,691	3,500,976
Reconciliation of funds:						
Total funds brought forward		373,720	(13,494,195)	44,672,679	31,552,204	28,051,228
Net movement in funds		66,737	937,089	1,328,865	2,332,691	3,500,976
Total funds carried forward		440,457	(12,557,106)	46,001,544	33,884,895	31,552,204

The notes on pages 40 to 66 form part of these financial statements.

Cumbria Education Trust

(A company limited by guarantee)

Balance sheet
At 31 August 2020

	Note		2020 £		2019 £
Fixed assets					
Tangible assets	14		**44,999,409**		44,373,338
			44,999,409		44,373,338
Current assets					
Stocks	15	**21,218**		21,683	
Debtors	16	**1,092,911**		900,297	
Cash at bank and in hand	23	**2,795,203**		2,418,615	
		3,909,332		3,340,595	
Creditors: amounts falling due within one year	17	**(2,114,846)**		(2,666,729)	
Net current assets			**1,794,486**		673,866
Total assets less current liabilities			**46,793,895**		45,047,204
Defined benefit pension scheme liability	26		**(12,909,000)**		(13,495,000)
Net assets including pension scheme liabilities			**33,884,895**		31,552,204
Funds of the Academy Trust					
Restricted funds:					
Fixed asset funds	18	**46,001,506**		44,672,679	
Restricted income funds	18	**351,932**		805	
Restricted funds excluding pension asset	18	**46,353,438**		44,673,484	
Pension reserve	18	**(12,909,000)**		(13,495,000)	
Total restricted funds	18		**33,444,438**		31,178,484
Unrestricted income funds	18		**440,457**		373,720
Total funds			**33,884,895**		31,552,204

The financial statements on pages 37 to 66 were approved by the Trustees, and authorised for issue on 12 January 2021 and are signed on their behalf, by:

G Beveridge
Chair of Trustees

The notes on pages 40 to 66 form part of these financial statements.
Registered company number: 07698631

Cumbria Education Trust
(A company limited by guarantee)

Statement of cash flows
Year ended 31 August 2020

	Note	2020 £	2019 £
Cash flows from operating activities	20	**(326,265)**	638,699
Cash flows from investing activities	22	**702,794**	838,597
Cash flows from financing activities	21	**59**	110
Change in cash and cash equivalents in the year		**376,588**	1,477,406
Cash and cash equivalents at the beginning of the year		**2,418,615**	941,209
Cash and cash equivalents at the end of the year	23	**2,795,203**	2,418,615

The notes on pages 40 to 66 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 2019 to 2020 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 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 2020, the free reserves position was £440,457 and the academy had cash reserves of £2,795,203.

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 and considered the potential impact of the COVID-19 pandemic.

The cash flow forecasts that the Trustees have prepared are based on their current best estimates and in line with the funding agreement in place with the Department for Education (DfE) and show that the Trust can maintain sufficient financial headroom for the foreseeable future.

Whilst the risks posed by COVID-19 and others cannot be completely mitigated, and some level of future uncertainty remains around national school funding, the Trustees have adopted measures and assessed the financial implications of associated factors outside their control and consider that it is appropriate to prepare the financial statements on a going concern basis.

1. Accounting Policies (continued)

1.3 Income

All income is recognised once the Trust has entitlement to the income, it is probable that the income will be received and the amount of income receivable 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 should be used. The gain is recognised as income from donations and a corresponding amount is included in the appropriate fixed asset category and depreciated over the useful economic life in accordance with the academy trust's accounting policies.

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.

Cost allocations have been reviewed in the current year and some immaterial reclassifications made between direct costs and support costs in the prior year (see amounts restated at note 9). This had no impact expenditure in total or the overall result previously reported.

All expenditure is inclusive of irrecoverable VAT.

1.5 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.

1.6 Tangible Fixed Assets

All assets costing more than £1,000 are capitalised 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 incorporating income and expenditure account 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 incorporating income and expenditure account. Where tangible fixed assets have been acquired with unrestricted funds, depreciation on such assets is charged to the unrestricted fund.

1. Accounting Policies (continued)

1.6 Tangible Fixed Assets (continued)

Depreciation is provided on all tangible fixed assets other than freehold land, at rates calculated to write off the cost of these assets, less their estimated residual value, over their expected useful lives on the following bases:

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 incorporating income and expenditure account.

The Whitehaven Academy is being redeveloped and as a result the existing school buildings are being written down over a 3-year period to August 2022, reflecting their expected remaining useful economic life.

1.7 Stocks

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

1.8 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 academy trust anticipates it will pay to settle the debt or the amount it has received as advanced payment for the goods or services it must provide.

1.9 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)

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

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

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

1.11 Leases

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

1.12 Pensions

Retirement benefits to employees of the academy trust are provided by the Teachers' Pension Scheme ("TPS") and the Local Governments 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. As stated in note 26, the TPS is a multi-employer scheme and there is insufficient information available to use defined benefit accounting. The TPS is therefore 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 scheme and the assets are held separately from those of the academy trust in separate trustee administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit 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 incorporating income and expenditure account 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. Accounting Policies (continued)

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

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost or income for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 26, will impact the carrying amount of the pension liability. Furthermore a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2019 has been used by the actuary in valuing the pensions liability at 31 August 2020. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

Critical areas of judgment:

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

3. Income from donations

	Unrestricted funds 2020 £	Restricted funds 2020 £	Restricted fixed asset funds 2020 £	Total funds 2020 £
Donations	99,749	-	-	**99,749**
Capital grants	-	-	1,282,900	**1,282,900**
Assets donated on conversion	-	(528,000)	3,515,000	**2,987,000**
Total 2020	99,749	(528,000)	4,797,900	**4,369,649**

	Unrestricted funds 2019 £	Restricted funds 2019 £	Restricted fixed asset funds 2019 £	Total funds 2019 £
Donations	361,712	-	-	361,712
Capital grants	-	-	1,545,646	1,545,646
Assets donated from predecessor trust	-	(1,188,000)	12,982,959	11,794,959
Total 2019	361,712	(1,188,000)	14,528,605	13,702,317

4. Funding for the Academy Trust's educational operations

	Restricted funds 2020 £	Total funds 2020 £	Total funds 2019 £
DfE/ESFA grants			
General Annual Grant (GAG)	17,029,928	**17,029,928**	14,556,906
Other EFSA Grants	3,694,899	**3,694,899**	2,163,155
Local Authority Grants	439,537	**439,537**	357,187
Social Inclusion	718,441	**718,441**	603,224
Drawdown funding	273,725	**273,725**	378,811
Total 2020	22,156,530	**22,156,530**	18,059,283

5. Other trading activities

	Unrestricted funds 2020 £	Total funds 2020 £	Total funds 2019 £
Hire of facilities and other income	328,923	**328,923**	379,452

6. Investment income

	Unrestricted funds 2020 £	Total funds 2020 £	Total funds 2019 £
Bank interest	59	**59**	110

7. Other incoming resources

	Restricted funds 2020 £	Total funds 2020 £	Total funds 2019 £
Miscellaneous income including catering and transport	267,029	**267,029**	361,068

8. Expenditure

	Staff costs 2020 £	Premises 2020 £	Other 2020 £	Total 2020 £
Cost of raising voluntary income:				
Costs of school trips and other associated activities	-	-	132,738	**132,738**
Academy's educational operations:				
Direct costs	16,243,345	-	1,202,090	**17,445,435**
Support costs	2,933,967	4,234,699	1,632,660	**8,801,326**
Services to schools	-	-	-	-
Total 2020	19,177,312	4,234,699	2,967,488	**26,379,499**

	Staff Costs 2019 £	Premises 2019 £	Other 2019 £	Total 2019 £
Cost of raising voluntary income:				
Costs of school trips and other associated activities	-	-	387,353	387,353
Academy's educational operations:				
Direct costs	13,049,548	-	1,193,522	14,243,070
Support costs	3,364,863	4,761,549	1,517,218	9,643,630
Services to schools	-	-	214,201	214,201
Total 2019	16,414,411	4,761,549	3,312,294	24,488,254

9. Analysis of expenditure by activities

	Activities undertaken directly 2020 £	Support costs 2020 £	Total funds 2020 £
Academy's educational operations	17,445,435	8,801,326	**26,246,761**

9. Analysis of expenditure by activities (continued)

	Activities undertaken directly 2019 £	Support costs 2019 £	Total funds 2019 £
Academy's educational operations	14,243,070	9,643,630	23,886,700
Services to schools	214,201	-	214,201
	14,457,271	9,643,630	24,100,901

Analysis of support costs

	Academy's educational operations 2020 £	**Total funds 2020 £**	Total funds 2019 £
Pension interest cost	243,000	**243,000**	209,000
Staff costs	2,933,967	**2,933,967**	3,364,863
Depreciation	3,469,035	**3,469,035**	3,490,058
Professional services	215,673	**215,673**	212,402
Water rates	126,624	**126,624**	107,438
Maintenance of premises and equipment	233,049	**233,049**	713,774
Cleaning	107,820	**107,820**	87,403
Rent and rates	105,803	**105,803**	90,218
Heat and light	330,188	**330,188**	325,011
Insurance	91,703	**91,703**	75,065
Transport	152,545	**152,545**	198,562
Catering	379,202	**379,202**	311,266
Technology costs	201,514	**201,514**	156,024
Bank interest and charges	4,462	**4,462**	3,840
Other support costs	206,741	**206,741**	298,706
	8,801,326	**8,801,326**	9,643,630

10. Net income/(expenditure)

Net income/(expenditure) for the year includes:

	2020 £	2019 £
Depreciation of tangible fixed assets	**3,469,035**	3,490,058
Operating lease rentals	**41,632**	17,556
Audit of these financial statements	**15,500**	14,250

Fees paid to the Trust's auditors for other assurance services amounts to £4,000 (2019: £3,500).

11. Staff

a. Staff costs

Staff costs during the year were as follows:

	2020 £	2019 £
Wages and salaries	**13,866,728**	11,784,443
Social security costs	**1,334,226**	1,149,476
Pension costs	**3,396,213**	3,034,622
	18,597,167	15,968,541
Agency staff costs	**553,220**	387,508
Staff restructuring costs	**26,925**	58,362
	19,177,312	16,414,411

b. Non-statutory/non-contractual staff severance payments

Severance payments comprise non-contractual payments to 4 individuals made under settlement agreements. Individually the payments were as follows and have effective dates during the period reported:

11 October 2019	£15,000
9 April 2020	£1,000
13 May 2020	£4,750
7 August 2020	£6,175

11. Staff (continued)

c. Staff numbers

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

	2020 No.	2019 No.
Teachers	**200**	188
Administration and support	**295**	244
Management	**18**	24
	513	456

The average headcount expressed as full-time equivalents was:

	2020 No.	2019 No.
Teaching Staff	**171**	190
Support Staff	**173**	159
Leadership	**18**	17
	362	366

d. Higher paid staff

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

	2020 No.	2019 No.
In the band £60,001 - £70,000	**5**	6
In the band £70,001 - £80,000	**2**	1
In the band £90,001 - £100,000	**3**	1
In the band £100,001 - £110,000	**-**	1
In the band £110,001 - £120,000	**1**	-
In the band £140,001 - £150,000	**-**	1
In the band £170,001 - £180,000	**1**	-

All the employees above participated in the Trust's pension schemes. During the year ended 31 August 2019, pension contributions for these staff amounted to £199,020 (2019: £135,361).

11. Staff (continued)

e. Key management personnel

The total amount of employee benefits (including employer pension contributions) received by key management personnel (trustees and senior management) for their services to the academy trust was £1,194,222 (2019: £820,786). The increase is attributed to new academies joining the Trust and changes within the Senior Leadership Team as the Trust develops and grows.

12. 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:

		2020	2019
		£	£
L Hughes, Chief Executive Officer	Remuneration	**170,000 - 175,000**	145,000 - 150,000
	Pension contributions paid	**40,000 - 45,000**	25,000 - 30,000

In the prior year the Chief Executive received her remuneration from the Trust as disclosed above and an additional £12k paid under a separate contract and disclosed as a related party transaction for services over and above her role for the Trust. In the current year and going forwards, all remuneration for her services to both the Trust and the wider education sector have been consolidated within her work for the Trust. Further detail is given within the Trustees report.

During the year ended 31st August 2020, travel and subsistence expenses totalling £3,454 (2019: £733) were reimbursed or paid directly to 4 Trustees (2019: 2 Trustees).

13. Trustees' and Officers' Insurance

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

14. Tangible fixed assets

	Freehold property £	Long-term leasehold property £	Furniture and equipment £	Computer equipment £	Total £
Cost or valuation					
At 1 September 2019	17,683,303	31,455,662	1,120,530	703,265	50,962,760
Additions	-	201,813	215,797	162,496	580,106
Assets donated on conversion	-	3,515,000	-	-	3,515,000
At 31 August 2020	17,683,303	35,172,475	1,336,327	865,761	55,057,866
Depreciation					
At 1 September 2019	1,666,148	3,829,383	469,740	624,151	6,589,422
Charge for the year	275,506	2,925,909	174,376	93,244	3,469,035
At 31 August 2020	1,941,654	6,755,292	644,116	717,395	10,058,457
Net book value					
At 31 August 2020	15,741,649	28,417,183	692,211	148,366	44,999,409
At 31 August 2019	16,017,155	27,626,279	650,790	79,114	44,373,338

Included within freehold and leasehold land and buildings is land of £7,292,500 (2019: £6,937,000) which is not depreciated.

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.

15. Stocks

	2020 £	2019 £
Goods for resale	21,218	21,683

16. Debtors

	2020	2019
	£	£
Trade debtors	**83,004**	96,044
Other debtors	**129,213**	56,706
Prepayments and accrued income	**702,616**	537,132
VAT recoverable	**178,078**	210,415
	1,092,911	900,297

17. Creditors: amounts falling due within one year

	2020	2019
	£	£
Trade creditors	**537,110**	663,243
Other taxation and social security	**677,943**	516,756
Other creditors	**175,588**	126,348
Accruals and deferred income	**724,205**	1,360,382
	2,114,846	2,666,729

	2020	2019
	£	£
Deferred income at 1 September 2019	**813,080**	91,758
Resources deferred during the year	**222,667**	813,080
Amounts released from previous periods	**(633,161)**	(91,758)
	402,586	813,080

Deferred income relates to funding received in advance for the 2020/21 academic year.

18. Statement of funds

	Balance at 1 September 2019 £	Income £	Expenditure £	Gains/ (Losses) £	Balance at 31 August 2020 £
Unrestricted funds					
General funds	373,720	428,731	(361,994)	-	440,457
Restricted funds					
Restricted income funds	805	22,423,559	(22,072,432)	-	351,932
Pension reserve	(13,495,000)	(528,000)	(476,000)	1,590,000	(12,909,000)
	(13,494,195)	21,895,559	(22,548,432)	1,590,000	(12,557,068)
Restricted fixed asset funds	44,672,679	4,797,900	(3,469,073)	-	46,001,506
Total restricted funds	31,178,484	26,693,459	(26,017,505)	1,590,000	33,444,438
Total funds	31,552,204	27,122,190	(26,379,499)	1,590,000	33,884,895

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.

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 represent contributions made from unrestricted funds to cover deficits in the educational operations of the Trust.

18. Statement of funds (continued)

Analysis of academies by fund balance

Fund balances at 31 August 2020 were allocated as follows:

	2020 £	2019 £
Cumbria Education Trust	**747,959**	693,789
William Howard School	**(265,467)**	(177,723)
Workington Academy	**28,097**	(100,754)
Yewdale Primary School	**5,415**	(41,739)
Longtown Primary School	**86,092**	42,728
Tebay Primary School	**(39,380)**	(43,756)
Yanwath Primary School	**(94,600)**	(57,251)
The Whitehaven Academy	**227,279**	59,231
Caldew Lea Primary School	**95,887**	-
Hensingham Primary School	**1,107**	-
Total before fixed asset funds and pension reserve	**792,389**	374,525
Restricted fixed asset fund	**46,001,506**	44,672,679
Pension reserve	**(12,909,000)**	(13,495,000)
Total	**33,884,895**	31,552,204

All academies carrying net deficits on their portion of the funds have balanced budgets for 2020/21 and are working towards building reserves as set out in the reserves policy for the Trust.

18. Statement of funds (continued)

Analysis of academies by cost

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 2020 £
Cumbria Education Trust	702,491	190,374	274,607	673,539	**1,841,011**
William Howard School	5,618,976	603,285	361,841	583,118	**7,167,220**
Workington Academy	4,102,682	400,175	241,950	379,353	**5,124,160**
Yewdale Primary School	830,584	92,709	35,516	102,385	**1,061,194**
Longtown Primary School	576,374	117,773	26,295	77,986	**798,428**
Tebay Primary School	189,175	29,897	9,194	29,116	**257,382**
Yanwath Primary School	549,502	36,067	29,951	110,461	**725,981**
The Whitehaven Academy	2,295,608	356,998	166,142	365,993	**3,184,741**
Caldew Lea Primary School	821,672	73,724	41,741	103,722	**1,040,859**
Hensingham Primary School	529,356	55,890	40,543	79,699	**705,488**
Trust	16,216,420	1,956,892	1,227,780	2,505,372	**21,906,464**

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 2019 £
Cumbria Education Trust	386,391	554,589	56,439	532,647	1,530,066
William Howard School	5,392,531	721,975	755,108	951,638	7,821,252
Workington Academy	3,647,493	497,572	300,537	324,167	4,769,769
Yewdale Primary School	800,785	122,994	55,914	120,284	1,099,977
Longtown Primary School	475,905	137,973	57,641	99,536	771,055
Tebay Primary School	170,524	39,582	16,439	33,517	260,062
Yanwath Primary School	568,381	54,544	69,756	187,971	880,652
The Whitehaven Academy	1,607,538	326,634	159,318	633,874	2,727,364
Trust	13,049,548	2,455,863	1,471,152	2,883,634	19,860,197

18. Statement of funds (continued)

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

	Balance at 1 September 2018 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2019 £
Unrestricted funds						
General funds	527,604	741,274	(657,158)	(238,000)	-	373,720
Restricted funds						
Restricted income funds	6,236	18,420,351	(18,663,782)	238,000	-	805
Pension reserve	(6,656,000)	(1,188,000)	(1,138,000)	-	(4,513,000)	(13,495,000)
	(6,649,764)	17,232,351	(19,801,782)	238,000	(4,513,000)	(13,494,195)
Restricted fixed asset funds	34,173,388	14,528,605	(4,029,314)	-	-	44,672,679
Total restricted funds	27,523,624	31,760,956	(23,831,096)	238,000	(4,513,000)	31,178,484
Total funds	28,051,228	32,502,230	(24,488,254)	-	(4,513,000)	31,552,204

19. Analysis of net assets between funds

Analysis of net assets between funds - current period

	Unrestricted funds 2020 £	Restricted funds 2020 £	Restricted fixed asset funds 2020 £	Total funds 2020 £
Tangible fixed assets	-	-	44,999,409	**44,999,409**
Current assets	440,457	2,466,778	1,002,097	**3,909,332**
Creditors due within one year	-	(2,114,846)	-	**(2,114,846)**
Provisions for liabilities and charges	-	(12,909,000)	-	**(12,909,000)**
Total	440,457	(12,557,068)	46,001,506	**33,884,895**

Analysis of net assets between funds - prior period

	Unrestricted funds 2019 £	Restricted funds 2019 £	Restricted fixed asset funds 2019 £	Total funds 2019 £
Tangible fixed assets	-	-	44,373,338	44,373,338
Current assets	373,720	2,667,534	299,341	3,340,595
Creditors due within one year	-	(2,666,729)	-	(2,666,729)
Provisions for liabilities and charges	-	(13,495,000)	-	(13,495,000)
Total	373,720	(13,494,195)	44,672,679	31,552,204

20. Reconciliation of net movement in funds to net cash flow from operating activities

	2020 £	2019 £
Net income for the period (as per statement of financial activities)	**742,691**	8,013,976
Adjustments for:		
Depreciation	**3,469,035**	3,490,058
Capital grants from DfE and other capital income	**(1,282,900)**	(1,545,646)
Dividends, interest and rents from investments	**(59)**	(110)
Defined benefit pension scheme obligation inherited	**528,000**	1,188,000
Defined benefit pension scheme cost less contributions payable	**233,000**	929,000
Defined benefit pension scheme finance cost	**243,000**	209,000
Decrease in stocks	**465**	11,076
Increase in debtors	**(192,614)**	(353,041)
(Decrease)/increase in creditors	**(551,883)**	1,679,345
Net surplus on assets and liabilities from local authority on conversion or from predecessor trust on transfer	**(3,515,000)**	(12,982,959)
Net cash (used in)/provided by operating activities	**(326,265)**	638,699

21. Cash flows from financing activities

	2020 £	2019 £
Cash inflows from bank interest	**59**	110
Net cash provided by financing activities	**59**	110

22. Cash flows from investing activities

	2020 £	2019 £
Purchase of tangible fixed assets	**(580,106)**	(707,049)
Capital grants from DfE Group	**1,282,900**	1,545,646
Net cash provided by investing activities	**702,794**	838,597

23. Analysis of cash and cash equivalents

	2020 £	2019 £
Cash in hand	**2,795,203**	2,418,615
Total cash and cash equivalents	**2,795,203**	2,418,615

24. Analysis of changes in net debt

	At 1 September 2019 £	Cash flows £	At 31 August 2020 £
Cash at bank and in hand	**2,418,615**	**376,588**	**2,795,203**

25. Academies entering the Trust

On 1 October 2019 and 1 November 2019 the Trust took control of Caldew Lea Primary School and Hensingham Primary School respectively, which were previously under control of local authority. All of the operations and assets and liabilities were transferred to Cumbria Education Trust for £nil consideration.

The transfer has been accounted for as a combination that is in substance a gift. The assets and liabilities transferred were valued at their fair value and recognised in the balance sheet under the appropriate heading with a corresponding net amount recognised as a net gain in the statement of financial activities incorporating income and expenditure account as Donations - transfer from predecessor trust.

	Restricted funds £	Restricted fixed asset funds £	Total funds £
Tangible fixed assets			
Freehold/leasehold land and buildings	-	3,515,000	**3,515,000**
LGPS pension deficit	(528,000)	-	**(528,000)**
Net assets	(528,000)	3,515,000	**2,987,000**

26. Pension commitments

The 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 2016 and of the LGPS 31 March 2019.

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

Teachers' Pension Scheme

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pension Scheme Regulations 2014. Membership is automatic for 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 2016. The valuation report was published by the Department for Education on 5 March 2019. The key elements of the valuation and subsequent consultation are:

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

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

The employer's pension costs paid to TPS in the year amounted to £2,197,213 (2019 - £1,327,000).

A copy of the valuation report and supporting documentation is on the Teachers' Pensions website (https://www.teacherspensions.co.uk/news/employers/2019/04/teachers-pensions-valuation-report.aspx).

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

26. Pension commitments (continued)

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 2020 was £1,229,000 (2019 - £994,000), of which employer's contributions totalled £990,000 (2019 - £798,000) and employees' contributions totalled £ 239,000 (2019 - £196,000). The agreed contribution rates for future years are 24% per cent for employers and 5.8% per cent for employees.

As described in note 25 the LGPS obligation relates to the employees of the Trust, who were the employees transferred as part of the conversion from the maintained school and new employees who were eligible to, and did, join the Scheme in the year. The obligation in respect of employees who transferred on conversion represents their cumulative service at both the predecessor school and the Trust at the balance sheet date.

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.

Principal actuarial assumptions

	2020	2019
	%	%
Rate of increase in salaries	**3.80%**	3.50%
Rate of increase for pensions in payment/inflation	**2.40%**	2.10%
Discount rate for scheme liabilities	**1.80%**	1.80%
Inflation assumption (CPI)	**2.30%**	2.00%

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

	2020	2019
Retiring today		
Males	**22.6**	23.3
Females	**25.2**	25.9
Retiring in 20 years		
Males	**24.2**	25.6
Females	**27.1**	28.6

26. Pension commitments (continued)

Sensitivity analysis - movement on net obligation

	At 31 August 2019 £000	At 31 August 2018 £000
Discount rate +0.1%	**(636)**	(643)
Discount rate -0.1%	**650**	659
Mortality assumption - 1 year increase	**824**	473
Mortality assumption - 1 year decrease	**(801)**	(465)
CPI rate +0.1%	**651**	659
CPI rate -0.1%	**(637)**	(643)

Share of scheme assets

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

	2020 £	2019 £
Equities	**5,560,000**	6,403,000
Government bonds	**3,118,000**	2,387,000
Property	**884,000**	756,000
Cash and other liquid assets	**1,559,000**	610,000
Other bonds	**32,000**	809,000
Other	**4,918,000**	2,294,000
Total market value of assets	**16,071,000**	13,259,000

The actual return on scheme assets was £50,000 (2019 - £949,000).

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

	2020 £	2019 £
Current service cost	**(1,171,000)**	(987,000)
Past service cost	**(28,000)**	(720,000)
Interest income	**265,000**	333,000
Interest cost	**(508,000)**	(542,000)
Administrative expenses	**(24,000)**	(20,000)
Total amount recognised in the Statement of financial activities	**(1,466,000)**	(1,936,000)

26. Pension commitments (continued)

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

	2020 £	2019 £
Opening defined benefit obligation	**26,754,000**	16,025,000
Transferred in on existing academies joining the trust	**1,516,000**	3,297,000
Current service cost	**1,171,000**	987,000
Past service cost	**28,000**	720,000
Interest cost	**508,000**	542,000
Employee contributions	**239,000**	196,000
Actuarial (gains)/losses	**(1,135,000)**	5,129,000
Benefits paid	**(101,000)**	(142,000)
Closing defined benefit obligation	**28,980,000**	26,754,000

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

	2020 £	2019 £
Opening fair value of scheme assets	**13,259,000**	9,369,000
Transferred in on existing academies joining the Trust	**988,000**	2,109,000
Interest income	**265,000**	333,000
Actuarial gains	**455,000**	616,000
Employer contributions	**990,000**	798,000
Employee contributions	**239,000**	196,000
Benefits paid	**(101,000)**	(142,000)
Administrative expenses	**(24,000)**	(20,000)
Closing fair value of scheme assets	**16,071,000**	13,259,000

27. Operating lease commitments

At 31 August 2020 the Trust had commitments to make future minimum lease payments under non-cancellable operating leases as follows:

	2020 £	2019 £
Amounts payable:		
Not later than 1 year	**47,900**	41,632
Later than 1 year and not later than 5 years	**69,109**	50,081
	117,009	91,713

28. 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.

29. 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. All transactions involving such organisations are conducted in accordance with the requirements of the Academies Financial 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.

During 2019, the Trust received income of £12,000 from another academy trust to provide additional management support under a formal SLA. In line with arrangements in previous years, £12,000 was paid to the Chief Executive to reflect the additional duties and hours undertaken in carrying out this work over and above her role at the Trust.

In 2019, purchases were made from the University of Cumbria of £382. There were no year end balances outstanding with this entity.

Details of Trustees' remuneration and expenses paid in the year are provided in note 12 to these financial statements.