

Registered number: 07730920

The Arthur Terry Learning Partnership

Trustees' report and financial statements

for the year ended 31 August 2022



**The Arthur Terry Learning Partnership
(A company limited by guarantee)**

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The Arthur Terry Learning Partnership
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Reference and Administrative Details

Members	Mr Timothy Sewell Mr Alan Wharton Mrs Sarah Taylor Mr Mick Waters (resigned 30 April 2022) Sir Tim Brighthouse Sir David Carter (appointed 2 May 2022)
Trustees	Mr Timothy Sewell (resigned 4 September 2022) ² Mr John Vickers, Chair ^{3,4} Mr Jonathan Brake (resigned 12 July 2022) ^{2,4} Miss Heather Morris, Vice Chair, Chair of Audit and Risk ^{1,3} Mr Richard Gill CBE, CEO & Accounting Officer (resigned 18 November 2021) ² Mr Brian Cookson, Chair of Finance ² Mr Samuel Henson ^{2,5} Mrs Katie Hale ^{1,5} Dr Paulette Osborne OBE (appointed 25 January 2022) ⁴ Mr Alex Yip (appointed 25 April 2022) ¹ Ms Maxine Rowley (appointed 5 September 2022) ² Mr David Watson OBE (appointed 11 November 2022) ² ¹ member of the Audit and Risk Committee ² member of Finance Committee ³ member of Pay Committee ⁴ member of School Improvement Scrutiny Committee ⁵ member of Teaching School Hub Scrutiny committee
Company registered number	07730920
Company name	The Arthur Terry Learning Partnership
Principal and registered office	Kittoe Road Four Oaks Sutton Coldfield West Midlands B74 4RZ
Chief Executive Officer and Accounting Officer	Mr Richard Gill CBE
Chief Finance and Operations Officer	Mr Simon Smith

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Reference and Administrative Details (continued)
for the year ended 31 August 2022

Executive team

Mr Richard Gill CBE, Chief Executive Officer
Mr Simon Smith, Chief Finance and Operations Officer
Ms Anna Balson, Director of Education (Primary Schools)
Ms Deirdre Duigan, Director of Education (Secondary Schools) (from 1 July 2022)

Independent auditor

Dains Audit Limited
15 Colmore Row
Birmingham
B3 2BH

Bankers

Lloyds Bank Plc
9 Birmingham Road
Sutton Coldfield
West Midlands
B72 1QA

Solicitors

Browne Jacobson LLP
Victoria House
Victoria Square
Birmingham
B2 4BH

The Arthur Terry Learning Partnership
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Trustees' report
for the year ended 31 August 2022

The Trustees present their annual report together with the financial statements and auditor's report of the charitable company for the year 1 September 2021 to 31 August 2022. The annual report serves the purposes of both a Trustees' report and a directors' report under company law.

The partnership operates thirteen (2021: eleven) primary academies, and six (2021: five) secondary academies across Birmingham, Staffordshire and North Warwickshire. Its academies had a total roll of 10,312 (2021: 8,419) in the school census in October 2022.

Structure, governance and management

a. Constitution

The partnership is a company limited by guarantee and an exempt charity. The charitable company's memorandum and articles of association are the primary governing documents of the partnership. The Trustees of the Arthur Terry Learning Partnership ("ATLP") are also the directors of the charitable company for the purposes of company law. The charitable company operates as The Arthur Terry Learning Partnership.

Details of the Trustees who served during the year, and to the date these accounts are approved are included in the Reference and administrative details on page 1.

b. 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.

c. Trustees' indemnities

The trustees of The Arthur Terry Learning Partnership have been indemnified in respect of their legal liability for financial loss arising as a result of a negligent act, accidental error or omission in the course of their official duties. The limit of this indemnity under the insurance arrangement of £5 million.

d. Method of recruitment and appointment or election of Trustees

The ATLP adopted the Church of England model articles for Academy Trusts (the "Company") where the Church is in a minority (i.e. "VC Model") on 1st December 2021.

The Articles provide that

- The number of directors shall be not less than five, but (unless otherwise determined by ordinary resolution) shall not be subject to any maximum (Article 45)
- The Members shall appoint by ordinary resolution a minimum of three Directors (Article 50)
- The Diocesan Corporate Member shall appoint at least two (and in its absolute discretion may appoint more than two) Directors provided that where the Academies comprise only schools that had been Community Schools and Voluntary Controlled schools as defined by the Education Acts the total number of Directors appointed under this Article shall not exceed 25% of the total number of Directors.
- The total number of trustees, including the Chief Executive Officer if they so choose to act as trustee under Article 57, who are employees of the Academy Trust shall not exceed one third of the total number of trustees (Article 50B)
- In circumstances where trustees have not appointed local governing bodies in respect of the academies as envisaged in Article 100a or if no provision is made for at least 2 parent local governors on each established local governing body pursuant to Article 101A there shall be a minimum of two parent trustees and otherwise

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Trustees' report (continued)
for the year ended 31 August 2022

Structure, governance and management (continued)

such number as the members shall decide who shall be appointed or elected in accordance with Articles 54 – 56. (Article 53)

The ultimate management of the partnership is the responsibility of the trustees who are elected and co-opted under the terms of the Articles of Association.

The approach to appointing new trustees is dependent upon the nature of the vacancy, as outlined in the Articles. The partnership considers the attributes and skill set of prospective trustees to enable effective leadership of partnership responsibilities.

e. Policies adopted for the induction and training of Trustees

The training and induction provided for new trustees will depend upon their existing experience and an audit of their skills. Where required, an induction will provide training on educational, safeguarding, legal and financial matters. All trustees are provided with access to the policies, procedures, governance handbook, minutes, accounts, budgets plans and other documents that they will need to undertake their role as trustees and directors of the Charitable company. As there is normally expected to be only a small number of new trustees each year, induction tends to be informal and is tailored specifically to the individual.

The academy insurance indemnifies governance representatives. This policy is available for inspection on request.

f. Organisational structure

The company operated an established structure to enable its efficient running in 2021/22. The structure consisted of seven levels:

- a) Members;
- b) Board of Trustees, Finance Committee, Audit and Risk Committee, Pay & Appraisal Committee, School Improvement Scrutiny Committee & Teaching School Hub Scrutiny Committee;
- c) Two Hub Governing Bodies (Secondary Schools and Primary Schools);
- d) Local Governing Body for each of the schools;
- e) Chief Executive, who is the Accounting Officer for the partnership;
- f) Executive Team, consisting of Chief Executive Officer, Director of Education (Secondary), Director of Education (Primary), Chief Finance and Operations Officer; and
- g) Leadership Group for each of the schools and central teams.

The Trustees are responsible for setting strategic policy around pupil and student educational outcomes, risk management, five-year business plan, three-year budget plan, monitoring the financial status of the partnership, estates management, growth, senior staff appointments and monitoring the performance of the Chief Executive Officer.

Local Governing Bodies (LGB) held no formal decision-making responsibilities but acted as consultees in education matters. The Trust Board are the legal and accountable body and the LGB supported the implementation of the partnership's policies and school improvement.

The Local Governing Bodies were a mix of parents, staff and co-opted members as defined in the articles of association. At each academy there is a Headteacher/Associate Headteacher and a Leadership Group.

The Audit and Risk Committee, Finance Committee, Pay & Appraisal Committee, School Improvement Scrutiny Committee & Teaching School Hub Scrutiny Committee are committees of the Trust Board, with delegated responsibilities. The committees assist the partnership to fulfil its responsibilities, with particular reference to strategic financial planning, monitoring and reporting, internal control, risk management, internal and external

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Trustees' report (continued)
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Structure, governance and management (continued)

audit, and effective school improvement. All other matters are dealt with by the Trust Board. From September 2022, the partnership will operate a revised organisational structure as outlined in the governance statement.

g. Arrangements for setting pay and remuneration of key management personnel

The Trust Board have adopted an Executive Pay Policy which sets out the framework for making decisions on executive pay at The Arthur Terry Learning Partnership. It has been developed to comply with current legislation, the requirements of the Academy Trust Handbook, the 'Setting executive salaries: guidance for academy trusts' document from the Education & Skills Funding Agency and in accordance with the principles of public life. Pay progression decisions for executive staff are made by the Trust Board based on performance and are linked to the Executive Appraisal Policy. The partnership uses the compa-ratio method for determining pay and for determining pay progression linked to performance. A pay benchmarking exercise is undertaken every two years in order to assist the Board with its pay decision making. When new executive posts are designed or reviewed, the partnership undertakes a pay benchmarking exercise in order to determine the appropriate salary for the role.

Executive posts (excluding the CEO, CFOO and Directors of Education) are appraised by the CEO or CFOO in accordance with the organizational structure. The CFOO and Directors of Education are appraised by the CEO and representatives from the Trust Board Pay Committee. The CEO is appraised by representatives from the Trust Pay Committee. The CEO, CFOO and Trust Board Pay Committee can consult a suitably skilled and/or experienced external advisor/associate member for that purpose. The CEO, in association with Directors of Education are responsible for ensuring the performance objectives for each Strategic Lead. The Directors of Education, in association with phase Strategic Lead posts are responsible for ensuring the performance objectives for all Headteachers / Heads of School are set and reviews are undertaken in line with approved policy. The outcomes of the reviews and recommendations are reported to the Pay Committee.

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Trustees' report (continued)
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Structure, governance and management (continued)

h. Trade union facility time

Relevant union officials

Number of employees who were relevant union officials during the year	13
Full-time equivalent employee number	11

Percentage of time spent on facility time

Percentage of time	Number of employees
0%	-
1%-50%	13
51%-99%	-
100%	-

Percentage of pay bill spent on facility time **£000**

Total cost of facility time	9
Total pay bill	48,520
Percentage of total pay bill spent on facility time	0.02 %

Paid trade union activities

Time spent on paid trade union activities as a percentage of total paid facility time hours	-	%
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Trustees' report (continued)
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Structure, governance and management (continued)

i. Engagement with employees (including disabled persons)

The Arthur Terry Learning Partnership aims to provide employees with information on all matters concerning them. Sharing strategies, performance, objectives, vision and values helps employees feel valued, informed and allows us to be working towards the same goal. It is important to achieve a common awareness of factors that can affect performance, including financial and economic factors, as this will strengthen understanding. Continued Professional Development and staff training is encouraged and supported by the partnership and regular training days and events are held. The appraisal scheme encourages employee feedback and facilitates the opportunity to identify training and support. We're an established and respected employer, attracting and retaining the best staff and training the next generation of teachers to work in our schools. Each school provides a nurturing, vibrant and creative environment; while staff can enjoy the benefits of being part of a larger, united organisation, with a strong support network. We invest in our staff to get the best out of them.

The partnership is dedicated to staff well-being and have consulted with staff in well-being meetings, where staff from all departments are represented, to establish changes that can be made to improve well-being, such as reducing emails out of work hours. Staff have access to information on supporting mental health, bereavement support and dealing with trauma, as well as an Employee Counselling helpline. The partnership holds well-being events such as staff breakfasts and praise events to celebrate employees and teams' successes.

During the Coronavirus crisis and in the months that have followed national lockdowns it has been particularly important to keep employees informed, especially of national guidelines and requirements, risk assessments and procedures, which in some cases change daily. Staff who work from home are provided with guidance on remote working, which included taking regular breaks, taking time to communicate to aid with feelings of isolation and other tips to assist with adjusting.

The Arthur Terry Learning Partnership aims to ensure that no job applicant suffers discrimination. The recruitment procedures are reviewed regularly to ensure that individuals are treated based on their relevant merits and abilities. Job selection criteria are regularly reviewed to ensure that they are relevant to the job and are not disproportionate. Short listing of applicants will be done by more than one person wherever possible. Job advertisements will avoid stereotyping or using wording that may discourage groups with a particular protected characteristic from applying. Steps are taken to ensure that vacancies are advertised to a diverse labour market. Applicants will not be asked about health or disability before a job offer is made. There are limited exceptions which will only be used with the HR Director approval. For example:

- Questions necessary to establish if an applicant can perform an intrinsic part of the job (subject to any reasonable adjustments).
- Questions to establish if an applicant is fit to attend an assessment or any reasonable adjustments that may be needed at interview or assessment.
- Positive action to recruit disabled persons.
- Equal opportunities monitoring (which will not form part of the decision-making process).

Applicants will not be asked about past or current pregnancy or future intentions related to pregnancy. Applicants will not be asked about matters concerning age, race, religion or belief, sexual orientation, or gender reassignment without the approval from HR (who will first consider whether such matters are relevant and may lawfully be considered). It is a legal requirement to ensure that all staff are entitled to work in the UK. Assumptions about immigration status will not be made based on appearance or apparent nationality. All prospective employees, regardless of nationality, will be expected to produce original documents (such as a passport) before employment starts, to satisfy current immigration legislation. The list of acceptable documents is available from the UK Border Agency.

To ensure that the Arthur Terry Learning Partnership's Equality & Diversity policy is operating effectively, and to identify groups that may be underrepresented or disadvantaged in the organisation, we monitor applicants' ethnic group, gender, disability, sexual orientation, religion and age as part of the recruitment procedure. Provision of

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Trustees' report (continued)
for the year ended 31 August 2022

Structure, governance and management (continued)

Engagement with employees (including disabled persons) (continued)

this information is voluntary, and it will not adversely affect an applicant's chances of recruitment, or any other decision related to their employment. Analysing this data helps appropriate steps to be taken to avoid discrimination and improve equality and diversity. The partnership also conducts periodic workforce surveys to identify focus areas for improvement.

If staff are disabled or become disabled, they are encouraged to inform the partnership about their condition so that support can be provided as appropriate. If staff experience difficulties at work because of their disability, they may wish to contact their line manager or the HR team to discuss any reasonable adjustments that would help overcome or minimise the difficulty. Their line manager or a member of the HR team may wish to consult with the staff member and a medical adviser(s) about possible adjustments. They will consider the matter carefully and try to accommodate the staff member needs within reason. If it is considered a particular adjustment would not be reasonable, the reasons will be explained, and an alternative solution found where possible. The Arthur Terry Learning Partnership will monitor the physical features of its premises to consider whether they place disabled workers, job applicants or service users at a substantial disadvantage compared to other staff. Where reasonable, steps to improve access for disabled staff and service users will be taken.

Employee consultation is important to us as we want to ensure all staff feel valued, heard and respected. The Arthur Terry Learning Partnership use various methods to communicate with staff, which include all staff emails and briefings, meetings and trade union representatives. The partnership also have a Joint Consultation and Negotiation Committee (JCNC) for consulting with employees. This consultation was evident during the Coronavirus crisis where staff were consulted and advised if shielding/ self-isolation was required.

j. Engagement with suppliers, customers and others in a business relationship with the partnership

It has been a difficult and challenging year for us all, so it has been particularly important to engage and stay in contact with our suppliers, customers and others as this is vital to the performance and success of the MAT. The Arthur Terry Learning Partnership build and maintain good relationships with suppliers, customers and others.

As a partnership, we ensure payment terms are adhered to and queries raised and settled in a timely manner. We report our Payments Practices and Performance bi-annually, which is available on the Companies House website.

The Arthur Terry Learning Partnership has been proactive in considering the impact of the Coronavirus and increasing economic challenges on the local community. The partnership has encouraged all schools to train a senior mental health lead to develop whole school approaches to mental health and wellbeing in order to facilitate improved emotional health and wellbeing in children and young people.

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Trustees' report (continued)
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Objectives and activities

a. Objects and aims

The Company's objects are specifically restricted to the following:

- a) to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, Church of England model articles for Academy Trusts (the "Company") where the Church is in a minority (i.e. "VC" model) January 2019 carrying on, managing and developing Academies which shall offer a broad and balanced curriculum and which:
 - (i) shall include Church of England Academies ("Church Academies" and each a "Church Academy") designated as such which shall be conducted in accordance with the principles, practices and tenets of the Church of England both generally and in particular in relation to arranging for religious education and daily acts of worship, and
 - (ii) may include other Academies whether with or without a designated religious character;but in relation to each of the Academies to recognise and support their individual ethos, whether or not designated Church of England.

Where an Academy is designated as or recognised as a Church Academy, in relation to the ethos and religious education provided at the Academy the Directors shall have regard to any advice and follow any directives issued by the Diocesan Corporate Member;

- b) for the public benefit, providing childcare facilities in the communities in which the Academies are situated for the physical, intellectual and social development of primarily but not exclusively children under five especially those who are socially and economically disadvantaged; and
- c) for the public benefit to promote for the inhabitants of the communities in which the Academies are situated and the surrounding area (provided that for Church Academies in the reasonable opinion of the Trustees such activities do not breach the terms of any governing document regulating the Trustees' ownership of the academy's land) the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances or for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants.

b. Objectives, strategies and activities

The three-year business plan describes our objectives, purpose and vision. Our plans focus upon ensuring The Arthur Terry Learning Partnership remains a centre for academic excellence at all levels across the partnership. The Arthur Terry Learning Partnership is committed to delivering outstanding provision through collaborative working, local responsibility and accountability, systematic quality assurance and a commitment to continual improvement.

Leaders and managers at all levels are encouraged to innovate in response to a continually changing educational climate and an absolute priority remains to ensure that all children feel safe in an environment where the discipline is firm but fair, yet where student voice is heard. Best practice in teaching and learning is widely shared in order to ensure that all children and young people thrive and succeed and make better than expected progress.

In setting the objectives, the trustees have given careful consideration to the Charity Commission's general guidance on public benefit and in particular to its supplementary public benefit guidance on advancing education.

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Trustees' report (continued)
for the year ended 31 August 2022

Objectives and activities (continued)

c. Public benefit

In setting objectives and planning for activities, the Trustees have given due consideration to general guidance published by the Charity Commission relating to public benefit, including the guidance 'Public benefit: running a charity (PB2)'.

The main objectives of the partnership are summarised below;

- To ensure that every child and young person enjoys the same high-quality education in terms of resourcing, tuition and care
- To raise the standard of educational achievement of all pupils
- To improve the effectiveness of the partnership by keeping the curriculum and organisational structure under continual review
- To provide value for money for the funds expended to maintain close links with industry and commerce, and
- To conduct the partnership's business in accordance with the highest standards of integrity, probity and openness.

To ensure that standards are continually raised the Trust Board, the Hub Governing Bodies, the Local Governing Bodies, Executive Team and the School Leadership Teams;

- Operate a robust quality assurance calendar and programme which monitors the quality of teaching and learning
- Is visited, scrutinised and supported by a School Improvement Partner
- Undertake a rigorous review of attainment using IDSR and FFT live to measure the progress of students, paying particular regard to their achievement on entry and levels of progress secured.

The Arthur Terry Learning Partnership is intending on revolutionising teaching across the partnership and intends to build on innovative teaching and learning methods developed during and since lockdown through the implementation of the Learning Futures project from September 2022. Learning Futures is the ATLP's one-to-one equitable scheme used to support enhanced learning in and out of school. The provision of ipads to all ATLP children over the 3-year phased implementation supports the partnership's objectives to ensure that every child enjoys the same high-quality education, and that there is no digital poverty amongst students despite their budgets and school's postcodes. The ATLP Trust Board approved the project and received regular reports on progress towards implementation throughout the academic year 2021-22, with the first three schools receiving their ipads in September 2022.

Alongside the transformation of learning methods, the partnership recognizes that in order to ensure school leaders can concentrate on what they do best: leadership, learning and teaching, the partnership must ensure sufficient capacity and expertise within centralized teams to serve the existing and future family of schools. The Arthur Terry Learning Partnership underwent significant centralisation of support services including Finance, HR and Operations and Estates between September 2021-September 2022, and continues to evaluate current structures, systems and processes to continue refining and developing a robust and affordable centralized structure.

The partnership recognises that equal opportunities should be an integral part of good practice within the workplace. The partnership aims to establish equal opportunity in all areas of its activities including creating a working environment in which the contribution and needs of all people are fully valued.

Lifts, ramps and disabled toilets are installed and door widths are adequate to enable wheelchair access in a range of areas within the partnership. The policy of the partnership is to support recruitment and retention of students and employees with disabilities. The partnership does this by adapting the physical environment by making support resources available and through training and career development. The partnership also considers flexible working requests, and makes reasonable adjustments to job roles and working patterns where

Objectives and activities (continued)

possible to accommodate individual needs.

Strategic report

Achievements and performance

a. Key performance indicators

The Department for Education have recognised the uneven impact of the pandemic on school results. They have included the below statement on the school performance comparison website, and it is important to have this in mind when trying to draw any conclusions from the 2021/22 performance data.

Uneven impact of the pandemic on 2021/22 school and college performance data.

Pupils included in the 2021/22 school and college performance measures will have had an uneven disruption to their learning.

We, therefore, recommend not making direct comparisons between schools, or with data from previous years. Comparisons with local and national averages can be made cautiously to put an individual school or college's results into context.

There are other factors that will also make direct comparisons difficult:

Several changes were made to exams and grading. These include advanced notice of exam topics and GCSE, AS and A level grading being based around a midpoint between 2021 and pre-pandemic outcomes.

Changes were also made to the way school and college performance measures were calculated. Results achieved between January 2020 and August 2021 by pupils included in this year's measures are not included in the calculations.

For a full explanation of all the factors affecting these results please see the [KS4 opens in a new window](#) and [16-18 opens in a new window](#) 2021/22 technical guides.

The individual school and college data should be used with caution. It reflects a school or college's results in 2021/22 but cannot provide information about the factors which may have influenced these results.

When forming a view of how well the school or college is doing, you should consider a range of different information sources, for example, discussing with the school or college directly, the school or college website, Ofsted reports, friends, and family.

Teaching School

In September 2021 as one of 87 national Teaching School Hubs, it has been a busy and successful first year as the Teaching School Hub for North Birmingham. With 217 schools to support within our region, it has been an exciting and challenging time, setting up a range of evidence-informed professional development programmes for teachers and leaders at all levels. There have been some notable successes: In May 2022, our school centred teacher training SCITT, received an OFSTED inspection and is now one of only 4 national ITT providers to be rated 'outstanding' under the new framework. The newly published report can be found on this link. <https://files.ofsted.gov.uk/v1/file/50188785>. This followed a successful bid to be reaccruited for future delivery of Initial Teacher Training in 2024; We were one of only 80 out of 240 providers who successfully achieved designation at the first attempt. Our Teaching School Hub has partnered with the Education Development Trust to deliver an Early Career Induction Programme to new teachers from across the region. In 2021-22 we successfully trained 231 ECTs and 191 mentors. 98% of these reported that they are confident that their training is 'providing them with the knowledge, understanding and skills they need to progress in their careers'. This

Strategic report (continued)

Achievements and performance (continued)

excellent programme is clearly providing early career teachers with the very best foundations to become excellent practitioners for the benefit of Birmingham's children. In addition, our hub's name is becoming synonymous with high quality school leadership training. Partnering with Ambition Institute, the Teaching School Hub is delivering the full range of the newly reformed national professional qualifications (NPQs). 421 experienced school leaders have joined one of our NPQ programmes, developing leadership capacity and expertise across the region.

Primary Schools

Brookvale Primary School

Brookvale have had an excellent year of results. Attainment is mostly in line with the national average. However, their progress scores are positive, especially for maths at 2.6. This is a real area of strength for the school and continues past strong performance. Writing has improved from a progress score of -1.1 in 2019 to 0.2 in 2022.

Coton Green Primary School

Coton Green's attainment is above the national average in every subject this year. Progress scores are mostly positive, and it is encouraging to see a significant improvement in reading progress, from -3.1 in 2019 to 0.3. While maths attainment is above the national average, their progress score is -0.9. This is reflective of strong prior attainment for the cohort.

Curdworth Primary School

Drawing any kind of significant conclusions from a cohort of just 16 students can be a difficult task. However, Curdworth have had another strong set of results, with mostly positive progress and attainment above the national average. Maths could be an area of development with attainment slightly below the national average and a progress score of -0.4.

Greysbrooke Primary School

Both reading and maths results are again strong for Greysbrooke. However, writing results have taken a dip this year. This is reflected in a progress score of -3.7 and none of their 30 pupils achieving Greater Depth in this subject. Writing has been identified as an area for development across the ATLP going forward and Greysbrooke will surely benefit from an increased focus in this subject.

Hill West Primary School

While Hill West's performance in reading is as strong as it was in 2019, both writing and maths have taken a slight dip. However, attainment and progress are still both above the national average, with 63% of pupils leaving Year 6 at the expected standard in all three subjects.

Mere Green Primary School

Writing was highlighted as an area for development for Mere Green in 2019, with only 3% of pupils reaching Greater Depth in this subject and a progress score of -1.5 – this was in stark contrast to positive scores in their other subjects. It is pleasing to see a marked improvement in writing results in 2022, with 16% of pupils reaching Greater Depth, and a positive progress score.

Osborne Primary School

Both attainment and progress were significantly below national average in 2019. While they still remain below in 2022, there is a marked improvement in results and they are now much closer to national average. It is vital that we view results with school context taken into account, and this can be celebrated as a big step forwards for the school's improvement journey.

Scotch Orchard Primary School

Maths was identified as an area for development in 2019, with attainment below national average and a progress score of -2.8. Results for other subjects were in line with national average. Every subject has improved this year to have excellent progress scores, with maths now achieving a score of 2.4.

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**Trustees' report (continued)
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Strategic report (continued)

Achievements and performance (continued)

Slade Primary School

Performance is very similar to 2019, with reading and maths attainment and progress being below national average, while performance in writing is very strong. Mathematics progress has dropped from -0.7 to -3.6, highlighting a potential area of development for the school.

St Chad's CofE Primary School

Reading remains St Chad's strongest subject. Attainment is around national average for all subjects, with progress being below national average. However, while the percentage of pupils nationally achieving the expected standard in all subjects has dropped by 6%, St Chad's has remained steady at 55%.

St Michael's CE Primary School

St Michael's 2022 results are very strong. They represent a big improvement on the negative progress scores in 2019. This is especially true in maths, where 34% of pupils achieved Greater Depth – the joint highest across the ATLP. Progress is also strong in maths, with a score of 4.3 – the highest progress score across all subjects in the ATLP.

Two Gates Primary School

While attainment and progress are below the national average this year, they still reflect a marked improvement on 2019 results. An example of this is writing, which has gone from -3.8 in 2019 to -1.4. Maths remains the main area for development, with a progress score of -3.7, compared to -3.8 in 2019.

William MacGregor Primary School

William MacGregor's results have dipped slightly this year. They are below the national average for attainment and progress in all subjects. However, maths is their strongest subject, with attainment rising from 61% in 2019 to 68% in 2022, just below the national average.

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Trustees' report (continued)
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Strategic report (continued)

Achievements and performance (continued)

Subject	Measure	Brentvale Primary School	Coton Green Primary School	Curdworth Primary School	Graysbrooke Primary School	Hill West Primary School	Mere Green Primary School	Osborne Primary School	Scotch Orchard Primary School	Slade Primary School	St Chad's C of E (VC) Primary School	St Michael's CE (C) Primary School	Two Gates Primary School	William MacGregor Primary School
EYFS														
COM	Expected	73%	87%	83%	93%	88%	87%	47%	64%	84%	90%	92%	76%	87%
LIT	Expected	60%	78%	78%	86%	77%	78%	38%	40%	70%	80%	73%	48%	77%
MAT	Expected	80%	78%	78%	86%	85%	80%	34%	76%	79%	93%	87%	59%	87%
PHY	Expected	87%	89%	72%	86%	90%	97%	75%	80%	87%	93%	94%	69%	93%
PSE	Expected	77%	84%	94%	97%	88%	93%	60%	76%	85%	97%	92%	69%	87%
UTW	Expected	67%	89%	67%	93%	92%	90%	30%	76%	84%	93%	96%	62%	83%
EXP	Expected	83%	89%	72%	97%	93%	92%	57%	76%	87%	93%	94%	79%	93%
EYFS	GLD	60%	78%	72%	76%	73%	77%	26%	40%	67%	80%	69%	48%	77%
Key Stage 1														
Reading	Expected	70%	63%	33%	87%	83%	70%	36%	54%	54%	63%	80%	60%	72%
	Greater Depth	23%	16%	0%	7%	19%	19%	0%	13%	16%	17%	35%	10%	24%
Writing	Expected	63%	56%	33%	77%	68%	70%	29%	50%	51%	57%	73%	53%	38%
	Greater Depth	17%	9%	0%	0%	6%	4%	0%	0%	13%	7%	18%	3%	0%
Mathematics	Expected	67%	60%	67%	90%	76%	75%	36%	63%	66%	63%	77%	60%	66%
	Greater Depth	13%	16%	0%	23%	11%	18%	0%	8%	11%	20%	25%	0%	0%
RWM	Expected	63%	48%	27%	77%	69%	61%	17%	42%	54%	58%	69%	53%	31%
	Greater Depth	6%	7%	0%	0%	6%	3%	0%	0%	9%	3%	10%	0%	0%
Key Stage 2														
Reading	Expected	83%	91%	88%	87%	88%	89%	63%	90%	67%	73%	82%	75%	68%
	Greater Depth	28%	34%	50%	32%	42%	34%	7%	27%	26%	24%	35%	15%	26%
	Progress	0.8	0.3	3.0	0.2	1.8	-0.5	-0.5	2.8	-1.5	-0.5	2.4	-1.6	-1.8
Writing	Expected	69%	84%	69%	61%	73%	84%	60%	83%	82%	61%	73%	69%	58%
	Greater Depth	14%	18%	19%	0%	25%	16%	0%	10%	20%	3%	11%	6%	6%
	Progress	0.2	1.5	0.5	-3.7	0.4	0.1	-0.6	2.3	2.5	-3.1	1.2	-1.4	-2.1
Mathematics	Expected	83%	73%	69%	87%	78%	77%	60%	83%	51%	67%	87%	60%	68%
	Greater Depth	34%	23%	19%	29%	32%	26%	10%	17%	16%	15%	34%	8%	16%
	Progress	2.6	-0.9	-0.4	1.1	0.6	-1.4	-0.2	2.4	-3.6	-2.1	4.3	-3.7	-1.2
RWM	Expected	59%	70%	69%	58%	63%	70%	43%	73%	49%	55%	68%	50%	45%
	Greater Depth	14%	11%	13%	0%	18%	15%	0%	3%	10%	3%	5%	2%	3%

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Trustees' report (continued)
for the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

Secondary Schools

2021-22 marked the first full year in school for our Year 11 and 13 students, following the pandemic. However, it is important to note the context for these cohorts. Research into the impact of the pandemic cites the West Midlands as an area disproportionately impacted by the pandemic compared to other regions, such as the South West. Students across our secondary schools were impacted both by extended periods out of school themselves or from staff absence, which was higher during the last two years than would normally be expected. Year 13 did not sit their GCSEs in Year 11, being part of the first wave of students who had their grades awarded through teacher assessment. Year 11 were impacted by the lockdowns during Year 9 and 10.

In addition to the impact on their academic achievement, our students also have returned to school facing additional pressures in terms of their social, emotional, and mental health needs, as well as the impact on their attendance. Attendance fell nationally during the pandemic and, whilst most of our schools have maintained a level broadly in line with national average, the rise in persistent absence in many of our secondary schools is a significant concern and an area which school leaders are focused on addressing. It is in this context that we can be proud of the dedicated work of the staff in our secondary schools in working to achieve the best outcomes for our young people.

At the end of Year 11 the reintroduction of Progress 8 gives us a broad indication of student success against the national context. All schools were impacted by the factors outlined above; Arthur Terry was the only school with a positive progress score overall of 0.1, with Stockland Green just under at -0.08. Both Coleshill and Nether Stowe were a third of a grade below at -0.31. West Coventry was over half a grade below at -0.59. John Willmott progress had the lowest progress at -0.73. These progress scores are a broad measure and individual analysis of schools demonstrates some real successes, such as: the best English and Maths results for several years at West Coventry Academy, an EBAC Progress 8 score of 0.33 at Arthur Terry, some exceptional BTEC results at Coleshill, 51% of students entering the EBAC and achieving a positive progress score of 0.17 at Stockland Green. There are countless individual subject and student achievements that can be celebrated. Nationally students in receipt of pupil premium funding have been adversely affected by the pandemic and this is replicated in our results. Arthur Terry and Stockland Green achieved progress scores of -0.2 and -0.25 respectively but in all of our other schools disadvantaged students achieved around a grade below non disadvantaged overall with progress ranging from -1.09 in John Willmott to -0.93 in Coleshill. Improving outcomes in this area is a key focus for the partnership in 2022-23.

At Post 16 our Year 13 students achieved broadly in line with the average points score of previous years in Arthur Terry (37.6), Nether Stowe (35.3) and Coleshill (34.3) which is very positive considering the challenges these students faced. At West Coventry there was slight regression from 37.9 to 32.7, whilst John Willmott's results represented a concerning fall from previous years falling from 35.1 to 24.2. It is worth noting that in most schools there were not dramatic differences in the percentage of students achieving grades such as A/A*, A*-B etc demonstrating that our assessment process during the period of teacher assessment has been robust. At Post 16 disadvantaged students was more positive with less of an achievement gap, even outperforming non disadvantaged students at Coleshill. It is worth noting the growth in vocational subjects at Post 16, with a range of Level 4 BTEC and Tech Awards now being delivered with some very pleasing results.

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Trustees' report (continued)
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Strategic report (continued)

Achievements and performance (continued)

Measure	The Arthur Terry School	Stockland Green School	The Cotesmill School	Netter Stowe School	John Willmott School	West Coventry Academy
Key Stage 4						
Number of Students Included in Attainment Measures	271	141	197	109	188	150
Number of Students Included in Progress Measures	269	133	196	106	161	141
Progress 8 Score	0.1	-0.08	-0.32	-0.31	-0.73	-0.59
Attainment 8 Score	5.71	4.22	4.56	4.54	4.09	4.10
% Entering Ebacc	86%	51%	38%	13%	30%	37%
Ebacc APS	5.46	3.94	3.96	3.75	3.67	3.46
% Grade 5+ Ebacc	47%	21%	19%	7%	12%	10%
% Grade 5+ EM	63%	42%	39%	43%	33%	29%
% Grade 4+ Ebacc	63%	30%	24%	8%	16%	21%
% Grade 4+ EM	85%	57%	64%	67%	61%	58%
% Entering More Than 1 Language	5%	2%	1%	1%	2%	1%
% Entering 3 Single Sciences	12%	11%	12%	25%	30%	0%
Progress 8 Score English Element	0.03	-0.17	-0.61	-0.6	-0.4	-0.32
Progress 8 Score Maths Element	-0.17	0.32	-0.37	-0.31	-0.6	-0.54
Progress 8 Score Ebacc Element	0.33	0.17	-0.27	-0.44	-0.63	-0.9
Progress 8 Score Open Element	0.08	-0.54	-0.21	-0.12	-1.16	-0.48
Attainment 8 Score English Element	5.92	4.51	4.64	4.66	4.72	4.73
Attainment 8 Score Maths Element	5.345	4.405	4.37	4.42	4.055	3.96
Attainment 8 Score Ebacc Element	5.83	4.28	4.46	4.28	4.08	3.60
Attainment 8 Score Open Element	5.67	3.84	4.74	4.80	3.71	4.27
Progress 8 Score - Low Prior Attainers	0.55	0.13	-0.41	0.18	-0.7	-0.34
Progress 8 Score - Middle Prior Attainers	0.06	-0.3	-0.2	-0.48	-0.71	-0.63
Progress 8 Score - High Prior Attainers	0.04	0.13	-0.64	-0.52	-0.95	-0.99
Progress 8 Score - Disadvantaged Students	-0.2	-0.25	-0.99	-0.92	-1.11	-1.07
Progress 8 Score - Disadvantaged Students English Element	0.07	-0.36	-1.37	-1.18	-0.82	-0.83
Progress 8 Score - Disadvantaged Students Maths Element	-0.64	0.08	-0.93	-0.98	-0.92	-1
Progress 8 Score - Disadvantaged Students Ebacc Element	-0.15	-0.08	-0.93	-0.97	-1.01	-1.24
Progress 8 Score - Disadvantaged Students Open Element	-0.15	-0.57	-0.93	-0.94	-1.55	-1.09

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Trustees' report (continued)
for the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

Measure	The Arthur Terry School	Stockland Green School	The Cotesmill School	Nether Stowe School	John Willmott School	West Coventry Academy
Key Stage 5						
Number of Students at the end of 16 to 18 Studies	179	n/a	83	45	60	84
A Level - Number of Students in Measure	172	n/a	77	42	38	68
A Level - Average Grade	B-	n/a	C+	B-	D+	C+
A Level - Average Point Score	37.65	n/a	34.24	35.37	23.25	32.74
Academic - Number of Students in Measure	172	n/a	77	42	38	68
Academic - Average Grade	B-	n/a	C+	B-	D+	C+
Academic - Average Point Score	37.73	n/a	34.24	35.44	23.25	32.74
Applied General - Number of Students in Measure	9	n/a	16	24	3	31
Applied General - Average Grade	Dist+	n/a	Dist	Dist	Merit+	Dist-
Applied General - Average Point Score	38.89	n/a	36.3	35.45	26.86	32.8
Tech Level - Number of Students	3	n/a	6	0	0	8
Tech Level - Average Grade	Dist+	n/a	Dist*			Dist
Tech Level - Average Point Score	40	n/a	50			35
Disadvantaged - A Level - Number of Students in Measure	13	n/a	11	9	14	8
Disadvantaged - A Level - Average Grade	C+	n/a	B-	C+	D-	C+
Disadvantaged - A Level - Average Point Score	33.59	n/a	35	32.78	17.59	34.12
Disadvantaged - Academic - Number of Students in Measure	13	n/a	11	9	14	8
Disadvantaged - Academic - Average Grade	C+	n/a	B-	C+	D-	C+
Disadvantaged - Academic - Average Point Score	33.79	n/a	35	32.78	17.59	34.12
Disadvantaged - Applied General - Number of Students in Measure	0	n/a	1	6	12	6
Disadvantaged - Applied General - Average Grade		n/a	Merit	Dist-	Pass+	Dist-
Disadvantaged - Applied General - Average Point Score		n/a	25	32	18.82	33.33
Disadvantaged - Tech Level - Number of Students	0	n/a	1	0	0	1
Disadvantaged - Tech Level - Average Grade		n/a	Dist*			Dist*
Disadvantaged - Tech Level - Average Point Score		n/a	50			50
3+ AAB With Two Facilitating Subjects	11.90%	n/a	18.60%	15.80%	0%	10

Financial Performance Indicators

- Maintaining a balanced budget at year-end**
The trustees monitor the financial position on a monthly basis by reviewing financial year-end projections. 2021-22 secured an in-year surplus on revenue reserves of £260,000.
- Benchmarking expenditure against other similar organisations**
Benchmarking information has been reviewed by trustees to make comparative judgements on the efficiency of each school. Trustees have continued to reduce staffing costs as opportunities arise to reduce the

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Trustees' report (continued)
for the year ended 31 August 2022

Strategic report (continued)

Achievements and performance (continued)

percentage of income allocated to staffing resources. Extensive work has been undertaken to drive efficiency across the partnership, this has included a centralised approach to procurement of large contracts, the provision of benchmarking data for governors to challenge school leaders and rationalisation across a range of staffing areas to achieve consistency.

• **Reserves position**

The partnership decreased the level of reserves at the end of this accounting period due to significant investment into the delivery of the Learning Futures project, which will deliver ongoing digital transformation opportunities our schools, their students and their communities. Long-term strategic planning is allowing for building expenditure requirements over and above the School Condition Allocation, which will require higher levels of self-funding.

• **Achieving value for money through effective financial management procedures**

The partnership ensures compliance with the requirements of the Academy Trust Handbook 2021. Internal controls are tested by an independent auditor and have verified procedures of financial management and internal control to achieve value for money. The audit and risk committee oversee the findings from any independent audit work that has been carried out.

• **Maintain a positive cash flow with sufficient cash balances to cover monthly expenditure**

Monitoring of cash flow throughout the year has secured sufficient cash balances to cover monthly expenditure.

Financial Key Performance Indicators (2021-22)

Key Performance Indicator	KPI Target	KPI Actual
<u>Staffing Costs</u>		
% spend of total income	68%	71%
% spend on Leadership	12%	14%
<u>Pupil Teacher Ratio</u>		
Secondary Schools	16.7	17.2
Primary Schools	20.6	21.4
<u>Teacher Contact Ratio</u>		
Secondary Schools	0.78	0.75

b. Going concern

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

The impact of the coronavirus crisis and subsequent economic concerns continue to have a significant impact on

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Strategic report (continued)

Achievements and performance (continued)

pupil attendance, resources and finances. The Trust Board remains committed to investment that will increase the educational achievement and experience of students but acknowledges the challenges that increased inflation, energy costs and staffing costs have on the partnership.

c. Promoting the success of the company

The Trustees, in accordance with their duties under section 172(1) of the Companies Act 2006, have acted in the way they consider, in good faith, would be most likely to promote the success of the Company for the benefit of its members as a whole and, in doing so, have regard to the likely consequences of any decisions in the long-term;

- Interests of the company's employees;
- Need to foster the company's business relationships with suppliers, customers and others;
- Impact of the company's operations on the community and environment;
- Desirability of the company maintaining a reputation for high standards of business conduct;
- Need to act fairly as between shareholders and the company

The Trustees regard to these matters is embedded in their decision-making process, through the partnerships objectives, strategy, purpose and vision. The consequences of all decisions and activities of the partnership are assessed by how they drive us towards achieving our long-term purpose. As an educational establishment, we are accountable not only to our direct beneficiaries (our students) but also our parents, families and wider community. These stakeholders support us, engage with us, and challenge us. They ensure that the decisions we make are for their benefit.

We are an organisation driven by values and our values mean that we are informed and empowered by our determination to uphold our purpose and vision. Well-established involvement from parties ensure that decisions made by the Trustees are informed by the needs of the organisation's stakeholders. All matters reserved for decision by the Trustees are presented at Board or Committee meetings as appropriate. Trustees are informed on any identified potential risks or impact to our stakeholders and how they are to be mitigated. The Trustees take these factors into consideration before making a final decision which together they believe is in the best interests of the partnership and its stakeholders.

Long-term consequences of any decision

Trustees consider the consequences of any strategic decision in the long-term as part of their assessment, including the principal risks and impact. Our aim as an organisation is to ensure we balance our income and expenditure to ensure financial sustainability in the long term. This aim is balanced against the needs of our pupils, staff and other stakeholders and the wider community, to ensure we act responsibly, effectively and proactively in the use of funds to support our objectives, with openness and integrity. This has included, for example, the centralisation of services such as HR, Finance and Operations and Estates, which has increased efficiency, communication and the provision of these services to our schools.

The interests of the company's employees

Details of how the Trustees give consideration to the interests of the organisation's employees can be found in the section Engagement with employees within this report. Our employees contribute to a positive and healthy working environment and are key to our success. We engage with staff to ascertain training and development opportunities and hold regular staff training. We are dedicated to the well-being of staff and regularly hold well-being events. The appraisal scheme encourages employee feedback and facilitates the opportunity to identify training and support.

The need to foster the company's business relationships with suppliers, customers and others

Details of how the Trustees give consideration to the interests of the organisation's other stakeholders can be found in the section Engagement with suppliers, customers and others in a business relationship with the

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Trustees' report (continued)
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Strategic report (continued)

Achievements and performance (continued)

partnership. We remain committed to being fair and transparent in our dealings with all of our suppliers. The partnership has systems and procedures in place to ensure suppliers are paid in a timely manner.

The impact of the company's operations on the community and the environment

Details of how the Trustees give consideration to the impact on the community can be found in the section Engagement with suppliers, customers and others in a business relationship with the Trust. Further information is also given in the sections Objects and Aims and Public Benefit. The partnership's approach to social responsibility, diversity and the wider community is of high importance. The partnership worked hard to ensure schools remained open during the COVID-19 lockdown, including during the holiday periods, to support children of key workers and vulnerable students when other childcare facilities were not available, and continues to support our school communities manage the after-effects of the pandemic.

The desirability of the company maintaining a reputation for high standards of business conduct

The partnership aims to conduct all its business relationships with integrity, fairness and courtesy. The partnership is informed and monitors compliance with relevant governance standards to help ensure we act in ways that promote high standards of business conduct. The partnership has several policies that help to ensure maintenance of high standards; these include the Finance Policy, Anti-Fraud and Corruption Policy and Conflicts of Interest Policy.

The need to act fairly as between members of the company

Details on the Trustees induction can be found in the section Policies and Procedures Adopted for the Induction and Training of Trustees. Members of the partnership are treated fairly and equally. They have the same access to information and have the ability to directly contact trustees or the Executive. Members are invited and encouraged to participate in training or strategic development events; for example, all Members are invited to participate in the forthcoming Governance Network Day.

Financial review

The majority of the partnership's income is received from the Department for Education via the Education and Skills Funding Agency in the form of the General Annual Grant (GAG); the use of which is restricted to particular purposes i.e. the objectives of the partnership. The GAG received during the period covered by this report and the associated expenditure is shown as restricted funds in the Statement of Financial Activities.

Priorities identified in the ATLP Business Plan are as follows:

- Achievement in our schools will build on the previous personal best with year-on-year improved progress for students of all abilities across the ATLP.
- Recruitment, training and development of all staff will result in delivery of an outstanding provision to all of our students.
- Leadership & governance across the ATLP will be outstanding and succession planning effective in securing leaders of high calibre across the Learning Partnership
- A sustainable educational and business plan will be in place that supports the academies to meet their core objective of delivering outstanding education for every child.

The in-year surplus for the financial period is £260,000 as detailed in the 2021-22 financial statements. The combined General Restricted Fund and Unrestricted Fund show an operating surplus, before the actuarial losses on defined benefit pension schemes, of £8,019,000. This operating surplus is the result of budget control procedures, which have been embedded in the partnership's daily financial management in accordance with the Academy Trust Handbook 2021. The partnership operates a detailed Finance Policy, linked specifically to the Academy Trust Handbook 2021 to ensure adequate controls and parameters are incorporated. In addition, all

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Trustees' report (continued)
for the year ended 31 August 2022

staff members receive a summary of the partnership's financial regulations –specifically relevant for all staff members.

The partnership has taken appropriate action to reduce expenditure where possible without compromising the educational outcomes of young people, due to continuing rising costs relating to national pay awards, increasing employer pension contributions and general increases in costs related to managing the partnership.

The partnership operates a consolidated requirement of surplus and accepts that some schools will require additional support whereas others can be 'capacity givers'. The policy results in compensating variances across the schools within the partnership but ensures that schools that need support receive the support in a timely manner. Trustees, through the Finance Committee, scrutinise these balances throughout the year.

a. Reserves policy

In determining the reserves policy for the partnership, the trustees consider long-term forecast income and expenditure streams, the requirement to cover commitments and investment in estates/capital projects.

Reserves at the end of the period are £111,961,000. However, £103,942,000 are represented by fixed assets and the Local Government Pension Scheme deficit.

The restricted fund reserves will be used to fund current commitments, designated building maintenance projects as well as expenditure required to implement the Aims and Objectives of the partnership as outlined in the Business Plan. In addition, trustees plan to maintain a level of reserves to ensure financial sustainability in the current uncertain financial climate.

£5,287,000 are designated funds ringfenced for committed capital works or specifically ringfenced project funding.

The partnership's reserves statement confirms 'the minimum level for the unrestricted and restricted reserves combined should be equal to one month's average payroll costs or any forecast deficit as highlighted within the 3-year budget forecast, whichever is the greater'.

b. Investment policy

The partnership does not currently hold any investments.

If the Board of Trustees wished to make investments to further the partnership's charitable aims, it would ensure that investment risks are properly managed.

When considering an investment, the board will:

- Act within its powers to invest as set out in the articles of association
- Ensure value for money.
- Take advice from professional advisers where appropriate.
- Ensure that exposure to investment products is tightly controlled so that security of funds takes precedence over revenue maximisation.
- Ensure investment decisions are in the best interests of the partnership.

Prior approval will be sought from the ESFA prior to any investment transactions that are novel, contentious and/or repercussive, regardless of value.

Most of the partnership's income is received from the ESFA in the form of recurrent grants. The trustees ensure investment in resource appropriate to the aims and objectives of the partnership.

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Trustees' report (continued)
for the year ended 31 August 2022

c. Principal risks and uncertainties

The trustees determine areas of principle risk for the partnership and regularly review the risk register to ascertain whether risks are adequately assessed and rated, and procedures for avoiding, transferring, mitigating or acceptance of risk are appropriate.

Risk management areas cover strategic financial, reputational, legal, compliance and operational continuity.

- Impact of COVID-19
- ATLP growth impacting ability to deliver high quality support
- Ofsted outcomes
- Significant fall in student numbers
- Data breach/IT failures
- Fraud
- Litigation and legislative changes
- Pension deficit
- Failure to meet academic objectives
- Detrimental media publicity
- Failure of financial controls
- Detrimental impact of reduction in funding
- Increases to employer costs
- Health, safety and safeguarding failures
- Mental health, & wellbeing challenges for students, their families, staff and communities
- Weak governance
- Business continuity

Fundraising

The partnership does not operate a high level of fundraising activities and is very mindful to avoid unreasonably intrusive or persistent fundraising approaches. Fundraising in the partnership is generally limited to 'non-uniform' charity days where schools request a donation from the parent/carer. The beneficiary of the donations is always made known to parents in advance of the event; it may be to support a local charity of the students' choice or to financially support a specified event being organised by the school or students. Contributions are not compulsory. Some of the schools within the partnership seek voluntary donations at the beginning of each academic year to support student activities.

Local charitable trusts sometime make donations to schools through specific targeted bids to local trusts. Schools have benefitted through a range of successful bids to support extended provision of resources to our schools.

The partnership does not use any external fundraisers.

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Trustees' report (continued)
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Streamlined energy and carbon reporting

The partnership's greenhouse gas emissions and energy consumption are as follows:

	2022	2021
Energy consumption used to calculate emissions (kWh)	12,898,983	12,268,568
Energy consumption breakdown (kWh):		
Gas	9,152,472	9,043,655
Electricity	3,746,511	3,206,230
Transport fuel	59,908	18,683
Scope 1 emissions (in tonnes of CO2 equivalent):		
Gas consumption	1,670.69	1,656.44
Owned transport	9.28	1.64
Total scope 1	1,679.97	1,658.08
Scope 2 emissions (in tonnes of CO2 equivalent):		
Purchased electricity	724.50	680.78
Scope 3 emissions (in tonnes of CO2 equivalent):		
Business travel in employee-owned or rental vehicles	5.46	4.12
Total gross emissions (in tonnes of CO2 equivalent):	2,409.93	2,342.98
Intensity ratio:		
Tonnes of CO2 equivalent per pupil	0.24	0.28

The partnership has followed and used the following quantification and reporting methodologies:

- the 2019 HM Government Environmental Reporting Guidelines;
- the GHG Reporting Protocol - Corporate Standard; and
- the 2021 UK Government's Conversion Factors for Company Reporting.

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

Measures Taken to Improve Energy Efficiency

Several projects have been carried out this year which has contributed to increasing energy efficiency, these include:

- Replacement gas boiler
- Insulation at several locations
- Window replacement
- Online meetings have also become standard practice, which has significantly reduced business-related travel on an ongoing basis for all staff across the partnership.
- Hybrid working arrangements to reduce travel.
- A partnership wide energy audit is planned for the next academic year which will provide a data set focussed on efficiency and consumption recommendations.

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Trustees' report (continued)
for the year ended 31 August 2022

Streamlined energy and carbon reporting (continued)

Through prioritisation of the School Condition Allocation, and obtaining additional funds where possible, the ATLP are committed to implementing initiatives that contribute to our ambition to reduce the carbon footprint. An energy audit is planned for 2022/23 which will be supported by agreed investment to reduce our total energy usage. The review of the estates team during the year established a commitment of Safe, Warm, Dry, Sustainable. This means that any maintenance or works that is carried out consider sustainable and 'green' solutions to help reduce our energy usage.

Trustees have supported closer review and the development of 'green initiatives' rather than utilisation of funds purely on condition projects. Further work is planned for 2022-23 to identify and commence implementation of initiatives which will deliver the greatest value.

Plans for future periods

Trustees engage with schools in the geographical area with a view to future growth of the partnership. School improvement and likeminded aims and objectives are key for developing relationships with other schools keen to be involved in the learning partnership.

Following the additions of Greysbrooke Primary School and Osborne Primary School in April 2021, West Coventry Academy (West Coventry), St Michaels Primary School (Lichfield) and St Chad's Primary School (Lichfield) joined the partnership between January and February 2022.

In June 2022 The Arthur Terry Learning Partnership was appointed by the Department for Education as the sponsor for a new academy primary school in Lichfield, currently being developed by Staffordshire County Council on a former farm site in the city. The school, named 'Anna Seward Primary School', will cost £7m to build and is planned to open in September 2023. The new school is a response to the growing need for school places in Lichfield as a result of new housing developments in the south of the city.

The partnership will continue striving to improve the levels of performance of its students at all levels and will continue its efforts to ensure all students are secure in their next steps when leaving school to employment or continuing in training or formal education.

Funds held as custodian on behalf of others

The partnership holds funds on behalf of the Teaching School Council.

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.

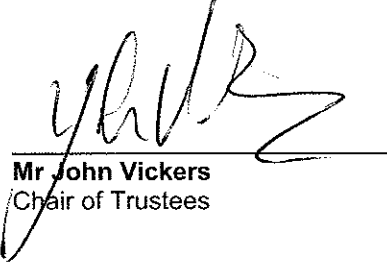
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Auditor

The Trustees, having been notified of the cessation of the partnership known as Dains LLP, resolved that Dains Audit Limited be appointed as successor auditor with effect from 1 April 2022. The designated Trustees will propose a motion reappointing the auditor at a meeting of the Trustees.

The Trustees' report, incorporating a strategic report, was approved by order of the Board of Trustees, as the company directors, on 16 December 2022 and signed on its behalf by:



Mr John Vickers
Chair of Trustees

The Arthur Terry Learning Partnership
(A company limited by guarantee)

Governance Statement

Scope of responsibility

As Trustees, we acknowledge we have overall responsibility for ensuring that The Arthur Terry Learning Partnership 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 Officer, as accounting officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between The Arthur Terry Learning Partnership 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 8 times during the year.

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

Trustee	Meetings attended	Out of a possible
Mr Timothy Sewell	6	8
Mr John Vickers, Chair	8	8
Mr Jonathan Brake	6	8
Miss Heather Morris, Vice Chair, Chair of Audit and Risk	7	8
Mr Richard Gill CBE, CEO & Accounting Officer (resigned as trustee 18 November 2021)	1	1
Mr Brian Cookson, Chair of Finance	7	8
Mr Samuel Henson	8	8
Mrs Katie Hale	6	8
Dr Paulette Osborne OBE (appointed 25 January 2022)	4	5
Mr Alex Yip (appointed 25 April 2022)	3	3

Richard Gill (CEO & Accounting Officer) and Simon Smith (Chief Finance & Operations Officer) are in attendance at Trust Board meetings.

The Finance Committee is a committee of the main Trust Board. Its purpose is to assist the partnership in fulfilling its responsibilities for strategic financial planning and monitoring.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
Mr Timothy Sewell	4	5
Mr Jonathan Brake	5	5
Mr Brian Cookson, Chair of Finance	5	5
Mr Samuel Henson	4	5

Simon Smith (Chief Finance & Operations Officer) is in attendance at the Finance Committee.

The Arthur Terry Learning Partnership
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Governance Statement (continued)

Governance (continued)

The Audit and Risk Committee is a committee of the main Trust Board. Its purpose is to assist the partnership in fulfilling its responsibilities for internal control, risk management and external audit; all other matters are dealt with by the Trust Board.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
Miss Heather Morris, Chair of Audit and Risk	4	4
Mrs Katie Hale	4	4
Ms Jane Hansoume (External Challenge Partner)	4	4

Simon Smith (Chief Finance & Operations Officer) is in attendance at the Audit and Risk Committee.

The Pay Committee is a committee of the main Trust Board. Its purpose is to determine staff pay and conditions, review appraisal outcomes for staff and undertake the appraisal of the Chief Executive.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
Miss Heather Morris	3	3
Mr John Vickers	2	2

No staff member was present for discussions about their own remuneration.

The School Improvement Standards Scrutiny Committee is a committee of the main Trust Board. Its purpose is to ensure that a rapid and sustainable programme of improvement takes place at all ATLP schools and hold the Executive Team to account for the performance of schools.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
Mr John Vickers, Chair	4	5
Mr Jonathan Brake	4	5
Dr Paulette Osborne OBE	4	4

Mr Richard Gill (CEO and Accounting Officer) is in attendance at the School Improvement Standards Scrutiny Committee.

The Teaching School Hub Scrutiny Committee is a committee of the main Trust Board. Its purpose is to ensure clarity of vision, ethos and strategic direction of the Teaching School Hub Team and to account for its performance against the Department for Education Key Performance Indicators and Delivery Plan.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
Mr Samuel Henson	3	3
Mrs Katie Hale	1	3
Kevin Mattinson (External Advisor)	3	3

Governance Statement (continued)

Governance (continued)

Reviews

The Head of Finance prepares forecast outturn data and management accounts which are presented at each finance committee, which took place every month during 2021/22. Management accounts are presented to the chair of the trustees on a monthly basis and presented to the board of trustees six times annually. The forecast financial position for each school is 'RAG' rated throughout the financial year. All new approved budgets are also 'RAG' rated to ensure consistency and close monitoring of any potentially vulnerable budgets. The whole process of financial governance is totally inclusive to enable the appropriate level of challenge.

The governance arrangements in 2021-22 reflect those agreed as part of a governance review in 2017. The structure was designed to meet the requirements of the competency framework for governance enabling implementation of the Trust Board's strategy whilst holding school leaders to account. The partnership continues to develop governance to the highest level to ensure actions contribute to deliver school improvement and mitigate risk.

However, 4 years from this review, trustees were aware of the need for continuous improvement in our governance arrangements and a further review commenced during the 2020-21 academic year. The review's focus was the role of the Local Governing Bodies (LGB) and the expertise needed to fulfil the responsibilities detailed in the scheme of delegation, taking into account expectations outlined by the department.

The reviews findings have informed the development of the new governance structure that has been implemented for the 2022-23 academic year. The objectives of the new structure were to achieve;

- A strong local tier informed about their school and informing the Trust Board about local need.
- Support for the school and the headteacher.
- Avoidance of duplication in holding the school to account.
- Reduction in bureaucracy.
- Communication with the Trust Board via both professional and governance routes.
- Communication with the local community.
- Future-proofing post pandemic.

In the new structure that will be implemented, the role of the traditional 'school governor' has been adapted and replaced with a new role: Advocate.

Each school within the partnership will work with individual Advocates who have a clearly defined responsibility and remit from one of four areas that will also come together in trust-wide committees attended by a trustee to share best practice and facilitate communication between the Board and local levels. The specific roles and associated skillsets will deliver the recruitment and development of subject-matter expertise at the local governance level which meets current strategic priorities. These areas are:

- Support & Challenge
- Safeguarding
- Vulnerable Children
- Community

The proposed governance framework was assessed as part of the independent MAT Capacity Review which was commissioned by the Trust Board in early 2022. The review found that *'The impending move to establish local "advocates" will create a strong link with the Community, more in tune with the Trust's strategy'*.

Review of value for money

As Accounting Officer, the Chief Executive Officer has responsibility for ensuring that the partnership 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 Arthur Terry Learning Partnership
(A company limited by guarantee)

Governance Statement (continued)

Review of value for money (continued)

The Accounting Officer considers how the partnership'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 partnership has delivered improved value for money during the year by continuing to develop strategies to raise educational outcomes for its children and young people by extending its partnership working, through collaboration by sharing skills and expertise cross curricular and cross phase (primary and secondary). The partnership has benefited from extensive continuing professional development ranging from leadership development, coaching, changes to curriculum, improving student attainment, assessment, behaviour for learning, performance management and performance related pay. All of these areas of training have been provided in-house to achieve good value. This has two-fold value; financial saving and development and investment in our own staff.

The Accounting Officer has also delivered additional good value for money by utilising expertise within the partnership to support other trusts requiring support with school improvement.

The Trust Board and Accounting Officer have confidence in the quality assurance of financial management and stringent systems of internal control. The delegated responsibility of the separate Audit and Risk and Finance committees allows additional independent monitoring and oversight of internal controls; this has undoubtedly strengthened the consistency and challenge to Local Governing Bodies. Governors, headteachers and finance staff across the whole partnership have continued to benefit from in-house training to increase the consistency and quality of financial management and strategic long-term budget planning. Governors, trustees and headteachers are aware of the government's strategy to drive efficiency and the importance of the financial health of academies.

The partnership implemented centralised services in January 2019 to provide expertise within the areas of operations, estates, finance and human resource management. This will provide additional good value from a financial and consistency of delivery approach.

A range of centrally procured services and contracts have successfully been implemented to ensure consistency of service and additional value for money. A programme of review was carried out during the year and will be implemented over the next three years.

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 partnership policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in The Arthur Terry Learning Partnership for the year 1 September 2021 to 31 August 2022 and up to the date of approval of the annual report and financial statements.

Capacity to handle risk

The Board of Trustees has reviewed the key risks to which the partnership 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 partnership's significant risks that has been in place for the year 1 September 2021 to 31 August 2022 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 partnership's system of internal financial control is based on a framework of regular management

The Arthur Terry Learning Partnership
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Governance Statement (continued)

The risk and control framework (continued)

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 Finance Committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes
- setting targets to measure financial and other performance
- clearly defined purchasing (asset purchase or capital investment) guidelines
- identification and management of risks

The Board of Trustees took the decision to buy-in an internal audit service from Bishop Fleming LLP for the year 2021/22.

The internal auditor role includes giving advice on financial matters and performing a range of checks on the partnership's financial systems e.g. payroll, financial controls and risk.

The internal auditor reports to the Audit and Risk Committee on the operation of the systems of control and on the discharge of the board of trustees' financial responsibilities.

The internal auditor has delivered the schedule of work as planned. There have been no material control issues arising as a result of the internal auditor's work.

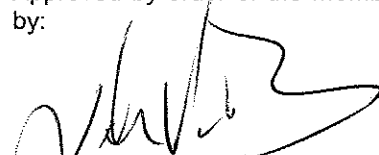
Review of effectiveness

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

- the work of the internal auditor;
- the school resource management self-assessment tool;
- The work of the Chief Finance and Operations Officer, Head of Finance and Finance Managers within the partnership who have responsibility for the development and maintenance of the internal control framework.
- the work of the external auditor;

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 any recommendations to ensure continuous improvement of the system is in place.

Approved by order of the members of the Board of Trustees on 16 December 2022 and signed on their behalf by:


Mr John Vickers
Chair of Trustees


Mr Richard Gill
Chief Executive and Accounting Officer

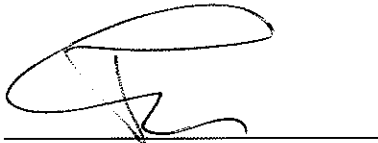
The Arthur Terry Learning Partnership
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Statement on Regularity, Propriety and Compliance

As accounting officer of The Arthur Terry Learning Partnership I have considered my responsibility to notify the partnership's Board of Trustees and the Education & Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of all funding received by the partnership, under the funding agreement in place between the partnership 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 2021.

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

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



Mr Richard Gill
Chief Executive Officer and Accounting Officer

Date: 16 December 2022

The Arthur Terry Learning Partnership
(A company limited by guarantee)

Statement of Trustees' responsibilities
for the year ended 31 August 2022

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:

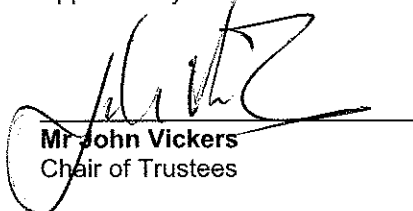
- select suitable accounting policies and then apply them consistently;
- observe the methods and principles of the Charities SORP 2019 and the Academies Accounts Direction 2021 to 2022;
- make judgements and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting 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 16 December 2022 and signed on its behalf by:


Mr John Vickers
Chair of Trustees

The Arthur Terry Learning Partnership
(A company limited by guarantee)

Independent auditor's Report on the financial statements to the Members of The Arthur Terry Learning Partnership

Opinion

We have audited the financial statements of The Arthur Terry Learning Partnership (the 'partnership') for the year ended 31 August 2022 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 2021 to 2022 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 partnership's affairs as at 31 August 2022 and of its incoming resources and application of resources, including its income and expenditure for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006, the Charities SORP 2019 and the Academies Accounts Direction 2021 to 2022 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 partnership 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 partnership'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.

The Arthur Terry Learning Partnership
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Independent auditor's Report on the financial statements to the Members of The Arthur Terry Learning Partnership (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 partnership and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' report including the Strategic report.

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

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

Responsibilities of trustees

As explained more fully in the Statement of trustees' responsibilities, the Trustees (who are also the directors of the partnership 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 partnership'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 partnership 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 The Arthur Terry Learning Partnership (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:

Our approach to identifying and assessing the risks of material misstatement in respect of irregularities, including fraud and non-compliance with laws and regulations, was as follows:

- the senior statutory auditor ensured that the engagement team collectively had the appropriate competence, capabilities and skills to identify or recognise non-compliance with applicable laws and regulations;
- we identified the laws and regulations applicable to the company through discussions with directors and other management, and from our commercial knowledge and experience of the academies sector;
- we focused on specific laws and regulations which we considered may have a direct material effect on the financial statements or the operations of the company, including the financial reporting legislation, Companies Act 2006, taxation legislation, anti-bribery, employment, and environmental and health and safety legislation;
- we assessed the extent of compliance with the laws and regulations identified above through making enquiries of management and inspecting legal correspondence; and
- identified laws and regulations were communicated within the audit team regularly and the team remained alert to instances of non-compliance throughout the audit.

We assessed the susceptibility of the company's financial statements to material misstatement, including obtaining an understanding of how fraud might occur, by:

- making enquiries of management as to where they considered there was susceptibility to fraud, their knowledge of actual, suspected and alleged fraud; and
- considering the internal controls in place to mitigate risks of fraud and non-compliance with laws and regulations.

To address the risk of fraud through management bias and override of controls, we:

- performed analytical procedures to identify any unusual or unexpected relationships;
- tested journal entries to identify unusual transactions;
- assessed whether judgements and assumptions made in determining the accounting estimates set out in Note 3 were indicative of potential bias; and
- investigated the rationale behind significant or unusual transactions.

In response to the risk of irregularities and non-compliance with laws and regulations, we designed procedures which included, but were not limited to:

- agreeing financial statement disclosures to underlying supporting documentation;
- reading the minutes of meetings of those charged with governance;
- enquiring of management as to actual and potential litigation and claims; and

The Arthur Terry Learning Partnership
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Independent auditor's Report on the financial statements to the Members of The Arthur Terry Learning Partnership (continued)

- reviewing correspondence with HMRC, relevant regulators and the company's legal advisors.

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

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

Use of our report

This report is made solely to the charitable partnership'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 partnership'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 partnership and its members, as a body, for our audit work, for this report, or for the opinions we have formed.



Mark Gurney FCCA (Senior statutory auditor)

for and on behalf of
Dains Audit Limited

Statutory Auditor
Chartered Accountants

Birmingham

16 December 2022

The Arthur Terry Learning Partnership
(A company limited by guarantee)

Independent Reporting Accountant's Assurance Report on Regularity to The Arthur Terry Learning Partnership and the Education & Skills Funding Agency

In accordance with the terms of our engagement letter dated 26 September 2022 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2021 to 2022, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by The Arthur Terry Learning Partnership during the year 1 September 2021 to 31 August 2022 have been applied to the purposes identified by Parliament and the financial transactions conform to the authorities which govern them.

This report is made solely to The Arthur Terry Learning Partnership and ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to The Arthur Terry Learning Partnership 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 The Arthur Terry Learning Partnership and ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of The Arthur Terry Learning Partnership's accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of The Arthur Terry Learning Partnership's funding agreement with the Secretary of State for Education dated 1 May 2012 and the Academy Trust Handbook, extant from 1 September 2021, for ensuring that expenditure disbursed and income received is applied for the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

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

Approach

We conducted our engagement in accordance with the 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 partnership's income and expenditure.

The Arthur Terry Learning Partnership
(A company limited by guarantee)

Independent Reporting Accountant's Assurance Report on Regularity to The Arthur Terry Learning Partnership and the Education & Skills Funding Agency (continued)

Conclusion

In the course of our work, nothing has come to our attention which suggest in all material respects the expenditure disbursed and income received during the year 1 September 2021 to 31 August 2022 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Dains Audit Limited

Dains Audit Limited

Statutory Auditor
Chartered Accountants

Birmingham

Date: 16 December 2022

The Arthur Terry Learning Partnership
(A company limited by guarantee)

Statement of financial activities (incorporating income and expenditure account)
for the year ended 31 August 2022

		Unrestricted funds 2022	Restricted funds 2022	Restricted fixed asset funds 2022	Total funds 2022	Total funds 2021
	Note	£000	£000	£000	£000	£000
Income from:						
Donations and capital grants:	4					
Transfer from local authority on conversion		841	(1,480)	15,449	14,810	-
Transfer of existing academy in to the partnership		-	(5,738)	8,693	2,955	-
Other donations and capital grants		95	-	2,121	2,216	9,092
Other trading activities		293	-	-	293	171
Investments	7	1	-	-	1	1
Charitable activities:						
Funding for the partnership's educational operations		591	58,143	-	58,734	48,811
Teaching school hub		7	1,690	-	1,697	1,736
Total income		1,828	52,615	26,263	80,706	59,811
Expenditure on:						
Charitable activities:						
Partnership's educational operations		982	61,298	3,393	65,673	51,284
Teaching school hub		-	1,480	-	1,480	1,573
Total expenditure		982	62,778	3,393	67,153	52,857
Net income/(expenditure)		846	(10,163)	22,870	13,553	6,954
Fund transfers	20	-	(940)	940	-	-
Net movement in funds before other recognised gains/(losses)		846	(11,103)	23,810	13,553	6,954
Actuarial gains/(losses) on defined benefit pension schemes	29	-	34,560	-	34,560	(4,064)
Net movement in funds		846	23,457	23,810	48,113	2,890
Reconciliation of funds:						
Total funds brought forward		3,461	(30,147)	90,534	63,848	60,958
Net movement in funds		846	23,457	23,810	48,113	2,890
Total funds carried forward		4,307	(6,690)	114,344	111,961	63,848

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

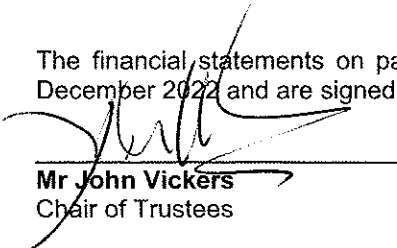
The notes on pages 42 to 82 form part of these financial statements.

The Arthur Terry Learning Partnership
(A company limited by guarantee)
Registered number: 07730920

Balance sheet
As at 31 August 2022

	Note	2022 £000	2021 £000
Fixed assets			
Tangible assets	16	110,585	88,180
Current assets			
Debtors	17	1,913	1,421
Cash at bank and in hand		15,641	13,213
		<u>17,554</u>	<u>14,634</u>
Creditors: amounts falling due within one year	18	(5,505)	(4,457)
Net current assets		<u>12,049</u>	<u>10,177</u>
Total assets less current liabilities		<u>122,634</u>	<u>98,357</u>
Creditors: amounts falling due after more than one year	19	(271)	(64)
Net assets excluding pension liability		<u>122,363</u>	<u>98,293</u>
Defined benefit pension scheme liability	29	(10,402)	(34,445)
Total net assets		<u><u>111,961</u></u>	<u><u>63,848</u></u>
Funds of the partnership			
Restricted funds:			
Restricted fixed asset funds	20	114,344	90,534
Restricted income funds	20	3,712	4,298
		<u>118,056</u>	<u>94,832</u>
Restricted funds excluding pension liability	20	118,056	94,832
Pension reserve	20	(10,402)	(34,445)
Total restricted funds	20	<u>107,654</u>	<u>60,387</u>
Unrestricted income funds	20	<u>4,307</u>	<u>3,461</u>
Total funds		<u><u>111,961</u></u>	<u><u>63,848</u></u>

The financial statements on pages 39 to 82 were approved by the Trustees, and authorised for issue on 16 December 2022 and are signed on their behalf, by:


Mr John Vickers
 Chair of Trustees

The notes on pages 42 to 82 form part of these financial statements.

The Arthur Terry Learning Partnership
(A company limited by guarantee)

Statement of cash flows
for the year ended 31 August 2022

	Note	2022 £000	2021 £000
Cash flows from operating activities			
Net cash provided by operating activities	22	1,403	3,562
Cash flows from investing activities	24	1,076	558
Cash flows from financing activities	23	(50)	(63)
Change in cash and cash equivalents in the year		2,429	4,057
Cash and cash equivalents at the beginning of the year		13,213	9,156
Cash and cash equivalents at the end of the year	25, 26	<u><u>15,642</u></u>	<u><u>13,213</u></u>

The notes on pages 42 to 82 form part of these financial statements

The Arthur Terry Learning Partnership
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Notes to the financial statements
for the year ended 31 August 2022

1. General information

The Arthur Terry Learning Partnership is a company limited by guarantee incorporated in England and Wales. The registered number of the company is 07730920 and its registered office is Kittoe Road, Sutton Coldfield, West Midlands, B74 4RZ. The principal activity of the partnership is given in the Trustees Report.

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

2. Accounting policies

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

2.1 Basis of preparation of financial statements

The financial statements of the partnership, 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 2021 to 2022 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

The Arthur Terry Learning Partnership meets the definition of a public benefit entity under FRS 102.

2.2 Going concern

The Trustees assess whether the use of going concern is appropriate i.e. whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the partnership to continue as a going concern. The Trustees make this assessment in respect of a period of at least one year from the date of authorisation for issue of the financial statements and have concluded that the partnership has adequate resources to continue in operational existence for the foreseeable future and there are no material uncertainties about the partnership's ability to continue as a going concern, thus they continue to adopt the going concern basis of accounting in preparing the financial statements.

2. Accounting policies (continued)

2.3 Income

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

- **Grants**

Grants are included in the statement of Financial Activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the balance sheet. Where income is received in advance of meeting any performance-related conditions, there is not unconditional entitlement to the income and its recognition is deferred and included in creditors as deferred income until the performance-related conditions are met. Where entitlement occurs before income is received, the income is accrued.

General Annual Grant is recognised in full in the statement of Financial Activities in the year for which it is receivable and any abatement in respect of the year is deducted from income and recognised as a liability.

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

- **Sponsorship income**

Sponsorship income provided to the partnership which amounts to a donation is recognised in the statement of Financial Activities in the year in which it is receivable (where there are no performance-related conditions) where receipt is probable and it can be measured reliably.

- **Donations**

Donations are recognised on a receivable basis (where there are no performance-related conditions) where the receipt is probable and the amount can be reliably measured.

- **Other income**

Other income, including the hire of facilities, is recognised in the year it is receivable and to the extent the partnership has provided the goods or services.

- **Donated goods, facilities and services**

Goods donated for resale are included at fair value, being the expected proceeds from sale less the expected costs of sale. If it is practical to assess the fair value at receipt, it is recognised in 'Stocks' and 'Income from Other Trading Activities'. Upon sale, the value of the stock is charged against 'Income from Other Trading Activities' and the proceeds are recognised as 'Income from Other Trading Activities'. Where it is impractical to fair value the items due to the volume of low value items they are not recognised in the financial statements until they are sold. This income is recognised within 'Income from Other Trading Activities'.

- **Transfer on conversion**

Where assets and liabilities are received by the partnership on conversion to an academy, the transferred assets are measured at fair value and recognised in the balance sheet at the point when the risks and rewards of ownership pass to the partnership. An equal amount of income is recognised as a transfer on conversion within 'Income from Donations and Capital Grants' to the net assets received.

2. Accounting policies (continued)

2.3 Income (continued)

- **Transfer of existing academies into the partnership**

Where assets and liabilities are received on the transfer of an existing academy into the partnership, 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 partnership. An equal amount of income is recognised for the transfer of an existing academy into the partnership within 'Income from Donations and Capital Grants' to the net assets acquired.

- **Donated fixed assets (excluding transfers on conversion or into the partnership)**

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 Capital Grants' and a corresponding amount is included in the appropriate fixed asset category and depreciated over the useful economic life in accordance with the partnership's accounting policies.

2.4 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.

- **Charitable activities**

These are costs incurred on the partnership's educational operations, including support costs and costs relating to the governance of the partnership apportioned to charitable activities.

All resources expended are inclusive of irrecoverable VAT.

2.5 Interest receivable

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the partnership; this is normally upon notification of the interest paid or payable by the institution with whom the funds are deposited.

2.6 Taxation

The partnership 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 partnership 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.

The Arthur Terry Learning Partnership
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Notes to the financial statements
for the year ended 31 August 2022

2. Accounting policies (continued)

2.7 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.

The partnership occupies:

- (a) land provided to it by the Local Authority under a 125-year lease;
- (b) land provided to it by site trustees under a mere licence (also referred to as a Church Supplemental Agreement) which contains a two year notice period,

In respect of the above:

- (a) A figure is entered that reflects advice taken on the value of the lease;
- (b) Having considered the fact that the partnership occupies the land and such buildings that may be or may come to be erected on it by a mere licence that transfers to the partnership no rights or control over the site, save that of occupying it at the will of the site trustees under the terms of the relevant site trust, the directors have concluded that the value of the land and buildings occupied by the academy trust will not be recognised on the balance sheet of the partnership.

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 bases:

Freehold property	- 2% Straight line
Longterm leasehold land	- over the life of the lease
Longterm leasehold property	- 2% Straight line
Fixture and fittings	- 10% Straight line
Computer equipment	- 30% Straight line
Motor vehicles	- 25% Straight line

Assets in the course of construction are included at cost. Depreciation on these assets is not charged until they are brought into use and reclassified to freehold or leasehold land and buildings.

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.

2.8 Debtors

Trade and other debtors are recognised at the settlement amount after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

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Notes to the financial statements
for the year ended 31 August 2022

2. Accounting policies (continued)

2.9 Cash at bank and in hand

Cash at bank and in hand includes cash and short-term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

2.10 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 partnership anticipates it will pay to settle the debt or the amount it has received as advanced payments for the goods or services it must provide.

2.11 Provisions

Provisions are recognised when the partnership 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.

2.12 Financial instruments

The partnership only holds basic financial instruments as defined in FRS 102. The financial assets and financial liabilities of the partnership 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.

2.13 Leased assets

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

2. Accounting policies (continued)

2.14 Conversion to an academy trust

The conversion from a state maintained school to a partnership involved the transfer of identifiable assets and liabilities and the operation of the school for £NIL consideration. The substance of the transfer is that of a gift and it has been accounted for on that basis as set out below.

The assets and liabilities transferred on conversion from St Chad's CE Primary School and St Michael CofE (C) Primary School to the partnership have been valued at their fair value. The fair value has been derived based on that of equivalent items. The amounts have been recognised under the appropriate balance sheet categories, with a corresponding amount recognised in Income from Donations and Capital Grants in the Statement of Financial Activities and analysed under unrestricted funds, restricted general funds and restricted fixed asset funds.

Further details of the transactions are set out in note 27.

2.15 Pensions

Retirement benefits to employees of the partnership 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 partnership 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 partnership 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.

2.16 Agency arrangements

The partnership acts as an agent in distributing 16-19 bursary funds from ESFA. Payments received from ESFA and subsequent disbursements to students are excluded from the statement of financial activities as the partnership does not have control over the charitable application of the funds. The funds received and paid and any balances held are disclosed in note 32.

2. Accounting policies (continued)

2.17 Fund accounting

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

Designated funds comprise unrestricted funds that have been set aside by the Trustees for particular purposes. The aim and use of each designated fund is set out in the notes to the financial statements.

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.

Investment income, gains and losses are allocated to the appropriate fund.

3. Critical accounting estimates and areas of judgement

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

Critical accounting estimates and assumptions:

Critical accounting estimates and assumptions:

The partnership 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 29, 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 2022. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

Critical areas of judgement:

The preparation of the financial statements in conformity with generally accepted accounting principals requires the Trustees to make estimates and assumptions that affect the reported amount of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results in the future could differ from those estimates. In this regard, the Trustees believe that the critical accounting policies where judgements or estimating are necessarily applied are summarised below.

Depreciation and residual values

The Trustees have reviewed the asset lives and associated residual values of all fixed asset classes and have concluded that asset lives and residual values are appropriate.

The Arthur Terry Learning Partnership
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Notes to the financial statements
for the year ended 31 August 2022

4. Donations and capital grants

	Unrestricted funds 2022 £000	Restricted funds 2022 £000	Restricted fixed asset funds 2022 £000	Total funds 2022 £000
Transfer from local authority on conversion	841	(1,480)	34	(605)
Transfer of existing academies	-	(5,738)	8,693	2,955
Donations	95	-	15,415	15,510
Capital Grants	-	-	2,121	2,121
	<u>936</u>	<u>(7,218)</u>	<u>26,263</u>	<u>19,981</u>
	<u>936</u>	<u>(7,218)</u>	<u>26,263</u>	<u>19,981</u>
	Unrestricted funds 2021 £000	Restricted funds 2021 £000	Restricted fixed asset funds 2021 £000	Total funds 2021 £000
Transfer from local authority on conversion	192	(88)	6,617	6,721
Donations	107	-	276	383
Capital Grants	-	-	1,988	1,988
	<u>299</u>	<u>(88)</u>	<u>8,881</u>	<u>9,092</u>
	<u>299</u>	<u>(88)</u>	<u>8,881</u>	<u>9,092</u>

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Notes to the financial statements
for the year ended 31 August 2022

5. Funding for the partnership's charitable activities

	Unrestricted funds 2022 £000	Restricted funds 2022 £000	Total funds 2022 £000
Educational operations			
DfE/ESFA grants			
Educational activities	-	51,055	51,055
Other DfE/ESFA grants			
Pupil Premium	-	2,716	2,716
UNIFSM	-	441	441
Start up grant	-	50	50
Rates relief	-	121	121
Teachers' pay and Teachers' pension grants	-	825	825
Others DfE /ESFA grants	-	99	99
	-	55,307	55,307
Other Government grants			
Local authority grants	-	1,438	1,438
	-	1,438	1,438
Other income from the partnership's educational operations	591	952	1,543
COVID-19 additional funding (DfE/ESFA)			
Catch-up Premium	-	100	100
Other DfE/ESFA COVID-19 funding	-	346	346
	-	446	446
	591	58,143	58,734
Teaching school hub			
DfE/ESFA grants	-	973	973
Other Government grants	-	228	228
Other income	7	489	496
	7	1,690	1,697
	598	59,833	60,431

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Notes to the financial statements
for the year ended 31 August 2022

5. Funding for the partnership's charitable activities (continued)

	Unrestricted funds 2021 £000	Restricted funds 2021 £000	Total funds 2021 £000
Educational operations			
DfE/ESFA grants			
Educational activities	-	41,013	41,013
Other DfE/ESFA grants			
Pupil Premium	-	2,265	2,265
UNIFSM	-	444	444
Start up grant	-	24	24
Rates relief	-	169	169
Teachers' pay and Teachers' pension grants	-	1,892	1,892
Others DfE /ESFA grants	-	211	211
	-	46,018	46,018
Other Government grants			
Local authority grants	-	1,370	1,370
	-	1,370	1,370
Other income from the partnership's educational operations	56	585	641
COVID-19 additional funding (DfE/ESFA)			
Catch-up Premium	-	601	601
Other DfE/ESFA COVID-19 funding	-	181	181
	-	782	782
	56	48,755	48,811
Teaching school hub			
DfE/ESFA grants	-	499	499
Other Government grants	-	713	713
Other income	-	524	524
	-	1,736	1,736
	56	50,491	50,547

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Notes to the financial statements
for the year ended 31 August 2022

5. Funding for the partnership's charitable activities (continued)

The partnership received £100,000 (2021 - £601,000) of funding for catch-up premium and costs incurred in respect of this funding totalling £100,000 (2021 - £369,000). 2020/21 remaining balance of £232,000 was spent in 2021/22.

Other income from the partnership's educational operations include school trips income, school meals income and other income.

6. Other trading activities

	Unrestricted funds 2022 £000	Total funds 2022 £000
Letting income	138	138
Salary and expenditure recharges	40	40
Other income	115	115
	<hr/>	<hr/>
	293	293
	<hr/> <hr/>	<hr/> <hr/>

	Unrestricted funds 2021 £000	Total funds 2021 £000
Letting income	55	55
Salary and expenditure recharges	56	56
Other income	60	60
	<hr/>	<hr/>
	171	171
	<hr/> <hr/>	<hr/> <hr/>

The Arthur Terry Learning Partnership
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Notes to the financial statements
for the year ended 31 August 2022

7. Investment income

	Unrestricted funds 2022 £000	Total funds 2022 £000
Bank interest	1	1

	Unrestricted funds 2021 £000	Total funds 2021 £000
Bank interest	1	1

The Arthur Terry Learning Partnership
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Notes to the financial statements
for the year ended 31 August 2022

8. Expenditure

	Staff Costs 2022 £000	Premises 2022 £000	Other 2022 £000	Total 2022 £000
Educational operations:				
Direct costs	44,115	170	6,353	50,638
Allocated support costs	6,063	5,875	3,097	15,035
Direct costs - Teaching school hub:				
Direct costs	392	-	945	1,337
Allocated support costs	-	-	143	143
	<u>50,570</u>	<u>6,045</u>	<u>10,538</u>	<u>67,153</u>
	<u>50,570</u>	<u>6,045</u>	<u>10,538</u>	<u>67,153</u>
	Staff Costs 2021 £000	Premises 2021 £000	Other 2021 £000	Total 2021 £000
Educational operations:				
Direct costs	34,883	198	3,417	38,498
Allocated support costs	5,497	4,561	2,728	12,786
Direct costs - Teaching school hub:				
Direct costs	469	-	1,104	1,573
	<u>40,849</u>	<u>4,759</u>	<u>7,249</u>	<u>52,857</u>
	<u>40,849</u>	<u>4,759</u>	<u>7,249</u>	<u>52,857</u>

The Arthur Terry Learning Partnership
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Notes to the financial statements
for the year ended 31 August 2022

9. Analysis of expenditure by activities

	Activities undertaken directly 2022 £000	Support costs 2022 £000	Total funds 2022 £000
Educational operations	50,639	15,035	65,674
Teaching school hub	1,337	143	1,480
	<u>51,976</u>	<u>15,178</u>	<u>67,153</u>

	Activities undertaken directly 2021 £000	Support costs 2021 £000	Total funds 2021 £000
Educational operations	38,498	12,786	51,284
Teaching school	1,573	-	1,573
	<u>40,071</u>	<u>12,786</u>	<u>52,857</u>

The Arthur Terry Learning Partnership
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Notes to the financial statements
for the year ended 31 August 2022

9. Analysis of expenditure by activities (continued)

Analysis of direct costs

	Educational operations 2022 £000	Teaching school hub 2022 £000	Total funds 2022 £000
Pension finance costs	666	-	666
Staff costs	42,082	392	42,474
Educational supplies	4,404	897	5,301
Examination fees	535	-	535
Staff development and recruitment	181	48	229
Educational consultancy	567	-	567
Insurance	170	-	170
Agency staff	2,033	-	2,033
	<u>50,638</u>	<u>1,337</u>	<u>51,975</u>

	Educational operations 2021 £000	Teaching school hub 2021 £000	Total funds 2021 £000
Pension finance costs	452	-	452
Staff costs	33,923	469	34,392
Educational supplies	2,296	1,104	3,400
Examination fees	388	-	388
Staff development and recruitment	89	-	89
Educational consultancy	202	-	202
Insurance	198	-	198
Agency staff	950	-	950
	<u>38,498</u>	<u>1,573</u>	<u>40,071</u>

The Arthur Terry Learning Partnership
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Notes to the financial statements
for the year ended 31 August 2022

9. Analysis of expenditure by activities (continued)

Analysis of support costs

	Educational operations 2022 £000	Teaching school hub 2022 £000	Total funds 2022 £000
Staff costs	6,063	-	6,063
Depreciation	2,784	-	2,784
Maintenance of premises and equipment	2,473	-	2,473
Rent and rates	344	-	344
Heat and light	1,065	-	1,065
Travel	88	-	88
Catering	1,089	-	1,089
Technology costs	573	16	589
Office expenses	471	125	596
Governance	85	2	87
	15,035	143	15,178
	15,035	143	15,178

	Educational operations 2021 £000	Teaching school hub 2021 £000	Total funds 2021 £000
Staff costs	5,497	-	5,497
Depreciation	2,162	-	2,162
Maintenance of premises and equipment	2,356	-	2,356
Rent and rates	295	-	295
Heat and light	784	-	784
Travel	50	-	50
Catering	852	-	852
Technology costs	348	-	348
Office expenses	387	-	387
Governance	55	-	55
	12,786	-	12,786
	12,786	-	12,786

The Arthur Terry Learning Partnership
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Notes to the financial statements
for the year ended 31 August 2022

10. Net income/(expenditure)

Net income/(expenditure) for the year includes:

	2022	2021
	£000	£000
Operating lease rentals	53	75
BSF / PFI contract expenditure	651	927
Depreciation of tangible fixed assets	2,783	2,024
	<u> </u>	<u> </u>

11. Auditor's remuneration

	2022	2021
	£000	£000
Fees payable to the partnership's Auditor for the audit of the partnership's annual financial statements	35	41
Fees payable to the partnership's auditor in respect of:		
Taxation compliance services	1	1
Other services	11	22
	<u> </u>	<u> </u>

The Arthur Terry Learning Partnership
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Notes to the financial statements
for the year ended 31 August 2022

12. Staff

a. Staff costs

Staff costs during the year were as follows:

	2022 £000	2021 £000
Wages and salaries	33,582	28,185
Social security costs	3,511	2,890
Pension costs	11,427	8,814
	<u>48,520</u>	<u>39,889</u>
Agency staff costs	2,033	960
Staff restructuring costs	17	-
	<u>50,570</u>	<u>40,849</u>

Staff restructuring costs comprise:

	2022 £000	2021 £000
Severance payments	17	-
	<u>17</u>	<u>-</u>

b. Severance payments

The partnership paid 2 severance payments in the year (2021 - none), disclosed in the following bands:

	2022 No.	2021 No.
£0 - £25,000	2	-
	<u>2</u>	<u>-</u>

c. Special staff severance payments

The value of all special staff severance payments made by the partnership during the period was £16,500 (2021 - £Nil). Individually the payments made were £12,000 and £4,500.

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Notes to the financial statements
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12. Staff (continued)

d. Staff numbers

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

	2022	2021
	No.	No.
Teachers	617	560
Support staff	664	587
Management	22	11
	1,303	1,158

e. Higher paid staff

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

	2022	2021
	No.	No.
In the band £60,001 - £70,000	20	19
In the band £70,001 - £80,000	13	11
In the band £80,001 - £90,000	3	2
In the band £90,001 - £100,000	3	3
In the band £100,001 - £110,000	1	-
In the band £110,001 - £120,000	1	2
In the band £130,001 - £140,000	1	1

f. Key management personnel

The key management personnel of the partnership comprise the Trustees and the Executive team as listed on page 2. 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 partnership was £518,000 (2021 - £497,000).

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Notes to the financial statements
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13. Central services

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

- Human resources
- Educational services
- Financial services
- Operations
- Legal and Governance
- Others as arising

The partnership charges for these services on the following basis:

Flat percentage of General Annual Grant (4.5%).

The actual amounts charged during the year were as follows:

	2022	2021
	£000	£000
Arthur Terry School	638	386
Stockland Green School	331	208
Slade Primary School	167	88
Brookvale Primary School	99	42
Hill West Primary School	137	74
Mere Green Primary School	172	103
The Coleshill School	604	273
Scotch Orchard Primary School	55	33
Two Gates Primary School	110	55
Curdworth Primary School	40	22
William MacGregor Primary School	81	38
Nether Stowe School	314	156
John Wilmott School	494	247
Coton Green Primary School	74	53
Greysbrookes Primary School	48	16
Osborne Primary School	189	34
St Michael's CofE (C) Primary School	102	-
St Chad's CE Primary School	52	-
West Coventry Academy	328	-
Total	4,035	1,828

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14. Related party transaction - Trustees' remuneration and expenses

One or more Trustees has been paid remuneration or has received other benefits from an employment with the partnership. 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:

		2022	2021
		£000	£000
Mr Richard Gill, CEO & Accounting Officer (resigned as Trustee on 18 November 2021))	Remuneration	30 - 35	135 - 140
	Pension contributions paid	5 - 10	30 - 35

During the year ended 31 August 2022, travel and subsistence expenses totalling £NIL were reimbursed or paid directly to no Trustees (2021 - £NIL).

15. Trustees' and Officers' insurance

In accordance with normal commercial practice, the partnership 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 £5,000,000 on any one claim and the cost for the year ended 31 August 2022 was £362 (2021 - £424). The cost of this insurance is included in the total insurance cost.

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16. Tangible fixed assets

	Land and buildings £000	Fixture and fittings £000	Computer equipment £000	Motor vehicles £000	Total £000
Cost or valuation					
At 1 September 2021	95,083	3,148	2,527	36	100,794
Additions	6	452	588	-	1,046
Acquired on conversion	24,068	74	-	-	24,142
At 31 August 2022	119,157	3,674	3,115	36	125,982
Depreciation					
At 1 September 2021	10,143	901	1,538	32	12,614
Charge for the year	1,951	341	490	1	2,783
At 31 August 2022	12,094	1,242	2,028	33	15,397
Net book value					
At 31 August 2022	107,063	2,432	1,087	3	110,585
At 31 August 2021	84,940	2,247	989	4	88,180

Included in land and buildings are £5,047,000 of freehold land and buildings. The remaining of £102,016,000 are leasehold land and buildings.

17. Debtors

	2022 £000	2021 £000
Due within one year		
Trade debtors	426	137
Other debtors	470	240
Prepayments and accrued income	1,017	1,044
	1,913	1,421

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Notes to the financial statements
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18. Creditors: Amounts falling due within one year

	2022	2021
	£000	£000
Other loans	77	50
Trade creditors	2,508	1,643
Other taxation and social security	934	729
Other creditors	956	767
Accruals and deferred income	1,030	1,268
	<u>5,505</u>	<u>4,457</u>
	2022	2021
	£000	£000
Deferred income at 1 September 2021	364	499
Resources deferred during the year	390	364
Amounts released from previous periods	(364)	(499)
	<u>390</u>	<u>364</u>

At the balance sheet date the partnership was holding funds received in advance for educational grants, rates relief grants and trips booked for the year ending 31 August 2023.

Other loans is made up of interest free "Salix" loans from the ESFA and loans with local authorities which were inherited with schools converting into the partnership. These loans are repayable in either quarterly or half yearly installments until 2024.

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

	2022	2021
	£000	£000
Other loans	271	64

Other loans is made up of interest free "Salix" loans from the ESFA and loans with local authorities which were inherited with schools converting into the partnership. These loans are repayable in either quarterly or half yearly installments until 2024.

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Notes to the financial statements
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20. Statement of funds

	Balance at 1 September 2021 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2022 £000
Unrestricted funds						
Designated funds						
Designated Fund	1,643	-	-	(556)	-	1,087
General funds						
General Funds	1,818	1,821	(975)	556	-	3,220
Teaching School Hub	-	7	(7)	-	-	-
	<u>1,818</u>	<u>1,828</u>	<u>(982)</u>	<u>556</u>	<u>-</u>	<u>3,220</u>
Total Unrestricted funds	<u>3,461</u>	<u>1,828</u>	<u>(982)</u>	<u>-</u>	<u>-</u>	<u>4,307</u>
Restricted general funds						
General Annual Grant (GAG)	3,350	51,054	(51,438)	(534)	-	2,432
UIFSM	-	441	(441)	-	-	-
Pupil Premium	-	2,716	(2,716)	-	-	-
Catch-up Premium	232	100	(332)	-	-	-
Other DfE/ESFA COVID-19	-	346	(286)	-	-	60
Teachers Pay & Pension grant	-	246	(246)	-	-	-
Other DfE / EFSA grants	-	850	(442)	-	-	408
Other government grants	-	1,438	(1,153)	-	-	285
Teaching school hub	716	1,690	(1,473)	(406)	-	527
Other income	-	332	(332)	-	-	-
Pension reserve	(34,445)	(6,598)	(3,919)	-	34,560	(10,402)
	<u>(30,147)</u>	<u>52,615</u>	<u>(62,778)</u>	<u>(940)</u>	<u>34,560</u>	<u>(6,690)</u>

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20. Statement of funds (continued)

	Balance at 1 September 2021 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2022 £000
Restricted fixed asset funds						
School Condition Allocation	2,256	1,845	(483)	(41)	-	3,577
Other Fixed Asset funds	88,278	24,418	(2,910)	981	-	110,767
	<u>90,534</u>	<u>26,263</u>	<u>(3,393)</u>	<u>940</u>	<u>-</u>	<u>114,344</u>
Total Restricted funds	<u>60,387</u>	<u>78,878</u>	<u>(66,171)</u>	<u>-</u>	<u>34,560</u>	<u>107,654</u>
Total funds	<u><u>63,848</u></u>	<u><u>80,706</u></u>	<u><u>(67,153)</u></u>	<u><u>-</u></u>	<u><u>34,560</u></u>	<u><u>111,961</u></u>

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

Designated funds

This fund represents funds which the Trustees have earmarked for future projects.

Restricted general funds

This fund represents grants and other income received for the partnership's operational activities and development.

Pension reserve

The pension reserve included within restricted general funds represents the partnership's share of the pension liability arising on the LGPS pension fund.

Restricted fixed asset funds

This fund represents grants and other income received to carry out works of a capital nature.

Transfers between funds

Transfers between funds relate to purchases of a capital nature expenditure being funded by GAG, other DfE/ESFA grants and other funding.

Under the funding agreement with the Secretary of State, the partnership was not subject to a limit on the amount of GAG it could carry forward at 31 August 2022.

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20. Statement of funds (continued)

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

	Balance at 1 September 2020 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2021 £000
Unrestricted funds						
Designated funds						
Designated Fund	1,263	-	-	380	-	1,643
General funds						
General Funds	1,799	527	(128)	(380)	-	1,818
Total Unrestricted funds	3,062	527	(128)	-	-	3,461
Restricted general funds						
General Annual Grant (GAG)	2,865	41,012	(38,978)	(1,549)	-	3,350
UIFSM	-	444	(444)	-	-	-
Pupil Premium	-	2,265	(2,265)	-	-	-
Catch-up Premium	-	601	(369)	-	-	232
Other DfE/ESFA COVID-19	-	181	(181)	-	-	-
Teachers Pay & Pension grant	-	1,892	(1,892)	-	-	-
Other DfE / EFSA grants	-	403	(403)	-	-	-
Other government grants	-	1,957	(1,957)	-	-	-
Teaching school hub	553	1,736	(1,573)	-	-	716
Pension reserve	(28,066)	(88)	(2,227)	-	(4,064)	(34,445)
	(24,648)	50,403	(50,289)	(1,549)	(4,064)	(30,147)

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20. Statement of funds (continued)

	Balance at 1 September 2020 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2021 £000
Restricted fixed asset funds						
School Condition Allocation	935	1,654	(92)	(241)	-	2,256
Other Fixed Asset funds	81,609	7,227	(2,348)	1,790	-	88,278
	<u>82,544</u>	<u>8,881</u>	<u>(2,440)</u>	<u>1,549</u>	<u>-</u>	<u>90,534</u>
Total Restricted funds	<u>57,896</u>	<u>59,284</u>	<u>(52,729)</u>	<u>-</u>	<u>(4,064)</u>	<u>60,387</u>
Total funds	<u><u>60,958</u></u>	<u><u>59,811</u></u>	<u><u>(52,857)</u></u>	<u><u>-</u></u>	<u><u>(4,064)</u></u>	<u><u>63,848</u></u>

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20. Statement of funds (continued)

Total funds analysis by academy

Fund balances at 31 August 2022 were allocated as follows:

	2022	2021
	£000	£000
Arthur Terry Learning Partnership	7,531	2,364
Arthur Terry School	-	111
Stockland Green School	-	1,445
Slade Primary School	-	690
Brookvale Primary School	-	211
Hill West Primary School	-	151
Mere Green School	-	870
The Coleshill School	-	(2)
Scotch Orchard School	-	132
Nether Stowe School	-	115
Curdworth Primary School	-	66
Two Gates Primary School	-	317
William MacGregor Primary School	-	83
John Willmott School	-	532
Coton Green Primary School	-	334
Osborne Primary School	-	107
Greysbrooke Primary School	-	233
St Michael's CofE (C) Primary School	-	-
St Chad's CE Primary School	-	-
West Coventry Academy	-	-
Teaching School Hub	488	-
Total before fixed asset funds and pension reserve	8,019	7,759
Restricted fixed asset fund	114,344	90,534
Pension reserve	(10,402)	(34,445)
Total	111,961	63,848

During the year, a fully centralised budgeting approach was approved and adopted, meaning that funding was transferred centrally to mirror accountability of school improvement and support teams. As such, the reserves policy was reviewed to consolidate school balances under a common value. Schools continue to benefit from central funds and teams.

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Notes to the financial statements
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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 £000	Other support staff costs £000	Educational supplies £000	Other costs excluding depreciation £000	Total 2022 £000
Arthur Terry Learning Partnership	5,108	2,534	1,768	4,809	14,219
Arthur Terry School	7,290	501	400	648	8,839
Stockland Green School	3,527	305	338	263	4,433
Slade Primary School	1,666	144	188	132	2,130
Brookvale Primary School	657	101	84	32	874
Hill West Primary School	1,542	102	109	87	1,840
Mere Green School	1,941	195	131	125	2,392
The Coleshill School	4,781	593	526	155	6,055
Scotch Orchard School	655	57	85	40	837
Nether Stowe School	3,088	239	189	173	3,689
Curdworth Primary School	412	36	54	16	518
Two Gates Primary School	1,061	115	81	74	1,331
William MacGregor Primary School	713	66	29	73	881
John Willmott School	4,270	435	548	194	5,447
Coton Green Primary School	1,020	88	86	34	1,228
Osborne Primary School	1,510	115	78	20	1,723
Greysbrooke Primary School	689	55	73	64	881
St Michael's CofE (C) Primary School	859	44	60	46	1,009
St Chad's CE Primary School	478	83	32	28	621
West Coventry Academy	3,513	255	82	91	3,941
Teaching School Hub	392	-	946	143	1,481
Partnership	45,172	6,063	5,887	7,247	64,369

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20. Statement of funds (continued)

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

	Teaching and educational support staff costs £000	Other support staff costs £000	Educational supplies £000	Other costs excluding depreciation £000	Total 2021 £000
Arthur Terry Learning Partnership	(284)	2,157	124	461	2,458
Arthur Terry School	7,165	674	403	2,220	10,462
Stockland Green School	3,567	312	258	881	5,018
Slade Primary School	1,564	133	144	350	2,191
Brookvale Primary School	714	100	50	198	1,062
Hill West Primary School	1,439	90	64	303	1,896
Mere Green School	1,808	184	77	385	2,454
The Coleshill School	4,876	581	702	317	6,476
Scotch Orchard School	654	52	10	142	858
Nether Stowe School	2,903	400	187	519	4,009
Curdworth Primary School	430	32	28	92	582
Two Gates Primary School	1,079	98	86	202	1,465
William MacGregor Primary School	709	82	69	183	1,043
John Willmott School	4,143	409	376	1,078	6,006
Coton Green Primary School	982	125	39	215	1,361
Osborne Primary School	599	47	37	72	755
Greysbrooke Primary School	268	22	32	50	372
Partnership	32,616	5,498	2,686	7,668	48,468

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Notes to the financial statements
for the year ended 31 August 2022

21. Analysis of net assets between funds

Analysis of net assets between funds - current year

	Unrestricted funds 2022 £000	Restricted funds 2022 £000	Restricted fixed asset funds 2022 £000	Total funds 2022 £000
Tangible fixed assets	-	-	110,585	110,585
Current assets	4,307	9,424	3,823	17,554
Creditors due within one year	-	(5,471)	(34)	(5,505)
Creditors due in more than one year	-	(241)	(30)	(271)
Provisions for liabilities and charges	-	(10,402)	-	(10,402)
Total	4,307	(6,690)	114,344	111,961

Analysis of net assets between funds - prior year

	Unrestricted funds 2021 £000	Restricted funds 2021 £000	Restricted fixed asset funds 2021 £000	Total funds 2021 £000
Tangible fixed assets	-	-	88,180	88,180
Current assets	3,461	8,704	2,468	14,633
Creditors due within one year	-	(4,407)	(50)	(4,457)
Creditors due in more than one year	-	-	(64)	(64)
Provisions for liabilities and charges	-	(34,445)	-	(34,445)
Total	3,461	(30,148)	90,534	63,847

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

	2022 £000	2021 £000
Net income for the year (as per statement of Financial Activities)	13,553	6,954
Adjustments for:		
Depreciation	2,783	2,163
Interest receivable	(1)	(1)
(Increase)/decrease in debtors	(492)	375
Increase in creditors	1,022	622
Capital grants from DfE and other capital income	(2,121)	(2,263)
Defined benefit pension scheme cost less contributions payable	3,919	2,227
Loan liability inherited from local authority on conversion	284	-
Gift of property and assets on conversion	(24,142)	(6,603)
Defined benefit pension scheme on conversion	6,598	88
Net cash provided by operating activities	1,403	3,562

23. Cash flows from financing activities

	2022 £000	2021 £000
Repayments of borrowing	(50)	(63)
Net cash used in financing activities	(50)	(63)

24. Cash flows from investing activities

	2022 £000	2021 £000
Dividends, interest and rents from investments	1	1
Purchase of tangible fixed assets	(1,046)	(1,706)
Capital grants from DfE Group	2,121	2,263
Net cash provided by investing activities	1,076	558

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25. Analysis of cash and cash equivalents

	2022 £000	2021 £000
Cash in hand and at bank	15,642	13,213
Total cash and cash equivalents	15,642	13,213

26. Analysis of changes in net debt

	At 1 September 2021 £000	Cash flows £000	Transfer of existing academies £000	At 31 August 2022 £000
Cash at bank and in hand	13,213	2,428	-	15,641
Debt due within 1 year	(50)	16	(43)	(77)
Debt due after 1 year	(64)	34	(241)	(271)
	13,099	2,478	(284)	15,293

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Notes to the financial statements
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27. Conversion to an academy trust

During the year, an amount of £561,000 was formally transferred into the partnership in respect of the LGPS pension deficit relating to Osborne Primary School, which joined the partnership on 1 April 2021. In addition, a revenue budget surplus of £483,000 was transferred into the partnership relating to Osborne Primary School, which the partnership were unaware of at the point of the school joining the partnership.

On 1 February 2022 St Michael's CofE (C) Primary School converted to academy trust status under the Academies Act 2010 and all the operations and assets and liabilities were transferred to The Arthur Terry Learning Partnership from Staffordshire County Council 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 as Income from Donations and Capital Grants - transfer from local authority on conversion.

The following table sets out the fair values of the identifiable assets and liabilities transferred and an analysis of their recognition in the statement of Financial Activities.

	Unrestricted funds £000	Restricted funds £000	Restricted fixed asset funds £000	Total funds £000
Tangible fixed assets				
Leasehold land and buildings	-	-	34	34
Current assets				
Budget surplus on LA funds	187	-	-	187
LGPS Pension deficit	-	(480)	-	(480)
Net assets/(liabilities)	<u>187</u>	<u>(480)</u>	<u>34</u>	<u>(259)</u>

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27. Conversion to an academy trust (continued)

On 1 February 2022 St Chad's CE Primary School converted to academy trust status under the Academies Act 2010 and all the operations and assets and liabilities were transferred to The Arthur Terry Learning Partnership from Staffordshire County Council 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 as Income from Donations and Capital Grants - transfer from local authority on conversion.

The following table sets out the fair values of the identifiable assets and liabilities transferred and an analysis of their recognition in the statement of Financial Activities.

	Unrestricted funds £000	Restricted funds £000	Total funds £000
Current assets			
Budget surplus on LA funds	171	-	171
LGPS Pension deficit	-	(439)	(439)
Net assets/(liabilities)	<u>171</u>	<u>(439)</u>	<u>(268)</u>

28. Capital commitments

	2022 £000	2021 £000
Contracted for but not provided in these financial statements		
Acquisition of tangible fixed assets	<u>642</u>	<u>-</u>

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29. Pension commitments

The partnership'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 West Midlands Pension Fund, Staffordshire County Council and Warwickshire County Council. 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.

Contributions amounting to £956,000 were payable to the schemes at 31 August 2022 (2021 - £766,000) and are included within creditors.

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.

The Teachers' Pension Budgeting and Valuation Account

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 £5,463,000 (2021 - £4,597,000).

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

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

Notes to the financial statements
for the year ended 31 August 2022

29. 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 2022 was £3,144,000 (2021 - £2,713,000), of which employer's contributions totalled £2,454,000 (2021 - £2,223,000) and employees' contributions totalled £690,000 (2021 - £490,000). The agreed contribution rates for future years are 18.3 per cent for employers and 5.5 to 11.4 per cent for employees.

As described in note 27 the LGPS obligation relates to the employees of the partnership, who were the employees transferred as part of the conversion from the maintained school and new employees who were eligible to, and did, join the Scheme in the year. The obligation in respect of employees who transferred on conversion represents their cumulative service at both the predecessor school and the partnership at the balance sheet date.

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

Principal actuarial assumptions

	2022	2021
	%	%
Rate of increase in salaries	3.80	3.65
Rate of increase for pensions in payment/inflation	3.05	2.90
Discount rate for scheme liabilities	4.25	1.65
Inflation assumption (CPI)	3.05	2.90

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

	2022	2021
	Years	Years
Retiring today		
Males	21.4	21.7
Females	23.9	24.1
Retiring in 20 years		
Males	22.6	23.0
Females	25.7	25.9

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Notes to the financial statements
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29. Pension commitments (continued)

Sensitivity analysis

	2022	2021
	£000	£000
Discount rate +0.1%	(1,073)	(1,535)
Discount rate -0.1%	1,073	1,563
Mortality assumption - 1 year increase	1,882	192
Mortality assumption - 1 year decrease	(1,882)	(191)
CPI rate +0.1%	929	1,741
CPI rate -0.1%	(929)	(1,325)

Share of scheme assets

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

	At 31	At 31
	August 2022	August 2021
	£000	£000
Equities	24,549	17,233
Gilts	-	3,579
Corporate bonds	7,647	1,057
Property	-	2,113
Cash and other liquid assets	3,144	935
Other	1,301	2,417
Total market value of assets	36,641	27,334

The actual return on scheme assets was £2,789,000 (2021 - £3,993,000).

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

	2022	2021
	£000	£000
Current service cost	(5,707)	(3,998)
Interest income	554	356
Interest cost	(1,220)	(806)
Administrative expenses	-	(2)
Total amount recognised in the Statement of financial activities	(6,373)	(4,450)

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Notes to the financial statements
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29. Pension commitments (continued)

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

	2022	2021
	£000	£000
At 1 September	61,779	48,609
Conversion of academy trusts	14,175	272
Current service costs	5,707	3,998
Interest cost	1,220	806
Employee contributions	690	490
Actuarial losses	(36,167)	7,939
Benefits paid	(361)	(335)
At 31 August	47,043	61,779

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

	2022	2021
	£000	£000
At 1 September	27,334	20,543
Conversion of academy trusts	7,577	184
Interest income	554	356
Actuarial (losses)/gains	(1,607)	3,875
Employer contributions	2,454	2,223
Employee contributions	690	490
Benefits paid	(361)	(335)
Administrative expenses	-	(2)
At 31 August	36,641	27,334

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Notes to the financial statements
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30. Operating lease commitments

At 31 August 2022 the partnership had commitments to make future minimum lease payments under non-cancellable operating leases as follows:

	2022	2021
	£000	£000
Land and buildings		
Not later than 1 year	1,202	1,039
Later than 1 year and not later than 5 years	6,412	4,498
Later than 5 years	35,467	15,518
	<u>43,081</u>	<u>21,055</u>

The commitment under land and buildings represents the total amount payable under the BSF / PFI contracts that the partnership is subject to.

	2022	2021
	£000	£000
Other		
Not later than 1 year	34	52
Later than 1 year and not later than 5 years	9	44
	<u>43</u>	<u>96</u>

31. 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.

32. Related party transactions

No related party transactions took place in the period of account, other than certain trustees' remuneration and expenses already disclosed in note 14.

33. Agency arrangements

The partnership distributes 16-19 bursary funds from the ESFA to students as an agent. In the accounting year ended 31 August 2022, the partnership received £67,000 (2021 - £74,000) and distributed £27,000 (2021 - £30,000).

At the balance sheet date there was £149,000 (2021 - £109,000) owing to specific pupils.

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Notes to the financial statements
for the year ended 31 August 2022

34. Controlling party

The partnership is controlled by the Board of Members.

35. Transfer of existing academies into the partnership

West Coventry Academy

	Value reported by transferring trust £000	Transfer in recognised £000
Tangible fixed assets		
Long-term leasehold property	8,619	8,619
Fixtures & fittings	74	74
Debtors due after one year	216	216
Creditors due within one year	(594)	(594)
Creditors due after one year	(242)	(242)
Pensions		
Pensions - pension scheme assets	6,422	6,422
Pensions - pension scheme liabilities	(11,540)	(11,540)
Net assets	<u>2,955</u>	<u>2,955</u>