

Cumbria Education Trust

(A company limited by guarantee)

Annual report

31 August 2021

Cumbria Education Trust

(A company limited by guarantee)

Contents

	Page
Reference and administrative details	1 - 2
Trustees' report	3 - 30
Governance statement	31 - 35
Statement on regularity, propriety and compliance	36
Statement of Trustees' responsibilities	37
Independent auditor's report on the financial statements	38 - 41
Independent reporting accountant's report on regularity	42 - 43
Statement of financial activities incorporating income and expenditure account	44
Balance sheet	45 - 46
Statement of cash flows	47
Notes to the financial statements	48 - 77

Cumbria Education Trust

(A company limited by guarantee)

Reference and administrative details

Members	M Simpson, Chair of Members D Francis S Goodliffe C Lewis M Payne
Trustees	G Beveridge, Chair of Board I Burke, Chair of Audit and Risk Committee (Resigned 21 July 2021) N Crewdson (Resigned 22 November 2021) S Holliday (Resigned 16 September 2020) L Hughes, Chief Executive A Johnson M Payne, Chair of Achievement & Climate Committee C Sutcliffe (Resigned 21 July 2021) Professor R Trimble (Appointed 2 March 2021) J Routledge (Appointed 2 February 2021) M Donnelly (Appointed 6 April 2021) D Shaw (Appointed 1 March 2021) J O'Neill (Appointed 16 November 2021)
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 officer	L Hughes

Cumbria Education Trust

(A company limited by guarantee)

Reference and administrative details (continued) For the year ended 31 August 2021

Senior management team

L Hughes, Chief Executive
N Polmear, Operations Director
C Wilkins, Headteacher - Director of Primary Education
S Newstead, Director of Learning Provision
F Eldon, Headteacher – Hensingham Primary School
C Kearton, CET Data Manager
A M Tulloch, Head of Finance (resigned 31.12.2020)
K Rogerson, HR Manager Head of Finance (resigned 31.12.2020)
D Bird, Headteacher - Workington Academy
C McAree, Headteacher – William Howard School
N Youngman, Headteacher - The Whitehaven Academy
G Martin, Head of Finance (appointed 22.03.2021)
M Jamieson, Acting Headteacher – Newtown Primary School
(secondment ended 31.08.2021)
J Lloyd, Headteacher – Northside Primary School
A Weston, Headteacher - Caldew Lea Primary School
G Brierley, Headteacher of Yewdale Primary School (appointed 01.01.2020)
currently Temporary Executive Headteacher Yewdale and Newton Primary
School (from 01.09.21)
J Nicholson, Headteacher – Longtown Primary School (appointed 19.04.2021)
L Bland, Headteacher – Tebay Primary School (seconded externally from 28.06.2021)
C Floyd, Headteacher – Yanwath Primary School (appointed 26.06.2021)
Temporary Executive Headteacher Yanwath & Tebay Primary Schools

Independent auditor

UNW LLP
Chartered Accountants
Citygate
St James' Boulevard
Newcastle upon Tyne
NE1 4JE

Bankers

Barclays Bank plc
33 English Street
Carlisle
CA3 8JX

Solicitors

Burnetts
Victoria House
Wavell Drive
Carlisle
Cumbria
CA1 2ST

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report

For the year ended 31 August 2021

The Trustees present their annual report together with the financial statements and auditor's report of the charitable company for the 1 September 2020 – 31 August 2021. 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 Trust deed is the primary governing document of the Trust.

The Trustees of Cumbria Education Trust are also the directors of the charitable company for the purposes 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 adopted for the induction and training of Trustees

All new Trustees receive a letter of appointment and appropriate documentation for completion. The Chair 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.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) **For the year ended 31 August 2021**

Structure, governance and management (continued)

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 School has a link Director. Work was carried out to restructure the Trust Board committees to take effect from 1 September 2021.

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 and revised further in advance of the new Trust structure from 1 September 2021.

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.

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 our Headteachers, central School Improvement staff (Director of Learning Provision, Data Manager), and senior executive staff from the central team. The central team comprises of HR, Finance, ICT, Administration, Estates, Governance, Data and Media Services.

The Central Team staffing increased in capacity during 2020/21. An HR Officer and Assistant were appointed bringing the HR function in house. The Finance team further expanded with the inclusion of an additional Finance Manager. A new Head of Finance post was recruited to following a resignation.

During the year, Headteacher appointments were made at Longtown Primary and Yewdale Primary Schools. An Acting Executive Headteacher was appointed across Yanwath and Tebay Primary Schools during the external secondment of the current Headteacher of Tebay Primary School.

Arrangements for setting pay and remuneration of key management personnel

Headteachers and teaching staff (who are part of the Central Team) are paid in line with the Standard Teachers Pay and Conditions Document (STPCD). 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.

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

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Structure, governance and management (continued)

Trade union facility time

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

CET pays into Cumbria County Council Facilities Time Agreement.

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 education through collaborative working arrangements.
- To develop partnership models for all levels of self-evaluation.
- To extend our personal development offer.
- To ensure value for money by sharing resources, good practice and ensuring efficiencies of scale.

CET works in partnership with, the 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, the Well Project and the Northern Child and Wellbeing Network,.

CET also works with Academy Ambassadors, National Teacher Accreditation, Teach First, Learning Ladders, Ambition School Leadership and National Governance Association on a range of subjects and training to support the Trust to develop and grow.

CET have also entered into a partnership with The Three Rivers Trust to provide nationally accredited leadership courses.

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

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

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Structure, governance and management (continued)

Employee involvement and employment of the disabled

Employees are regularly consulted both formally and informally on issues which may have an impact on them. This will take place by means of local academy level briefings and regular staff meetings while they have been kept informed on specific matters directly by management. Trust wide engagement is via the established consultative committee supplemented by Trust wide communications as necessary.

Employee engagement and involvement has been encouraged through the deployment of a trust wide stakeholder survey. Feedback has been considered at a Trust wide and Academy level with appropriate action plans developed. The Trust has developed its approach to exit interviews for all staff leaving the organisation with central coordination and appropriate feedback of any areas of good practice or improvement.

The Trust has an established framework of Human Resources related policies and procedures. These are reviewed on an annual basis and include:

- Equal Opportunities Policy.
- Health and Safety Policy.
- Pay Policy
- Code of Conduct
- Disciplinary Policy
- Absence and Wellbeing Policy
- Whistleblowing Policy
- Bullying and Harassment Policy

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

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 which give due regard to reasonable adjustments.

Engagement with suppliers, customers and others in a business relationship with the Trust

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 2020-21.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

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 firmly embedded throughout the organisation and are:

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

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. It also presents opportunities to obtain better terms in negotiating contracts and services and hence improved value for money. Curriculum Led Financial Planning has also been implemented. The MAT Dividend, the tangible benefit of being part of a MAT is highly evident within CET.

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 2021.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Objectives and activities (continued)

Strategic priorities for 2020/21

CET's strategic priorities were:

- Priority 1 **Raising standards and opportunities across the Trust**
- 1.1 A rich curriculum – developing our CET 3-18 curriculum
 - 1.2 Quality first in the classroom
 - 1.3 Improving literacy and oracy across the Trust
 - 1.4 Supporting our students ensuring they can be the best they can be
 - 1.5 Maturing a culture of regular attendance and the provision necessary to reduce exclusions
 - 1.6 Building a research based, evidence culture across Trust – outward facing, learning from the best
- Priority 2 **Delivering consistent, effective and proactive support services across the Trust**
- 2.1 Finance – Embedding consistency in financial processes and reporting, enabling secure planning and decision making
 - 2.2 HR – Development and implementation of an in-house HR service delivery mode
 - 2.3 ICT – Delivery of a fully managed, accountable ICT Service with an informed and innovative 5 year procurement plan
 - 2.4 PR – Delivery of a Trust Communications strategy to promote and raise the CET profile
 - 2.5 Safeguarding: Embedding and championing excellence and consistency in safeguarding practice and standards across the Trust
 - 2.6 Risk and compliance – Internal and Externally scrutinised compliance frameworks, understood and practiced by all
 - 2.7 Estates, Capital and the Learning Environment – Continually improving our Learning Environments, informed by stakeholders and operation and regulatory priorities
- Priority 3 **Define and develop our future growth strategy**
- 3.1 Promoting CET as a Trust that has much to offer ALL schools
 - 3.2 Continuing to develop our 4 geographical 3 - 18 Hubs
- Priority 4 **To achieve outstanding governance across the Trust**
- 4.1 To review and analyse the current governance arrangements in order to develop an outstanding governance structure
 - 4.2 Ensure that all those involved in governance are confident and skilled to support and challenge the Executive Team
 - 4.3 Development of a succession and recruitment plan
 - 4.4 To develop our professional governance support service across the Trust

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Strategic report

Achievements and performance

Cumbria Education Trust's strong performance is now acknowledged; however, we are still an organisation constantly seeking to improve by adapting to the changes and challenges we encounter. We will endeavour to find new and well researched ways to support our children. Our vision is to secure the best possible education/outcomes for all young people who attend CET schools 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 2021 CET consists of eleven schools:

1)	Caldew Lea Primary School	Sponsored
2)	Hensingham Primary School	Sponsored
3)	Longtown Primary School	Sponsored
4)	Newtown Primary School	Sponsored
5)	Northside Primary School	Re-brokered from another Trust (FY20)
6)	Tebay Primary School	Re-brokered from another Trust (FY18)
7)	The Whitehaven Academy	Re-brokered from another Trust (FY19)
8)	William Howard School	Convertor
9)	Workington Academy	Sponsored
10)	Yanwath Primary School	Re-brokered from another Trust (FY18)
11)	Yewdale Primary School	Sponsored

CET have also combined The Workington Academy and Whitehaven Academy Sixth Forms to become the West Coast Sixth Form.

Trust Wide School Improvement

Our School Improvement Strategy was obviously adversely affected by the pandemic. However, we have continued to drive forward and much has been achieved.

CET Curriculum / Assessment framework

Over the course of the last year a major piece of work has been undertaken to establish a high-quality CET base curriculum and assessment structure. All schools have agreed broad curriculum principles and established a 3 -18 offer that uses the best aspects of our previous curriculum, covers all aspects of the National Curriculum, allows for individuality within each school whilst ensuring a skills entitlement for all students. This work has been designed to provide a supporting structure for new teachers in their planning and delivery, enable experienced teachers to further develop and extend learning and has aligned GCSE specifications and increased the percentage of students studying the Ebac.

All subjects now using a common assessment framework across all of our schools. Key Learning Indicators have been identified and tracked to ensure a clear assessment structure that supports high quality teaching and learning and aids reporting of attainment and progress. We are using the most up to date techniques to display and report assessment across all of our schools.

During the last year we have also adapted our curriculum, where necessary, to ensure effective home learning. We successfully used Microsoft Teams to deliver the majority of our lessons to our students.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Strategic report (continued)

Achievements and performance (continued)

School Improvement Teams (SIT's)

During 2020/21 we had 17 SIT's operating across the primary and secondary sector. The focus of their work changed due to the pandemic as school to school support was curtailed. The curriculum remained the key focus but remote / on-line learning become central to all discussions. The SIT'S also looked at how the curriculum would be adapted when all school opened fully in September 2021. Moving forward school to school support is the key focus, we need to get face to face coaching / mentoring re-established across the Trust.

Our established Collaborative Groups are continuing to improve year on year. The following areas were our focus of 2020/21; Communications Strategy, Creating high quality central services, Mental Health and Wellbeing, Safeguarding, SEND, Parent Partnership & Complex Panel Referral,

Leadership Development

CET's motto of 'be the best you can be' does not only apply to our students. We encourage our staff to aim high also and we want to help them succeed in their careers. There is no improvement for our children without improvement in teaching, and no improvement in teaching without the best professional development for staff. Resultantly we place a high emphasis on our new CET Leadership Development programme. We have some outstanding talent within our schools and through this ambitious programme we want to ensure our teachers and staff have the best chance to shine. Through strong collaboration, the skills and talents that exist within the trust can be further developed for the benefit of all.

These opportunities sit firmly within our belief that CET should be a stimulating, inspiring place to work and teach. Across its primary and secondary schools, it offers challenge and reward for all those who want to progress their careers. In 2021 we have established 4 new leadership programmes – these are pre-requisite programmes to the suite of new NPQ courses.

School to School Support

System leadership and collaboration is at the heart of the Trust's school improvement strategy. 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. This was obviously curtailed due to the pandemic.

Overall Performance

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 2020-21 is difficult to measure. In the primary sector there were no official assessments at KS1 or KS2. All students were assessed twice during the year using nationally benchmarked tests 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, Teacher Assessed Grades (TAGs) were used for students at the end of Key Stages 4 and 5. All three schools used the same robust process to decide on TAGs. 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 and cross trust moderation between Curriculum Leaders from each school.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Strategic report (continued)

Achievements and performance (continued)

No conclusions about student performance should be drawn from TAG results. Any difference from national is likely to be heavily influenced by the inevitable inconsistencies between schools.

Key Stage 4

Overall, the percentage of grades awarded at 4+ and 7+ (GCSE only) were as follows

	National (16-year-olds, UK)	TWA	WA	WHS
7+	30%	24%	14%	22%
4+	79%	66%	72%	77%

William Howard School and The Whitehaven Academy had cohorts with national average prior attainment. Workington Academy had a cohort with prior attainment significantly below national average which accounts for the lower number of grades at 7+. Given this context, and stage of school improvement for each academy, the results are consistent when making comparisons between the three schools.

Key Stage 5

	National, all subjects (England)	William Howard School	West Coast Sixth Form
A*	19%	15%	14%
A+	44%	40%	37%
B+	70%	67%	69%
C+	88%	90%	80%
D+	96%	97%	90%
E+	99%	99%	100%

Overall, the number of grades awarded at A*-B and A*-C were in line with national TAG results, and expectation for this cohort of students. Vocational results, which have good historical outcomes were also strong. This allowed students to move on to their next stage of Education, Employment or Training.

Y13 Destinations data (provisional)

Provisional destinations data for year 13 students is given below

Destination	WHS 109		WCSF 45	
Total students	89	82%	20	44%
University	12	11%	20	44%
Apprenticeships	8	7%	5	11%
Employment	0	0%	0	0%
NEET/Unknown				

These are very positive and exceed national figures. The numbers of apprenticeships from WCSF reflects the high level of apprenticeships available within the locale.

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

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Strategic report (continued)

Achievements and performance (continued)

geographical area of its schools' catchment areas. The Admissions Policies outline the criteria for admission from the wider geographical area and Trust academies.

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.

The Trust commissioned the Ambition Institute to carry out a Trust Diagnostic with 4 lines of enquiry, The Trust as an employer of people, the effectiveness of the School Improvement Strategy, the effectiveness of governance across the Trust and the Trusts response and capacity during the COVID 19 Pandemic. The report reflected a strong performance throughout stating:

"CET is predicated on the huge moral purpose of making a real difference to children across the Cumbrian region. It's ethos and culture are very much about school improvement and system leadership. It also has a drive to help improve and create a wider system capacity that will benefit schools and academies outside of the Trust. Some academies, working as part of the Trust, are from particularly disadvantaged communities. Trust leaders at every level work hard to ensure that schools and academies across Cumbria, and not just those within the Trust, improve and succeed".

Improving consistency and performance

The Trust has developed shared approaches across the organisation that are bringing about improvements in delivery. 17 School Improvement Teams & 14 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.

Covid 19 response

The COVID pandemic continued to present 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 2020/21 the Trust invested significantly in its IT infrastructure which enabled remote learning to be effective. The Trust also invested heavily in student and staff devices which were further complemented by devices assigned by the DfE. The Trust had enough devices for all students in all year groups during lockdown.

The turbulence experienced throughout the year had an impact on the planned delivery of school budgets. Variances to school budgets were closely monitored throughout.

Staffing costs were largely as planned, with common themes of reduced spend due to unfilled posts as vacancies associated with new initiatives were held in year due to the pandemic or backfilled in alternative, more efficient, ways.

Agency costs were higher than budget in many schools due to increased sickness and additional assistance needed to manage Covid control measures in schools. Improved teacher and key support absence cover in

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Strategic report (continued)

Achievements and performance (continued)

primaries in 2021-22 should help alleviate the pressure on their agency budgets in the future. Importantly, the Trust did not furlough any of its staff in 2020/21 and did not claim against any Government related schemes.

In regards to other overhead costs, there were unplanned additional costs including increased cleaning and washroom facilities. In other areas there was reduced consumption of certain supplies and services at different points of the year due to extended school closures. This affected a range of overhead budgets including; reduced energy usage, postponements to contracted services such as catering and school transport, fewer purchases of commodities and consumables such as general school supplies. Periods of remote learning resulted in different costs such as e-learning material instead of text books and there were other ICT and communication costs incurred due to different ways of working.

School Reports

CALDEW LEA PRIMARY SCHOOL

Context

Caldew Lea Primary School is a medium sized school in west Carlisle. It converted to Academy status and joined Cumbria Education Trust in October 2019, having been judged inadequate by Ofsted in June 2018. The school currently has capacity for one and half form entry and numbers are steadily rising with 258 children on roll. Three of the ten classes 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, including three highly experienced excellent teachers and a Newly Qualified Teacher, appointed to start September 2021. Leadership comprises the Headteacher, a Deputy Headteacher who leads Key Stage 1, and two acting Key Stage Leads in Early Years Foundation Stage and Key Stage 2. These key appointments have strengthened leadership across all phases. The school has continued on its rapid improvement trajectory throughout 2020-21, despite the challenges brought by Covid specific disruption to the journey.

Strengths:

- Strong, committed leadership drives a clear, focussed vision for rapid and sustained school improvement which is known and understood by all stakeholders:
- Behaviour and attitudes of pupils in school are now good. Attendance has risen and persistent absenteeism has significantly reduced; in the academic year 2020/21 attendance was over 96% and PA's reduced from 20% to 8% Safeguarding is effective.
- Robust assessment data and a relentless focus on quality first teaching, shows pupils are making expected or better progress from low starting points.
- The quality of Learning and Teaching has rapidly improved based on our CET curriculum and the percentage of good lessons observed continued to rapidly increase.
- Teaching staff are able to access high quality CPD and training opportunities through School Improvement Teams and collaborative groups working across Trust primary schools.
- Support for the school from parents and the wider community is high – this has contributed significantly to improved attendance and punctuality.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Strategic report (continued)

Achievements and performance (continued)

School Improvement Priorities:

- Ensure pupil attainment and outcomes at the end of Key Stage 2 are at least in line with national averages when statutory testing returns in 2022:
- Ensure the consistent application of the Read, Write, Inc. phonics scheme enables improved pupil attainment in the Year 1 Phonics check which meets national comparison figures.
- Continue to improve the quality of teaching and ensure all teaching in school is good or better which will lead to improved outcomes for all pupils.
- Ensure rapid improvement in the number of children reaching a good level of development at the end of Reception.
- Continue to actively ensure good attendance across all cohorts in school, including disadvantaged.
- Continue to promote a love of reading, ensuring all children are fluent readers, and engage parents in supporting this process.
- Strengthen and continue to develop the quality of provision being offered to children with Special Educational Needs, including early identification and assessment.

HENSINGHAM PRIMARY SCHOOL

Context

Hensingham Primary School has been part of Cumbria Education Trust since November 2019, after it was judged to be an inadequate school by OFSTED in February 2019. The pupils attending the school predominately come from the Hensingham homes and estates surrounding the area. The school currently has 149 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. Currently 34% of our children meet the criteria for Pupil Premium support enabling us to tailor specialist interventions and 11% are on the Special Educational Needs and Disabilities register. The school has undergone some significant staffing changes since joining the Trust, with the appointment of a permanent Headteacher in March 2020. We have appointed and welcomed three new teachers into Hensingham School as we move forward on our improvement journey. There has been a change in the school structure with currently three mixed classes across the school. These are Nursery/Reception (EYFS Unit), Year 1/2 class and a Year 2/3 class. There are currently seven teachers, one is a Newly Qualified Teacher. We have two Higher Level Teaching Assistants, four Teaching Assistants and two Apprentice Teaching Assistants.

Strengths:

- Since the last inspection, the school has developed and offers a wide, rich and inclusive curriculum that aims to enthuse and challenge students in school. The curriculum is fit for purpose and shows clear progression across the year groups, and it is matched to students learning needs through ongoing assessment and effective planning.
- Teaching and Learning is improving 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.
- Training opportunities are tailored to the needs of the staff and we are clear on what needs to be done to improve further.
- Opportunities and development of the whole student, their role within their local community, character and belonging are all strong.
- Standards of both conduct and behaviour for learning are developing and the vast majority of students are engaged in their learning with an increasing level of student leadership evident throughout the school.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Strategic report (continued)

Achievements and performance (continued)

School Improvement Priorities:

- Continue to improve literacy and mathematic standards across the school.
- To develop a robust assessment process for foundation subjects.
- To ensure consistent QFT across the school, with the help of the Outstanding Teachers Program.
- Improve end of Key Stage Outcomes for all groups of pupils.
- To continue to develop feedback in school; ensuring more consistency with children understanding what and how to improve.

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 188 pupils on role. 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 Private Nursery. Currently 20% of our children meet the criteria for Pupil Premium support, 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 April 2021 with the introduction of a new Headteacher and acting Assistant Headteacher. From the start of September 2021, the school welcomed three new teachers; Two further appointments were made; one fixed term Teaching Assistant role and one Teaching Assistant secondment. Six Teaching Assistants and one Apprentice Teaching Assistant support the learning of children both in classes, and as part of an intervention timetable.

Strengths:

- Children in the Early Years benefit from good teaching and make considerable progress from their starting points.
- Pupils' behaviour is good. Most show positive attitudes to their learning and there have been no exclusions since 2017
- Safeguarding is robust, effective and pupils know how to keep themselves safe, such as when they are using the internet. Attendance is above national average.
- Leaders ensure that pupils are safe and support their well-being effectively.
- 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 to secure and deepen children's understanding and skills.
- The quality of teaching, learning and assessment is good. Teachers bring learning to life for children.
- Leaders are ambitious for the continued improvement and evolution of the school. There is an outward facing vision – a culture that embraces collaboration within the Trust.
- The new Early Years curriculum has been being implemented effectively.
- A good range of activities and clubs effectively promote pupils' spiritual, moral, social and cultural development.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Strategic report (continued)

Achievements and performance (continued)

School Improvement Priorities:

- 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 the best possible start to their school experience with a holistic approach to learning.

NEWTOWN PRIMARY SCHOOL

Context

Newtown School has been with CET since September 2020. The last Ofsted Rating was Inadequate. Newtown School is situated in the centre of the Raffles estate, an area of high deprivation and unemployment. There are significant challenges:

- 61% of our children are eligible for FSM, 66% of our children are eligible for PP. 5% of our children are currently on CP plans, 8% of our children have SW involvement.
- 34% of our children have SEND needs.

Since September 2021, the leadership structure has changed, there is now an Executive Headteacher and a Head of School. There are currently five classes with seven teachers (including the Head of School), two are part time workers.

Newtown School has a mix of both single age and mixed age classes, sometimes spanning over different Key stages because of such diverse pupil numbers in year groups.

Strengths:

- Experienced Executive Headteacher.
- Continuity for the school with existing Head of School.
- High staff morale and a warm and welcoming environment for children.
- Part of the CET MAT who provide support within their central management team and other collaborative teams / meetings.
- Safeguarding is effective and partnerships with external agencies are strong.
- Resilient pupils.
- Dedicated staff who want to achieve the best outcomes for all pupils.

School Improvement Priorities:

- Diminishing differences between Pupil Premium and Non Pupil Premium pupils.
- Improving upon statutory test data results.
- Providing the children with a rich and varied curriculum.
- Providing children with rich and varied extra- curricular activities.
- Improve attendance and reduce the numbers of persistent absentees.
- Improving parental engagement.
- Develop the quality of outdoor provision in Early Years.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Strategic report (continued)

Achievements and performance (continued)

NORTHSIDE PRIMARY SCHOOL

Context

Northside Primary School has been part of Cumbria Education Trust since September 2020, after the relationship with its previous trust ended. The pupils attending Northside Primary come mainly from the Northside estate surrounding the school as well as the Siddick area. Both of these catchment areas are situated at the north side of Workington close to the Docks.

The school currently has 58 children on roll, but the school has the capacity for more children to attend in all year groups. At present, the school is actively working to raise the profile of the school including promoting the close links and relationship that is developing with Workington Academy. 58% of our children meet the criteria for Pupil Premium and 28% are on the Special Educational Needs and Disabilities register.

The school has undergone some significant staffing changes since joining the Trust, including the appointment of the Headteacher in January 2021. We have appointed two new teachers to the team, as well as a Teaching Assistant apprentice and a Higher Level Teaching Assistant. The school now has four teachers, one Higher Level Teaching Assistant who also works as the Engagement and Well-being Officer, three Teaching Assistants and one Apprentice. There has been a change in the school structure with the merger of the lower and upper Key Stage 2 classes into 1 Key Stage 2 class. The other classes are also in phases; reception and nursery class and a Key Stage 1 class.

Strengths:

- Since joining the Trust, the school has developed its curriculum in line with the CET primary offer to enable a rich and inclusive curriculum to be offered. The curriculum shows clear progression across the year groups, and it is matched to students' learning needs through ongoing assessment and effective planning. It is important at Northside to ensure that life experiences and opportunities are linked to learning in order to raise aspiration for our children.
- The children are engaged with the values of the school and trust and can communicate these with increasing positivity and understanding. Children feel valued themselves and know that school is a safe place where adults are trustworthy and caring. Standards of both conduct and behaviour for learning are developing and the vast majority of students are engaged in their learning.

School Improvement Priorities:

- Have attendance above the national average for all groups of pupils and reduce persistent absence to be at least in line with the national average for primary schools.
- Ensure that pupils in Years 1 to 3 have appropriate support to catch up on learning in order to secure the best outcomes.
- Ensure pupils in the Key Stage 2 class progress through a carefully sequenced curriculum so that they are well prepared for their next phase in education, particularly in English and Mathematics.
- Develop subject leadership so that all areas of the curriculum are well-led and managed.
- Develop excellence in Early Years provision across all areas of learning in the new Early Years Foundation Stage Framework.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Strategic report (continued)

Achievements and performance (continued)

TEBAY PRIMARY SCHOOL

Context

Tebay Primary School has been part of Cumbria Education Trust since September 2017. The school was inspected and given a Good judgement 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. We allow 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. The next steps for curriculum development will involve ensuring that this is assessed correctly with the introduction of Learning Ladders.

In July 2021 Lisa Bland, Headteacher of Tebay Primary School, was seconded to Patteril Bank Primary School by the local authority. This secondment is for two terms and will end on the closing date of the Spring Term 22. Cate Floyd has taken up the post of Interim Executive Headteacher of Yanwath and Tebay Schools commencing July 21 until the end of Lisa Bland's secondment. Helen Wright has been appointed interim Head of School and is based at Tebay for three days a week.

Strengths:

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

School Improvement Priorities:

- Review, enhance and complete the positive Behaviour for Learning system to ensure that learning behaviour is outstanding at all times across school.
- Develop extra-curricular opportunities and experiences to ensure children are given opportunities and experiences beyond the home and school curriculum to enhance the knowledge and understanding of cultural capital.
- To implement the Learning Ladders assessment system which reflects the school curriculum allowing accurate and timely assessments.
- Develop school promotion, utilising community links, social media, staff and promotional opportunities we have.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Strategic report (continued)

Achievements and performance (continued)

WEST COAST SIXTH FORM

Context

The West Coast Sixth Form opened on 1 September 2020 and initially we welcomed 80 students from five different secondary schools in West Cumbria. The West Coast Sixth Form is a joint venture between the academies at Whitehaven and Workington and offers a wide range of courses and opportunities for post-16 students. There are currently 32 different courses to choose from across both campuses, including a number of vocational qualifications that support students moving into local apprenticeships.

We are an inclusive post 16 provider with entry requirements that vary dependent on the type of course chosen, allowing students from a wide variety of backgrounds to study at level three.

The West Coast Sixth Form is able to access Workington Academy's resourced provision allowing us to deliver qualifications to students with physical disabilities and severe learning needs.

Sixth Form provision at Workington Academy was judged as good in the last Ofsted (May 2018).

Strengths:

- The West Coast Sixth Form is growing in popularity, with numbers increasing by more than 50% in two years.
- Outcomes from the sixth form were improving continually over time and continue to be on a strong and improving trend.
- Retention rates have remained above national averages for a number of years, as students are carefully guided onto courses which fit their aspirations.
- Progress measures are in line with national expectation for academic subjects and well above national average in vocational subjects. The number of students achieving top grades is improving rapidly.
- Attendance rates are consistently above national average.
- Destination's data is very strong with 98% of the 2020 cohort going into employment or a degree course or apprenticeship.
- A well-developed PD curriculum prepares students well for the next part of their career/education. Areas for Development

School Improvement Priorities:

- Implement an 'Extended Reading' virtual library and promote the importance of wider reading and research in developing learners' skills and knowledge.
- Further improve the careers/PD offer with improved links with local industry and public service providers, such as local NHS trainers.
- Ensure all teachers use assessment information consistently to plan learning that challenges students, addressing gaps in understanding and improves rates of progress.
- Develop the Deep Dive process to further support the quality of learning at post 16.
- Share good practice in A level English to extend the use of 1-1 support for post 16 students

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Strategic report (continued)

Achievements and performance (continued)

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; 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.

Strengths:

- Implementation of our Raising Attainment Strategy result in improving outcomes for students at Key Stage 4. The impact of the newly formed Learning Provision team improving behaviour and attendance and reducing repeat sanctions.
- The first year's development and initial implementation of the TWA oracy strategy in partnership with Voice 21 in order to improve the quality of talk, argument and learning across the school. Continued development of implement high quality Teaching and Learning practices across the school establishing clear routines in every lesson.
- Positive strengthening of the core subjects through staff re-shaping.- English and Maths.
- Outward approach to CPD with 15 colleagues involved in national based training. Second successful year of Learning Festival, with students and staff embracing new challenges.
- Significant development of a supportive and robust QA programme to ensure an effective curriculum development programme with stakeholder engagement and feedback.
- Placing our Mental Health strategy at the heart of work during lockdown so that both students and staff can self-regulate, support and flourish.
- Working as part of a forward thinking Trust allowing West Coast Sixth Form to grow and bringing new courses and opportunities to TWA campus.
- Planning, promotion and development of the Creative Curriculum to challenge and engage Key Stage 3 students, developing their creativity, oracy, group and problem solving skills and ensure a rich knowledge and understanding of respective subjects.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Strategic report (continued)

Achievements and performance (continued)

School Improvement Priorities:

- Staff to work collaboratively and effectively so CET Critical Success Factors are met:
- A curriculum that is broad and balanced, challenges all, and addresses each individual's needs in light of the pandemic, leading to strong outcomes.
- Effective Teaching and Learning that makes effective use of every minute of every lesson of every day, reinforcing positive demonstrable learning behaviours, and ensuring students know more and remember more.
- A Positive Learning Culture for where all learners (staff and students) are valued, their wellbeing is supported and learning is celebrated.
- Cultural capital. All students are given and take advantage of a rich cultural, creative and inspiring opportunities within and beyond the classroom, raising standards and inspiring them.
- Collaboration. All learners (staff and students) actively engage in a collaborative and reflective approach, working with others within the school, Trust and beyond to develop.

WILLIAM HOWARD SCHOOL

Context

William Howard is a larger than average secondary school located to the east of Carlisle. It has 1375 students on roll and serves a large rural catchment of over 362 square miles, also drawing students from Carlisle, southern Scotland and Northumberland. The diversity of the catchment covers areas of significant wealth and also ones of deprivation. Unemployment is half the national average including for the 16-24 age group, with NEET students rare as a result. The 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 260 and 220 students in each year group; there are 230 students in the Sixth 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. Some of the highest achieving students locally at Key Stage 2 will apply for admission at the local selective Grammar School. The school currently has 20% of students meeting the pupil premium criteria and the proportion is increasing with each new intake. Free School Meal (FSM) data places the school in the bottom quintile for deprivation; IDACI analysis puts the school firmly in the middle quintile.

William Howard School joined the Trust at its point of inception in September 2016. In its most recent OFSTED Inspection (Section 5) it was judged to be Good in all areas in May 2019.

Strengths:

- The school offers a wide, rich and innovative curriculum that aims to enthuse and challenge students while meeting local need. It is matched to students' learning needs through ongoing assessment and effective planning.
- Teaching and Learning is Good across the school and it is at the heart of all that we do; continually being developed by a highly motivated and increasingly skilled staff.
- Through all periods of the pandemic since February 2020 students have received high quality remote learning when required, the majority of students are not noticeably behind with their learning. Where students have gaps in their learning catch-up plans are in place to address gaps.
- Opportunities and development of the whole student, their role within their local community, character and CEIAG are all strong. We meet all the Gatsby benchmarks.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Strategic report (continued)

Achievements and performance (continued)

- We promote students' spiritual, moral, social and cultural development through the curriculum and wider activity, including international school status and 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 behaviour for learning are at least good and mean the vast majority of students are engaged in their learning with strong levels of student leadership evident throughout the school.
- Students make sustained progress from their starting points. Overall students in the school are making progress at least in line with expectations and this is an improving trajectory.

School Improvement Priorities:

- Staff to work collaboratively and effectively so CET Critical Success Factors are met.
- All students to value school and take a pro-active role in their learning.
- All students to participate in opportunities beyond the taught curriculum.
- Staff to challenge themselves and accept only the highest standards from themselves and students.

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 well above average. More than half of the students in the school live in the highest two deciles of multiple deprivation. The proportion of students who have 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. A new permanent and experienced Headteacher was appointed in April 2018. 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.

Since opening the Academy has improved its' reputation within the local community. Overall student numbers have increased by around 400 in the last three years, and are anticipated to rise further. On all available measures, the Academy has shown sustained improvement.

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.
- 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.
- Teaching and Learning is Good across the school and it is at the heart of all that we do; continually being developed by a highly motivated and increasingly skilled staff.
- Staff feel valued, retention levels are high and the Academy has been able to expand rapidly recruiting strong and often experienced staff.
- We promote students' spiritual, moral, social and cultural development through the curriculum and wider

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Strategic report (continued)

Achievements and performance (continued)

- activity of the school.
- 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.
- Students in the Sixth Form achieve Good destinations, moving onto appropriate courses and careers having achieved appropriate results.

School Improvement Priorities:

- Improve rates of attendance and reduce persistent absence, particularly for disadvantaged students.
- Ensure teaching, in particular the use of assessment, is sufficiently robust to fill gaps in learning caused by the Covid-19 pandemic so that outcomes for students improve, particularly in Maths.
- Continue to improve strategies so that all students "know more and remember more" in lessons so that outcomes improve across the academy yet further.
- Reduce the use of fixed term exclusions, particularly for disadvantaged students and boys.

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. It serves a mixed catchment area of Penrith and other rural areas with pupils from a range of socio-economic backgrounds. It has been part of the Cumbria Education Trust for 4 years and is still awaiting its first Ofsted visit while being in the trust. Before joining, it was classified as a good school. Currently less than 5% of our children meet the criteria for Pupil Premium support and 9% are on the SEND register. As part of our Covid recovery plan we have identified children as pre- SEND. These are children who have been affected by missing on site provision and who haven't made rapid progress since returning. They are part of a structured intervention plan that allows us to track their progress carefully.

Several members of staff are currently on maternity leave including an Assistant Headteacher, so there have been 3 new teachers added to the teaching team for the academic year. 3 other members of the current team have taken on wider roles becoming part of the Senior Leadership Team for the year.

To increase numbers and support families, we are now developing 2-year old provision in our onsite nursery. This is managed by the Foundation Stage leader and Headteacher.

This year the curriculum has been modified to ensure that catch up from children missing on site provision is considered while enabling children to still make progress towards their targets. Staff have developed a knowledge rich skills-based curriculum. This is supported through teacher assessment.

Behaviour, as always, is fabulous at Yanwath. This year's focus is collaboration.

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.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Strategic report (continued)

Achievements and performance (continued)

- Children in Early Years 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.

School Improvement Priorities:

- Staff to work collaboratively and effectively.
- To ensure our collective curriculums provide ambition for all inclusive of those in disadvantage groups or children identified as SEND.
- To improve the number of children on role from Nursery to ensure a substantial cohort for the subsequent Reception class.
- To ensure that the mental health strategy provides support for all stakeholders and is evident throughout the curriculum.

YEWDALE PRIMARY SCHOOL

Context

Yewdale Primary School joined Cumbria Education Trust in 2015. Yewdale's last Ofsted inspection took place in July 2018 and the school was graded good across all areas.

Yewdale School is an average-sized primary school. The proportion of disadvantaged pupils who attend the school is in line with the national average. The proportion of pupils from minority ethnic backgrounds is well below the national average as is the number of pupils who speak English as an additional language. The proportion of pupils who have SEN and/or disabilities is in line with the national average.

New Headteacher began at the school in January 2021 and has since taken an Executive Leadership role across Yewdale and another local primary school.

There are currently 11 classes with a mixed age class in each phase. Yewdale currently has fourteen teachers, some of whom work part time.

Strengths:

- Experienced Headteacher who works as an Executive Headteacher across 2 schools.
- Strong school leadership structure in place with substantive Deputy Headteacher taking on the Head of School role, and two Assistant Headteachers in place.
- High staff morale and a warm and welcoming environment for children.
- Supportive parents.
- Part of the CET MAT who provide support within their central management team and other collaborative teams / meetings.
- Safeguarding is effective and partnerships with external agencies are strong.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) **For the year ended 31 August 2021**

Strategic report (continued)

Achievements and performance (continued)

School Improvement Priorities:

- Providing the children with a rich and varied curriculum, which includes writing across curriculum subjects and developing reading for pleasure.
- Providing children with rich and varied extra- curricular activities both within school and outside of school.
- Continue to improve attendance and reduce the numbers of persistent absentees.
- Improve parental engagement.
- Ensuring gaps in learning following the closures of schools are closed rapidly moving pupils closer to age related expectations.

Going concern

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.

A summary of the strengths and improvement priorities for each of the Trust schools can be found on our website www.cumbriaeducationtrust.org.

Further details on going concern are given in note 1.2 to the financial statements.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Strategic report (continued)

Financial review

Financial risk management objectives and policies

The revenue balances carried forward at 31 August 2021 are a £1,630,722 surplus (2020: £351,932) on the Restricted General Fund and £154,662 surplus (2020: £440,457) on the Unrestricted Fund, totalling £1,785,384 (2020: £792,389).

The individual schools' outturn positions are as follows:

	£
William Howard School	(32,395)
Workington Academy	165,936
The Whitehaven Academy	138,739
Caldew Lea Primary School	76,817
Hensingham Primary School	33,822
Longtown Primary School	19,390
Newtown Primary School	(1,421)
Northside Primary School	84,901
Tebay Primary School	41,102
Yanwath Primary School	(9,197)
Yewdale Primary School	13,457

Most of the Trust's income is obtained from the Education Skills Funding Agency (ESFA) in the form of recurrent grants, the use of which is restricted for particular purposes. Income has increased for the Trust with the inclusion of Northside and Newtown Primary Schools and the increase in pupil numbers at Workington Academy and The Whitehaven Academy. The grants received from the ESFA during the year ending 31 August 2021 and the associated expenditure are shown as restricted funds in the Statement of Financial Activities (SOFA).

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 other hires. 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.

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.

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 £15,761,000 as at 31 August 2020 which is an increase of £2,852,000 compared to the previous year, primarily due to the actuarial loss in the scheme's obligations outweighing by the gain on the scheme's assets following changes in economic climate over the past 12 months and the financial assumptions on matters such as inflation and increases in future salary/pension payments. This results in a higher assessment of the net liability at the year-end date. It should be noted that this does not represent a liability that will need to be settled by the Trust other than through ongoing contributions and that it is underwritten by the ESFA.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Reserves policy

A core priority of the Trust is to strengthen its general reserves. Reserves held at 31 August 2021 were £1,785,384. A key element of these reserves relates to building sufficient financial contingency for unplanned events and future budget demands. The Trustees consider the reserves policy each year in light of developments and with an aim that reserves are increased in order to provide a financial safeguard for the future and enable the Trust to manage the financial impact of year to year fluctuations in funding arising from changing student/pupil numbers.

The Trust's aim has been to achieve an in year reserve movement of 1% of revenue funding.

At 31 August 2021 the Trust held free (unrestricted) reserves of £154,622 and a restricted income fund of £1,607,722 which total £1,785,384 and which represent the funds readily available to the Trust. The structure of the total reserves is split between general funds of £1,209,373 and designated funds of £583,265.

Total funds of the Trust at 31 August 2021 amounted to £32,016,605. £45,992,221 are tied up in fixed assets. There is a deficit of £15,761,000 representing the defined benefit pension liability.

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

Material investment policy

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

Principal risks, uncertainties and risk indicators

The Trust has an Audit and Risk Committee. In 2020/21 it reviewed the Trust risk register prior to the Trust Board. An External review of our risk management was conducted in February 2021 and resultantly further improvements were implemented following recommendations. Moving forward our Risk Management strategy and the Risk Register will be linked to our Strategic Quality Management system.

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. Since this time, 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.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) **For the year ended 31 August 2021**

Fundraising

The Trust 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 Trust's school fund are managed alongside all other Trust 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 Trust 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 Trust is clear that parents must not be made to feel pressured into contributing financially. As such, a contribution is voluntary and not compulsory.

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

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

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

Streamlined energy and carbon reporting

	2021-21	2019-20
UK Greenhouse gas emissions and energy use data for the period 1 September 2020 to 31 August 2021		
Energy consumption used to calculate emissions (kWh)	5,314,350.36	4,465,319.09
Energy consumption break down (kWh) (optional):		
Gas	3,344,838.00	2,877,837.87
Electricity	1,598,651.70	1,207,924.72
Oil	323,276.83	289,772.50
Transport fuel	47,833.83	89,784
Scope 1 emissions in metric tonnes CO2e		
Gas consumption	612.64	529.15
Oil consumption	82.69	77.59
Owned transport - minibuses	13.98	3.28
Total scope 1	713.31	610.02
Scope 2 emissions in metric tonnes CO2e		
Purchased electricity	339.44	281.62
Scope 3 emissions in metric tonnes CO2e		
Business travel in employee owned vehicles	10.18	18.55
Total gross emissions in metric tonnes CO2e	1,766.24	910.18
Intensity ratio tonnes CO2e per pupil	0.44	0.24

Quantification and reporting methodology

We have followed the 2020 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.

Cumbria Education Trust

(A company limited by guarantee)

Trustees' report (continued) For the year ended 31 August 2021

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.

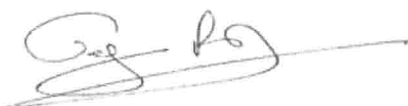
The growth of CET is a committed element of the strategy. Growth will enable the trust to further support children across the North region, bringing more benefits both to existing and joining CET schools through partnering and cross trust efficiencies. The Trust has received grant funding in the year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

Disclosure of information to auditor

Insofar as the Trustees are aware:

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

The Trustees' report, incorporating a strategic report, was approved by order of the Board of Trustees, as the company directors, on 13 December 2021 and signed on its behalf by:



G Beveridge
(Chair of Trustees)

Cumbria Education Trust

(A company limited by guarantee)

Governance statement

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 Chief Accounting Officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between 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 6 times during the year with two additional planning and developmental meetings.

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	8	8
L Hughes, Chief Executive	8	8
A Johnson	6	8
M Payne, Chair of Achievement & Climate Committee	7	8
C Sutcliffe	8	8
Professor R Trimble	4	4
J Routledge	4	4
M Donnelly	4	4
D Shaw	4	4
J O'Neill	0	0

The Trust welcomed four new Trustees in 2020-21, namely Michael Donnelly, Deborah Shaw, Prof Rob Trimble (Co-opted) and Jane Routledge (Co-opted). The Trust Board have considered succession planning and are looking to build further capacity within the Board in 2021-22. Trustees are linked to our schools/Local Advisory Boards (LABs). Trustees and Chairs of the LABs now meet termly 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 June 2021 (via Teams) for 77 Trustees, LAB members, Heads and members of the Senior Leadership Team of CET.

This covered the Trust dividend from key note speakers, School Improvement and the new Curriculum.

Due to Covid-19 all Trustee and LAB meetings met online for September 2020 to July 2021. All scheduled meetings took place.

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 Spring 2021.

Cumbria Education Trust

(A company limited by guarantee)

Governance Statement (continued)

Governance (continued)

The findings of this are being taken forward with a refreshed Governance structure beginning in September 2021.

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	3	3
L Hughes	3	3
A Johnson	3	3
M Payne	3	3
C Sutcliffe (resigned 21 July 2021)	3	3
Michael Donnelly (appointed 6 April 2021)	1	2
Deborah Shaw (appointed 1 March 2021)	2	2

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	3	3
I Burke	3	3
N Crewdson	3	3
L Hughes	3	3
Prof R Trimble (appointed 2 March 2021)	2	2
J Routledge (2 February 2021)	2	2

Local Advisory Boards (LABs)

New LABs were operational in Newtown Primary School and Northside Primary School.

Other changes include a new Chair for Yanwath LAB.

LAB members are linked to areas of the School Improvement Plan (SIP) and the LABs 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. Unfortunately, due to Covid these have had to take place online in 2020-21.

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

A Strategic Quality Management Plan for Governance is now in place covering areas including effective governance structures, communication between Trust Board and committees, recruitment and succession planning and quality assurance of clerking arrangements. We are constantly trying to recruit new members for our LABs through a variety of means including social media, word of mouth and Inspiring Governance website.

Cumbria Education Trust

(A company limited by guarantee)

Governance Statement (continued)

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.
- Consolidated procurement activities concerning the purchase of ICT equipment and centralised contractual arrangements for teacher absence cover has delivered positive value for money considerations including more comprehensive cover arrangements which benefit more schools.
- Contract 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.

Cumbria Education Trust

(A company limited by guarantee)

Governance Statement (continued)

The purpose of the system of internal control

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

The system of internal control which have been in place in Cumbria Education Trust for the year 1 September 2020 to 31 August 2021 and up to the date of approval of the annual report and financial statements provide a good level of assurance that systems and controls are robust and operating effectively. There were no high risk recommendations arising from the audit work undertaken. There are some instances where actions can be made to further strengthen existing internal controls and management have taken these action points forward.

Capacity to handle risk

The Board of Trustees has reviewed the key risks to which the Trust is exposed 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 Trusts significant risks that has been in place for the year 1 September 2020 to 31 August 2021 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 Trusts 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.

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

Cumbria Education Trust

(A company limited by guarantee)

Governance Statement (continued)

The risk and control framework (continued)

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:

- 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 13 December 2021 and signed on their behalf by:



G Beveridge
Chair of Trustees



L Hughes
Accounting Officer

Cumbria Education Trust

(A company limited by guarantee)

Statement on regularity, propriety and compliance

As Accounting Officer of Cumbria Education Trust I have considered my responsibility to notify the Trust Board of Trustees and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of all funding 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 2020.

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 2020.

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



L Hughes

Accounting Officer

Date: 13 December 2021

Cumbria Education Trust

(A company limited by guarantee)

Statement of Trustees' responsibilities For the year ended 31 August 2021

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

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

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles of the Charities SORP 2019 and the Academies Accounts Direction 2020 to 2021;
- 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 13 December 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 2021 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 2020 to 2021 issued by the Education and Skills Funding Agency.

In our opinion the financial statements:

- give a true and fair view of the state of the Trust's affairs as at 31 August 2021 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 2020 to 2021 issued by the Education and Skills Funding Agency.

Basis for opinion

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

Conclusions relating to going concern

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

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

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



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

Other information

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

We have nothing to report in this regard.

Opinion on other matters prescribed by the Companies Act 2006

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

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

Matters on which we are required to report by exception

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

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

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

Responsibilities of trustees

As explained more fully in the 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.

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

Auditor's responsibilities for the audit of the financial statements

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

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

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

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

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

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

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



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

Use of our report

This report is made solely to the charitable Trust's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable Trust's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable Trust and its members, as a body, for our audit work, for this report, or for the opinions we have formed.

A handwritten signature in dark ink, appearing to read 'Anne Hallowell'.

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

13 December 2021

Cumbria Education Trust

(A company limited by guarantee)

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 30 September 2021 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2020 to 2021, 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 2020 to 31 August 2021 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 2020, 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 2020 to 2021. 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 2020 to 31 August 2021 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

Approach

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

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

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

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

Cumbria Education Trust

(A company limited by guarantee)

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 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 into 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 suggests in all material respects the expenditure disbursed and income received during the year 1 September 2020 to 31 August 2021 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.



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

Date: 13 December 2021

Cumbria Education Trust

(A company limited by guarantee)

Statement of financial activities (incorporating income and expenditure account) For the year ended 31 August 2021

	Note	Unrestricted funds 2021 £	Restricted funds 2021 £	Restricted fixed asset funds 2021 £	Total funds 2021 £	Total funds 2020 £
Income from:						
Donations and capital grants	3	32,856	(395,373)	3,501,766	3,139,249	4,369,649
Charitable activities	4	-	25,641,120	-	25,641,120	22,156,530
Other trading activities	5	255,347	-	-	255,347	328,923
Investments	6	10	-	-	10	59
Other income	7	-	220,132	-	220,132	267,029
Total income		288,213	25,465,879	3,501,766	29,255,858	27,122,190
Expenditure on:						
Raising funds		59,499	-	-	59,499	132,738
Charitable activities		514,509	25,560,089	3,511,051	29,585,649	26,246,761
Total expenditure	8	574,008	25,560,089	3,511,051	29,645,148	26,379,499
Net income / (expenditure)		(285,795)	(94,210)	(9,285)	(389,290)	742,691
Other recognised gains/(losses):						
Actuarial (losses)/gains on defined benefit pension schemes	28	-	(1,479,000)	-	(1,479,000)	1,590,000
Net movement in funds		(285,795)	(1,573,210)	(9,285)	(1,868,290)	2,332,691
Reconciliation of funds:						
Total funds brought forward		440,457	(12,557,068)	46,001,506	33,884,895	31,552,204
Net movement in funds		(285,795)	(1,573,210)	(9,285)	(1,868,290)	2,332,691
Total funds carried forward		154,662	(14,130,278)	45,992,221	32,016,605	33,884,895

The notes on pages 48 to 77 form part of these financial statements.

Cumbria Education Trust

(A company limited by guarantee)

Balance sheet

As at 31 August 2021

	Note	2021 £	2020 £
Fixed assets			
Tangible assets	15	44,806,219	44,999,409
Current assets			
Stocks	16	38,116	21,218
Debtors	17	1,251,657	1,092,911
Cash at bank and in hand	25	4,376,242	2,795,203
		<u>5,666,015</u>	<u>3,909,332</u>
Creditors: amounts falling due within one year	18	(2,688,391)	(2,114,846)
Net current assets		<u>2,977,624</u>	<u>1,794,486</u>
Total assets less current liabilities		<u>47,783,843</u>	<u>46,793,895</u>
Creditors: amounts falling due after more than one year	19	(6,238)	-
Defined benefit pension scheme liability	28	(15,761,000)	(12,909,000)
Total net assets		<u><u>32,016,605</u></u>	<u><u>33,884,895</u></u>
Funds of the Academy Trust			
Restricted funds:			
Fixed asset fund	20	45,992,221	46,001,506
Restricted income fund	20	1,630,722	351,932
Pension reserve	20	(15,761,000)	(12,909,000)
Total restricted funds	20	<u>31,861,943</u>	<u>33,444,438</u>
Unrestricted income funds	20	<u>154,662</u>	<u>440,457</u>
Total funds		<u><u>32,016,605</u></u>	<u><u>33,884,895</u></u>

Cumbria Education Trust

(A company limited by guarantee)

Balance sheet (continued)

As at 31 August 2021

The financial statements on pages 44 to 77 were approved by the Trustees, and authorised for issue on 13 December 2021 and are signed on their behalf, by:



G Beveridge

(Chair of Trustees)

Registered company number: 07698631

The notes on pages 48 to 77 form part of these financial statements.

Cumbria Education Trust

(A company limited by guarantee)

Statement of cash flows For the year ended 31 August 2021

	Note	2021 £	2020 £
Cash flows from operating activities			
Net cash provided by/(used in) operating activities	22	1,212,054	(326,265)
Cash flows from investing activities	24	368,975	702,794
Cash flows from financing activities	23	10	59
Change in cash and cash equivalents in the year		1,581,039	376,588
Cash and cash equivalents at the beginning of the year		2,795,203	2,418,615
Cash and cash equivalents at the end of the year	25, 26	<u>4,376,242</u>	<u>2,795,203</u>

The notes on pages 48 to 77 form part of these financial statements

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

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 2020 to 2021 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

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

1.2 Going concern

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

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

At 31 August 2021, the free reserves position was £1,785,384 (2020: £792,389) and the Academy Trust had cash reserves of £4,376,242 (2020: £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 outbreak. The cash flow forecasts that the Trustees have prepared are based on their current best estimates and are in line with the funding agreement in place with the Department for Education and show that the Academy Trust can maintain sufficient financial headroom for the foreseeable future.

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

1. Accounting policies (continued)

1.3 Income

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

Grants are included in the statement of financial activities incorporating income and expenditure account on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the balance sheet. Where income is received in advance of entitlement of receipt, its recognition is deferred and included in creditors as deferred income. Where entitlement occurs before income is received, the income is accrued.

General Annual Grant is recognised in full in the statement of financial activities incorporating income and expenditure account in the year for which it is receivable and any abatement in respect of the period is deducted from income and recognised as a liability.

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

Where the donated good is a fixed asset it is measured at fair value, unless it is impractical to measure this reliably, in which case the cost of the item to the donor 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.

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

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 resources expended are inclusive of irrecoverable VAT.

1.5 Leases

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

1.6 Taxation

The Trust is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes.

Accordingly, the Trust is potentially exempt from taxation in respect of income or capital gains received within categories covered by Part 11, chapter 3 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

1. Accounting policies (continued)

1.7 Tangible fixed assets

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

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

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

Depreciation is provided on the following basis:

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

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

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

1.8 Stocks

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

1.9 Liabilities

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

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

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 17. Prepayments are not financial instruments.

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

Financial liabilities - trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost as detailed in notes 18 and 19. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

1.11 Provisions

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

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

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

1. Accounting policies (continued)

1.12 Pensions

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

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the Trust in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary on the basis of quadrennial valuations using a prospective unit credit method. TPS is an unfunded multi-employer scheme with no underlying assets to assign between employers. Consequently, the TPS is treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

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

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

1.13 Fund accounting

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

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

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

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

2. Critical accounting estimates and areas of judgment

Estimates and judgments are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

Critical accounting estimates and assumptions:

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

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost or income for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 28, will impact the carrying amount of the pension 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 2021. 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 and capital grants

	Unrestricted funds 2021 £	Restricted funds 2021 £	Restricted fixed asset funds 2021 £	Total funds 2021 £
Donations	32,856	-	-	32,856
Capital grants	-	-	1,176,766	1,176,766
Assets donated on conversion	-	(395,373)	2,325,000	1,929,627
Total 2021	32,856	(395,373)	3,501,766	3,139,249

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

3. Income from donations and capital grants (continued)

	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

4. Funding for the Academy Trust's educational operations

	Restricted funds 2021 £	Total funds 2021 £	Total funds 2020 £
DfE/ESFA grants			
General annual grant (GAG)	20,970,973	20,970,973	18,435,318
Other DfE/ESFA grants			
Pupil premium	1,143,920	1,143,920	928,409
Social inclusion	859,794	859,794	718,441
Drawdown funding	93,996	93,996	273,725
PE grant	144,140	144,140	-
WELL project funding	40,930	40,930	-
Other grants - non capital	1,916,916	1,916,916	1,361,100
Other government grants			
Local Authority grants	470,451	470,451	439,537
	25,641,120	25,641,120	22,156,530

Following the reclassification in the Academies Accounts Direction 2020/21 of some grants received from the Department for Education and ESFA, the Trust's funding for some grants is no longer reported under the Other DfE Group grants heading. The prior year numbers have been reclassified.

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

5. Other trading activities

	Unrestricted funds 2021 £	Total funds 2021 £	Total funds 2020 £
Hire of facilities and other income	255,347	255,347	328,923

6. Investment income

	Unrestricted funds 2021 £	Total funds 2021 £	Total funds 2020 £
Bank interest	10	10	59

7. Other incoming resources

	Restricted funds 2021 £	Total funds 2021 £	Total funds 2020 £
Miscellaneous income including catering and transport	220,132	220,132	267,029

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

8. Expenditure

	Other 2021 £	Total 2021 £	Total 2020 £
Expenditure on raising funds:			
Direct costs	59,499	59,499	132,738
Academy's educational operations:			
Direct costs	19,087,470	19,087,470	17,445,435
Allocated support costs	10,498,179	10,498,179	8,801,326
	<u>29,645,148</u>	<u>29,645,148</u>	<u>26,379,499</u>

9. Analysis of expenditure by activities

	Activities undertaken directly 2021 £	Support costs 2021 £	Total funds 2021 £
Academy's educational operations	<u>19,087,470</u>	<u>10,498,179</u>	<u>29,585,649</u>
	Activities undertaken directly 2020 £	Support costs 2020 £	Total funds 2020 £
Academy's educational operations	<u>17,445,435</u>	<u>8,801,326</u>	<u>26,246,761</u>

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

9. Analysis of expenditure by activities (continued)

Analysis of support costs

	Academy's educational operations 2021 £	Total funds 2021 £	Total funds 2020 £
Pension finance costs	228,000	228,000	243,000
Staff costs	4,079,572	4,079,572	2,933,967
Depreciation	3,511,051	3,511,051	3,469,035
Professional services	162,499	162,499	215,673
Water rates	131,331	131,331	126,624
Maintenance of premises and equipment	331,289	331,289	233,049
Cleaning	174,920	174,920	107,820
Rent and rates	108,558	108,558	105,803
Heat and light	407,015	407,015	330,188
Insurance	101,270	101,270	91,703
Transport	208,903	208,903	152,545
Catering	480,006	480,006	379,202
Technology costs	297,034	297,034	201,514
Bank interest and charges	4,642	4,642	4,462
Other support costs	272,089	272,089	206,741
	<u>10,498,179</u>	<u>10,498,179</u>	<u>8,801,326</u>

10. Net income/(expenditure)

Net (expenditure)/income for the year includes:

	2021 £	2020 £
Operating lease rentals	47,900	41,632
Depreciation of tangible fixed assets	3,511,051	3,469,035
Audit of these financial statements	15,500	15,500

Fees paid to the Academy Trust's auditors for other assurance services amounts to £4,500 (2020: £4,000).

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

11. Staff

a. Staff costs

Staff costs during the year were as follows:

	2021 £	2020 £
Wages and salaries	15,587,364	13,866,728
Social security costs	1,507,889	1,334,226
Pension costs	4,373,053	3,396,213
	<u>21,468,306</u>	<u>18,597,167</u>
Agency staff costs	385,394	553,220
Staff restructuring costs	70,068	26,925
	<u>21,923,768</u>	<u>19,177,312</u>

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

Included in staff restructuring costs is non-statutory/non-contractual severance payment of £4,750 (2020: £26,925) to one individual.

c. Staff numbers

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

	2021 No.	As restated 2020 No.
Teachers	226	211
Administration and support	358	321
Leadership	48	42
	<u>632</u>	<u>574</u>

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

11. Staff (continued)

c. Staff numbers (continued)

The average headcount expressed as full-time equivalents was:

	2021 No.	As restated 2020 No.
Teachers	200	199
Administration and support	230	208
Leadership	43	41
	<u>473</u>	<u>448</u>

d. Higher paid staff

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

	2021 No.	2020 No.
In the band £60,001 - £70,000	9	5
In the band £70,001 - £80,000	2	2
In the band £80,001 - £90,000	1	-
In the band £90,001 - £100,000	1	3
In the band £100,001 - £110,000	1	-
In the band £110,001 - £120,000	1	1
In the band £170,001 - £180,000	1	1
	<u>1</u>	<u>1</u>

All the employees above participated in the Academy Trust's pension schemes. During the year ended 31 August 2021 pension contributions for these staff amounted to £223,501 (2020: £199,020)

e. Key management personnel

The key management personnel of the Trust comprise the Trustees and the senior management team as listed on page 1. The total amount of employee benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the Trust was £1,918,477 (2020 £1,641,855).

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

12. Central services

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

- Executive leadership
- Human resources
- Payroll services
- Legal services
- Financial services
- Estates management
- Educational support services
- ICT services
- Governance and other costs (e.g. Health & Safety, Insurance)

The Trust charges for these services on the following basis:

Amount per pupil at a rate of £572.32 (2020: £521.47)

The actual amounts charged during the year were as follows:

	2021 £	2020 £
William Howard School	805,258	745,707
Workington Academy	569,461	463,068
Yewdale Primary School	167,118	139,234
Longtown Primary School	100,156	88,129
Tebay Primary School	21,176	17,209
Yanwath Primary School	98,439	86,564
The Whitehaven Academy	311,916	268,037
Caldew Lea Primary School	138,502	144,448
Hensingham Primary School	83,559	91,779
Newtown Primary School	77,264	-
Northside Primary School	30,905	-
Total	2,403,754	2,044,175

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

13. Trustees' remuneration and expenses

One or more Trustees has been paid remuneration or has received other benefits from an employment with the Trust. The principal and other staff Trustees only receive remuneration in respect of services they provide undertaking the roles of principal and staff members under their contracts of employment. The value of Trustees' remuneration and other benefits was as follows:

		2021 £	2020 £
L Hughes, Chief Executive	Remuneration	170,000 - 175,000	170,000 - 175,000
	Pension contributions paid	40,000 - 45,000	40,000 - 45,000

During the year ended 31 August 2021, expenses totalling £840 were reimbursed or paid directly to 1 Trustee (2020 - £3,454 to 4 Trustees).

14. Trustees' and Officers' insurance

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

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

15. Tangible fixed assets

	Freehold property £	Long-term leasehold property £	Furniture and equipment £	Computer equipment £	Total £
Cost					
At 1 September 2020	17,683,303	35,172,475	1,336,327	865,761	55,057,866
Additions	-	84,021	701,593	207,247	992,861
Assets donated on conversion	-	2,325,000	-	-	2,325,000
At 31 August 2021	17,683,303	37,581,496	2,037,920	1,073,008	58,375,727
Depreciation					
At 1 September 2020	1,941,654	6,755,292	644,116	717,395	10,058,457
Charge for the year	273,987	2,987,131	151,812	98,121	3,511,051
At 31 August 2021	2,215,641	9,742,423	795,928	815,516	13,569,508
Net book value					
At 31 August 2021	15,467,662	27,839,073	1,241,992	257,492	44,806,219
At 31 August 2020	15,741,649	28,417,183	692,211	148,366	44,999,409

Included within freehold and leasehold land and buildings is land of £8,154,170 (2020: £7,292,500) 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.

16. Stocks

	2021 £	2020 £
Finished goods and goods for resale	38,116	21,218

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

17. Debtors

	2021 £	2020 £
Trade debtors	100,839	83,004
Other debtors	190,581	129,213
Prepayments and accrued income	688,942	702,616
VAT recoverable	271,295	178,078
	<u>1,251,657</u>	<u>1,092,911</u>

18. Creditors: amounts falling due within one year

	2021 £	2020 £
Trade creditors	871,077	537,110
Other taxation and social security	750,322	677,943
Other creditors	223,142	175,588
Accruals and deferred income	843,850	724,205
	<u>2,688,391</u>	<u>2,114,846</u>

	2021 £	2020 £
Deferred income at 1 September 2020	402,586	813,080
Resources deferred during the year	522,672	222,667
Amounts released from previous periods	(402,586)	(633,161)
	<u>522,672</u>	<u>402,586</u>

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

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

	2021 £	2020 £
Other creditors	<u>6,238</u>	<u>-</u>

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

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

20. Statement of funds

	Balance at 1 September 2020 £	Income £	Expenditure £	Gains/ (Losses) £	Balance at 31 August 2021 £
Unrestricted funds					
General funds	440,457	288,213	(574,008)	-	154,662
Restricted funds					
Restricted income funds	351,932	25,853,879	(24,575,089)	-	1,630,722
Pension reserve	(12,909,000)	(388,000)	(985,000)	(1,479,000)	(15,761,000)
	<u>(12,557,068)</u>	<u>25,465,879</u>	<u>(25,560,089)</u>	<u>(1,479,000)</u>	<u>(14,130,278)</u>
Restricted fixed asset funds					
Restricted fixed asset funds	46,001,506	3,501,766	(3,511,051)	-	45,992,221
Total restricted funds	<u>33,444,438</u>	<u>28,967,645</u>	<u>(29,071,140)</u>	<u>(1,479,000)</u>	<u>31,861,943</u>
Total funds	<u><u>33,884,895</u></u>	<u><u>29,255,858</u></u>	<u><u>(29,645,148)</u></u>	<u><u>(1,479,000)</u></u>	<u><u>32,016,605</u></u>

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.

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

20. Statement of funds (continued)

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

	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 general 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					
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

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

20. Statement of funds (continued)

Total funds analysis by academy

Fund balances at 31 August 2021 were allocated as follows:

	2021 £	2020 £
Cumbria Education Trust	1,186,747	747,959
William Howard School	(297,862)	(265,467)
Workington Academy	194,033	28,097
Yewdale Primary School	18,872	5,415
Longtown Primary School	105,482	86,092
Tebay Primary School	1,722	(39,380)
Yanwath Primary School	(103,797)	(94,600)
The Whitehaven Academy	366,018	227,279
Caldew Lea Primary School	203,133	95,887
Hensingham Primary School	34,929	1,107
Newtown Primary School	(1,421)	-
Northside Primary School	77,528	-
Total before fixed asset funds and pension reserve	1,785,384	792,389
Restricted fixed asset fund	45,992,221	46,001,506
Pension reserve	(15,761,000)	(12,909,000)
Total	32,016,605	33,884,895

All academies carrying net deficits on their portion of the funds have balanced budgets for 2021/22 and are working towards building reserves as set out in the reserve policy for the Trust.

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

20. Statement of funds (continued)

Total cost analysis by academy

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

	Teaching and educational support staff costs £	Other support staff costs £	Educational supplies £	Other costs excluding depreciation £	Total 2021 £
Cumbria Education Trust	854,050	231,446	333,852	818,852	2,238,200
William Howard School	5,737,596	616,021	369,480	595,428	7,318,525
Workington Academy	4,612,032	449,857	271,988	426,450	5,760,327
Yewdale Primary School	970,303	108,304	41,490	119,608	1,239,705
Longtown Primary School	603,637	123,344	27,539	81,675	836,195
Tebay Primary School	229,014	36,193	11,130	35,248	311,585
Yanwath Primary School	560,875	36,813	30,571	112,747	741,006
The Whitehaven Academy	2,497,001	388,317	180,718	398,101	3,464,137
Caldew Lea Primary School	998,693	89,607	50,734	126,068	1,265,102
Hensingham Primary School	599,453	63,291	45,912	90,253	798,909
Newtown Primary School	523,117	63,126	39,606	80,819	706,668
Northside Primary School	346,987	41,872	26,271	53,608	468,738
Trust	18,532,758	2,248,191	1,429,291	2,938,857	25,149,097

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

20. Statement of funds (continued)

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

	Teaching and educational support staff costs £	Other support staff costs £	Educational supplies £	Other costs excluding depreciation £	Total 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

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

21. Analysis of net assets between funds

Analysis of net assets between funds - current year

	Unrestricted funds 2021 £	Restricted funds 2021 £	Restricted fixed asset funds 2021 £	Total funds 2021 £
Tangible fixed assets	-	-	44,806,219	44,806,219
Current assets	154,662	4,325,351	1,186,002	5,666,015
Creditors due within one year	-	(2,688,391)	-	(2,688,391)
Creditors due in more than one year	-	(6,238)	-	(6,238)
Provisions for liabilities and charges	-	(15,761,000)	-	(15,761,000)
Total	154,662	(14,130,278)	45,992,221	32,016,605

Analysis of net assets between funds - prior year

	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

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

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

	2021 £	2020 £
Net (expenditure)/income for the year (as per statement of financial activities)	(389,290)	742,691
Adjustments for:		
Depreciation	3,511,051	3,469,035
Capital grants from DfE and other capital income	(1,361,836)	(1,282,900)
(Increase)/decrease in stocks	(16,898)	465
Increase in debtors	(102,341)	(192,614)
Increase/(decrease) in creditors	516,005	(551,883)
Dividends, interest and rents from investments	(10)	(59)
Defined benefit pension scheme obligation inherited	388,000	528,000
Defined benefit pension scheme cost less contributions payable	757,000	233,000
Defined benefit pension scheme finance cost	228,000	243,000
Net surplus on assets and liabilities from local authority on conversion or from predecessor trust on transfer	(2,317,627)	(3,515,000)
Net cash provided by/(used in) operating activities	1,212,054	(326,265)

23. Cash flows from financing activities

	2021 £	2020 £
Cash inflows from bank interest	10	59
Net cash provided by financing activities	10	59

24. Cash flows from investing activities

	2021 £	2020 £
Purchase of tangible fixed assets	(992,861)	(580,106)
Capital grants from DfE Group	1,361,836	1,282,900
Net cash provided by investing activities	368,975	702,794

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

25. Analysis of cash and cash equivalents

	2021 £	2020 £
Cash in hand and at bank	4,376,242	2,795,203
Total cash and cash equivalents	4,376,242	2,795,203

26. Analysis of changes in net debt

	At 1 September 2020 £	Cash flows £	At 31 August 2021 £
Cash at bank and in hand	2,795,203	1,581,039	4,376,242
	2,795,203	1,581,039	4,376,242

27. Academies entering the Trust

On 1 September 2020 the Trust took control of Newtown Primary School and Northside Primary School, which were previously under the control of local authority and the Be the Change Trust respectively. 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 local authority.

	Restricted funds 2021 £	Restricted fixed asset fund 2021 £	Total funds 2021 £
Leasehold land and buildings	-	2,325,000	2,325,000
Loans	(7,373)	-	(7,373)
LGPS pension deficit	(388,000)	-	(388,000)
Net assets	(395,373)	2,325,000	1,929,627

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

28. 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 £2,447,053 (2020 - £2,197,213).

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.

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

28. 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 2021 was £1,487,000 (2020 - £1,229,000), of which employer's contributions totalled £1,207,000 (2020 - £990,000) and employees' contributions totalled £ 280,000 (2020 - £239,000). The agreed contribution rates for future years are 24 per cent for employers and 5.8 per cent for employees.

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

Principal actuarial assumptions

	2021 %	2020 %
Rate of increase in salaries	4.30%	3.80%
Rate of increase for pensions in payment/inflation	2.90%	2.40%
Discount rate for scheme liabilities	1.70%	1.80%
Inflation assumption (CPI)	2.80%	2.30%

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

	2021 Years	2020 Years
Retiring today		
Males	22.7	22.6
Females	25.3	25.2
Retiring in 20 years		
Males	24.3	24.2
Females	27.2	27.1

Sensitivity analysis - movement on total obligation

	2021 £000	2020 £000
Discount rate +0.1%	(793)	(636)
Discount rate -0.1%	811	650
Mortality assumption - 1 year increase	1,137	824
Mortality assumption - 1 year decrease	(1,102)	(801)
CPI rate +0.1%	812	651
CPI rate -0.1%	(794)	(637)

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

28. Pension commitments (continued)

Share of scheme assets

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

	2021 £	2020 £
Equities	7,997,000	5,560,000
Government bonds	3,509,000	3,118,000
Property	1,550,000	884,000
Cash and other liquid assets	775,000	1,559,000
Other bonds	-	32,000
Other	6,568,000	4,918,000
Total market value of assets	20,399,000	16,071,000

The actual return on scheme assets was £2853000 (2020 - £50,000).

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

	2021 £	2020 £
Current service cost	(1,926,000)	(1,171,000)
Past service cost	-	(28,000)
Interest income	306,000	265,000
Interest cost	(534,000)	(508,000)
Administrative expenses	(38,000)	(24,000)
Total amount recognised in the Statement of financial activities	(2,192,000)	(1,466,000)

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

	2021 £	2020 £
At 1 September	28,980,000	26,754,000
Transferred in on existing academies joining the trust	736,000	1,516,000
Current service cost	1,926,000	1,171,000
Past service cost	-	28,000
Interest cost	534,000	508,000
Employee contributions	280,000	239,000
Actuarial losses/(gains)	4,025,000	(1,135,000)
Benefits paid	(321,000)	(101,000)
At 31 August	36,160,000	28,980,000

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

28. Pension commitments (continued)

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

	2021 £	2020 £
At 1 September	16,071,000	13,259,000
Transferred in on existing academies joining the trust	348,000	988,000
Interest income	306,000	265,000
Actuarial gains	2,546,000	455,000
Employer contributions	1,207,000	990,000
Employee contributions	280,000	239,000
Benefits paid	(321,000)	(101,000)
Administrative expenses	(38,000)	(24,000)
At 31 August	20,399,000	16,071,000

29. Operating lease commitments

At 31 August 2021 the Trust had commitments to make future minimum lease payments under non-cancellable operating leases as follows:

	2021 £	2020 £
Not later than 1 year	49,403	47,900
Later than 1 year and not later than 5 years	108,907	69,109
	158,310	117,009

30. Members' liability

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

Cumbria Education Trust

(A company limited by guarantee)

Notes to the financial statements For the year ended 31 August 2021

31. Related party transactions

Owing to the nature of the Trust and the composition of the Board of Trustees being drawn from local public and private sector organisations, transactions may take place with organisations in which the trustees have an interest. 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.

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

