

Company Registration Number: 10611866 (England & Wales)

**RALEIGH EDUCATION TRUST**  
(A Company Limited by Guarantee)

**Annual Report and Financial Statements**

**For the year ended 31 August 2023**

**RALEIGH EDUCATION TRUST**  
**(A Company Limited by Guarantee)**

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**RALEIGH EDUCATION TRUST**  
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**Reference and Administrative Details**

**Members**

Mrs S Thornton (Chair)  
Mr P Brown  
Mr D Stewart  
Mrs E Hartley  
Mr D Burnett (appointed 16 December 2022)

**Trustees**

Mrs E Hartley, Chair  
Mr T Shaw, Vice Chair, Standards and Achievement Chair, Safeguarding Trustee  
(resigned 6 October 2023)  
Ms G Spencer, Finance, Audit and Resource Chair  
Mr G Mansfield  
Prof B Youens  
Ms C Malik (resigned 20 September 2022)  
Mr B Coulson  
Ms E Ogden  
Mr M Clifford (resigned 31 August 2023)  
Ms H Grace (appointed 8 February 2023)  
Dr W McCulloch (appointed 18 October 2023)

**Company registered number**

10611866

**Company name**

Raleigh Education Trust

**Principal and registered office**

Ambleside Academy  
Minver Crescent  
Nottingham  
NG8 5PN

**Company secretary**

C Beardsall

**Chief executive officer**

S Kelly

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**Reference and Administrative Details (continued)**  
**For the year ended 31 August 2023**

**Central Executive Team and Senior Management Team**

Mr S Kelly, Chief Executive Officer  
Ms S Boaden, Chief Finance and Operations Officer  
Mr P Willott, Director of Education  
Mr A Pole, Finance Director  
Mrs S Lightburn, HR Director  
Mr A Morgan, Academy Principal (WOA), Trust EDI co-lead  
Ms J Bromley, Academy Principal (AMA)  
Mr L Morgan, Academy Principal (WEA)  
Mrs K Higginson, Academy Principal (UA and DA)  
Mrs S Kent, Assistant Chief Finance Officer  
Mrs E Browne, Executive Principal for Alternative Provision

**Independent auditors**

PKF Smith Cooper Audit Limited  
Statutory Auditors  
2 Lace Market Square  
Nottingham  
NG1 1PB

**Bankers**

Lloyds TSB  
Old Market Square  
Market Square House  
Nottingham  
NG1 6FD

**Solicitors**

Flint Bishop  
St Michaels Court  
St Michaels Lane  
Derby  
DE1 3HQ

**RALEIGH EDUCATION TRUST**  
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**Trustees' Report**  
**For the year ended 31 August 2023**

The Trustees present their annual report together with the financial statements and auditors' report of the charitable company for the year 1 September 2022 to 31 August 2023. The annual report serves the purposes of both a Trustees' report and a directors' report under company law.

The academy trust operates 5 academies for pupils aged 4 to 16 serving a catchment for our Primary School of Bilborough & Broxtowe. Our Special and Alternative Provision academies serve the City of Nottingham. The trust has a pupil capacity of 997 and had a roll of 1016 in the school census on 5 October 2023.

### **Introduction**

The trustees continue to recognise the difficulties pupils face in the aftermath of the pandemic and how their unique experiences are not reflected in government benchmarks, especially as the year 2022-23 brought more challenges following Ofqual's announcement of a return to pre-pandemic grading arrangements. By doing so, Ofqual acknowledged that individual school results were likely to be lower, further disadvantaging many of our pupils. However, despite these challenges, the trustees were pleased to see the pupils across the Trust achieve a well-rounded education and transition smoothly to their next steps.

Following a thematic analysis of inspection reports, all academies made literacy, particularly reading, a prominent feature. The Trust invested in external consultancy services, provided to all schools and the wider alternative provider network, to support professional development and cultivate each school's approach towards reading. This investment had a significant impact, creating a genuine enthusiasm for reading that permeates the entire organisation. In addition, all schools worked together to improve personal development opportunities. School leaders collaborated with the Trust team to create a comprehensive overview and detailed curriculum maps for each aspect. Lead schools are now assisting other leaders in further enhancing their offer, and all schools are publishing these overviews on their websites to improve pupils and families' understanding.

To improve oversight arrangements, the Trust piloted an Interim Executive Board for local governing body arrangements and implemented various internal scrutiny activities, such as cyber security and resource management for Unity Academy.

### **Development of the Trust**

The Trust was established in 2016 after the federated Westbury and Woodland's special schools decided to create a Sponsor Multi-Academy Trust.

Westbury Academy is a special school for children and young people between the ages of seven and sixteen who require education, health and care plans (EHCP) specifically related to social, emotional and mental health needs. The Trust oversaw a significant rebuilding project in 2018-19, which resulted in an investment of £4.7 million to open a new facility on the site. This development expanded the school's roll, increasing it from sixty to one hundred and four students.

During an ungraded inspection in September 2021, Ofsted inspectors noted a declining trend in the school's overall effectiveness grade. This assessment indicates that the school would receive a Requires Improvement judgement if the review was a graded inspection. The school was reinspected in November 2022, and received a good judgement across all framework areas.

Woodlands Academy is a special school that caters to children and young people aged between 3 to 16 years old. It provides support to those who have a broad range of special educational needs and disabilities and who receive an EHCP. The Trust recently oversaw a significant economic reorganization in which the Academy transitioned from a projected in-year deficit to a surplus position.

At the time of transfer, the school received a good rating from Ofsted. Reinspection took place in February 2020 and retained its Good rating. The inspection occurred during a period of natural turbulence resulting from the transfer of leadership and significant staffing upheaval. This context led inspectors to conclude that while the school remains good, some features may decline over time, and the school moved into a Section 5 schedule.

Over the last year, the school team has worked together effectively to transform the quality of provision. They have adapted the curriculum to respond well to changing cohorts, and attendance has improved significantly.

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**Trustees' Report (continued)**  
**For the year ended 31 August 2023**

Exclusions are low, and the use of physical intervention has decreased. The Academy has also invested considerably in a new ASD Enhanced Provision, a functional Life Skills Apartment, a new science laboratory, and a refurbished Dining Room. Externally, the school has benefitted from investment in a new all-weather PE facility, Eco Garden, and significant Play Areas.

Internal assessments indicate that the school remains firmly good.

Denewood Academy is a specialised institution that supports children and young people (ages 7 to 16) permanently excluded from mainstream schools. The school offers key stages two and three, with forty-two on-site provisions, and it oversees a similar number of pupils in alternative education. In 2022-23, the local authority requested an increase in on-site and intervention places due to the continuing rise in permanent exclusions. Following an agreement, the local authority invested in several capital projects to support growth and expansion plans were developed. In addition, the Trust reshaped the leadership and curriculum. The curriculum was designed to adopt a primary-based approach to education, emphasising relationships, curriculum breadth, and preparation for returning to mainstream education.

In February 2020, Denewood Academy welcomed inspectors for its first inspection following its sponsorship by the Trust; Ofsted rated it as good across all judgement areas, highlighting the significant impact of the work through the sponsor and academy colleagues, which moved the school from special measures to good.

In 2017, the Unity Learning Centre (PRU) transferred from the local authority to the Trust to become the sponsor after an Ofsted inspection in 2016 judged that the setting required improvement. Due to significant behavioural concerns on the premises, the local authority closed the site. It moved to a Hub and Spoke approach, with all young people educated in alternative education settings. The setting is funded to support 67 young people in key stage four (14 to 16) who have been permanently excluded from mainstream school.

In September 2021, Unity colleagues welcomed Ofsted inspectors for the first inspection following sponsorship by the Trust. The inspectors felt that the model inherited by the Trust was unusual, and variability was inevitable given the wide range of providers. Therefore, the new academy requires improvement. Given the profile of young people, the inspector's findings that Behaviour and Attitudes were now good were viewed positively. Following this inspection outcome, the Trust implemented a new leadership team comprising a newly appointed Academy Principal and a revised leadership team, including a Trust Alternative Provision Lead and Associate Principal, to support rapid improvement. The Trust also developed a strategic solution to the long-term challenges of high permanent exclusions in the City of Nottingham and the complex provider landscape. This development is outlined later in the Trustee Report.

In 2018, Ambleside Primary School was invited by the Regional Schools Commissioner to be sponsored by the Trust. This decision came after the school received an inadequate rating and was placed under special measures by Ofsted in 2016. To drive an improvement agenda, the Trust appointed a new Academy Principal in 2020 and invested in a new leadership team, curriculum, and assessment model. The Academy has a capacity of 570 pupils (3 to 11) and currently has 663 pupils enrolled.

In June 2022, the Trust completed an economic restructuring activity, and in July, Ofsted inspectors visited the school for its first inspection since the Trust began supporting the school. The inspectors acknowledged the improvements made since the previous inadequate rating and determined that the school now requires improvement. More details about this outcome are discussed later in the strategic report. However, Behaviour and Attitudes, Personal Development, and the Early Years Provision were assessed favourably.

As the Trust developed as a Multi-Academy Trust Sponsor, all onsite academy settings either retained a good rating or improved by one grade from their predecessor schools.

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**Trustees' Report (continued)**  
**For the year ended 31 August 2023**

**Structure, governance and management**

**a. Constitution**

The Trust is a charitable company limited by guarantee and an exempt charity.

The charitable company's Trust deed is the primary governing document of the Trust.

The Trustees of Raleigh Education Trust are also the directors of the charitable company for the purposes of company law.

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 Trust has, through its articles, indemnified its Trustees to the fullest extent permissible by law. During the period, the Trust also purchased and maintained liability insurance for its Trustees

**d. Method of recruitment and appointment or election of Trustees**

Trustees are appointed under the rules contained within the Memorandum and Articles of Association. The membership of the Trust Board and Academy Governing Bodies is in accordance with the structure contained within its Memorandum and Articles of Association. Parents and staff are seen as key members of the local governing bodies. Trustees and Governors are selected to have a breadth of skills that benefit the Trust as a whole. The members usually meet three times each year to review the work of the Trust Board and hold their AGM at the Autumn Term meeting. In 2022/23, Trustees met on seven occasions, with one of the meetings being an away day bringing Members, Trustees and Local Governors together to have wide-ranging discussions about the work of the Trust and its development.

Each Academy Governing Body meets at least six times a year, although ad hoc committees are used to meet specific remits at the agreement of the Chairperson and CEO (Chief Executive Officer). Academies at risk may have more meetings as determined by the CEO. There are regular skills audits of Trustees and Governors to ensure they have the right experience to carry out the range of functions.

The Trustees, who are also the Directors, are appointed under the terms of its Articles as follows:

- The number of Directors shall be not less than 3 but (unless otherwise determined by ordinary (resolution) shall not be subject to any maximum
- The members may appoint by ordinary resolution up to 5 Trustees
- The Trustees may appoint 'co-opted' Trustees under Article 58
- Minimum 2 Parent Trustees appointed under Articles 53 to 56 where the Trustees have not appointed Local Governing Bodies
- The Chief Executive Officer under Article 57

**Terms of office**

The term of office for any Director shall be 4 years unless varied by local agreement, save that this time limit shall not apply to the Chief Executive Officer. Subject to remaining eligible to be a particular type of Director, any

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**Trustees' Report (continued)**  
**For the year ended 31 August 2023**

**Structure, governance and management (continued)**

Director may be re-appointed or re-elected.

**e. Policies adopted for the induction and training of Trustees**

The Trust was incorporated and commenced operation on 6 October 2016. The Trust produces a detailed Governance Training Schedule for all Trustees and Governors to ensure they are fully informed of how the Trust works, its policies and delegated authority scheme. The Trust's highly experienced Governance Professional coordinates and monitors all training and induction activities. The creation of the MAT (Multi Academy Trust) Local Governing Bodies in March 2021 was to oversee the running of each academy with a key focus on monitoring pupil's progress and wellbeing. The Trust is highly committed to Trustee and Governor training, and there are two compulsory training sessions for Governors each year and external training opportunities. These include safeguarding training for all Trustees and Governors. Some Governors are given specific duties, and all Governors can join any subcommittees arranged.

The scheme of delegated authority is debated each year by the Trust Board, and then approved for the following year. The Board also endorse the policy schedules, where the Trust sets and approves policies and layers of accountability. The Governors are provided with access to all policies, procedures, and the scheme of delegated authority. Where Governors have professional skills, the Trust will seek to utilise these within the relevant committee. Governors are also encouraged to attend "whole school" events and, where appropriate, staff training sessions. Every two years, the Trust conducts a skills audit of the Trust Board and Academy Governing Bodies to ensure the correct balance of skills to carry out their duties. Trustees commissioned an external review of governance in the spring of 2021, which found all levels of governance effective. The review introduced a broad range of recommendations, and in response to these, Trustees have established a subcommittee to drive further improvements.

The Trust has established several fundamental principles that all academies work to, balancing standardisation, alignment, and autonomy effectively. The critical standardised approach relates to the requirements set out in the Academy Trust Handbook, specifically finance where Trustees have adopted a GAG (General Annual Grant) Pooled Model. All academies are expected to set a balanced budget each year. This approach has led to excellent budget discipline by Principals in all our schools.

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**Trustees' Report (continued)**  
**For the year ended 31 August 2023**

**Structure, governance and management (continued)**

**f. Organisational structure**

The organisational structure consists of five levels: Members, Trustees/Directors, Governors, executive leadership team and senior leadership teams. The Trust Board publishes in September each year guidance that sets out the full remit for each committee and the role of the executive, plus a detailed timetable for all committees and reports. The complete scheme of delegated authority is posted on the Trust website.

Trustees set the annual budget and focus on monitoring the performance of each academy both financially and educationally whilst ensuring compliance through monitoring reports. All Trustees receive monthly management accounts to ensure they are kept informed of the Trust's financial activity.

The organisational structure seeks to devolve responsibility to the lowest level applicable and encourage involvement in decision-making at all levels. The Trust Board allows the Director of Education (DOE), Chief Finance and Operations Officer (CFOO) and Human Resource Director (HRD) to attend board subcommittee meetings. The Finance, Audit and Resource Committee increased meeting frequency to six times a year to split Audit & Risk and Finance and Resource, with the agenda rotating across the academic year. The split cycle has a nominated chairperson and Trustees and advisors from the executive team to monitor the internal and external auditors and the risk assessments for the Trust and individual academies. The Remunerations Committee has operated throughout the year and assessed senior pay awards.

The Education Committee also increased meeting frequency to six times per year, splitting the agenda to rotate between the academy and pupil performance updates and safeguarding and child protection.

The Director of Education and Academy Principals have significant powers in managing their institutions within the Trust. Principals make appointments, oversee the teaching, support, administration, and operational teams, and are responsible for the infrastructure and learning environment. The senior leadership teams are responsible for the day-to-day running of their academies and assisting in managing the Trust. A "one size fits all" approach to managing the academies is not applied as they are all significantly different in size and needs.

The Trust's structure and operation follow the guidelines in the Academy Trust Handbook issued by the ESFA and the Trust's Articles of Association. The Trust uses many ways to provide essential service provision based on creating the best value for money. Some external services are purchased, such as HR, grounds maintenance, health and safety, whereas we use our own staff in other areas. Each academy also accesses many external agencies to enable a broader education and learning provision. The external agencies include alternative education and vocational provision, careers and guidance services, and a range of training providers from teaching schools and other providers.

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

The Pay Policy for all senior staff is managed through the Trust pay committee, which has three Trustee members who consider the pay of the most senior staff to be the CEO, DOE, CFOO and Academy Principals. The CEO's annual performance and pay review are managed directly by three separate Trustee members: the Board Chairperson, the Finance, Audit and Resource Committee Chairperson and one other Trustee. Their recommendations are presented to the Pay Committee for consideration before the Board Chairperson presents their proposal to the board.

The DOE, CFOO and Academy Principals undertake an annual review with the CEO. The CEO then presents each recommendation to the Pay Committee for approval.

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**Trustees' Report (continued)**  
For the year ended 31 August 2023

**Structure, governance and management (continued)**

**h. Trade union facility time**

**Relevant union officials**

Number of employees who were relevant union officials during the year	2
Full-time equivalent employee number	2

**Percentage of time spent on facility time**

Percentage of time	Number of employees
0%	2
1%-50%	-
51%-99%	-
100%	-

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

	£000	
Total cost of facility time	-	
Total pay bill	8,118	
Percentage of total pay bill spent on facility time	-	%

**Paid trade union activities**

Time spent on paid trade union activities as a percentage of total paid facility time hours	-	%
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**i. Related parties and other connected charities and organisations**

Raleigh Education Trust operates as a sole entity and is not part of a wider network or federation. The Raleigh Education Trust is the sole sponsor.

**j. Engagement with employees (including disabled persons)**

The Raleigh Education Trust understands that employees are crucial to the success of its schools, and all employees are employed on nationally agreed terms and conditions.

In all five of our academies, the Principal holds weekly team meetings and briefings for all operational matters and the opportunity to discuss employee issues. In addition, the Trust sponsors an annual conference for all employees in the summer term including an employee recognition and reward celebration. Evaluation feedback highlighted how valuable and important the Trust conference has been for all employees creating trust-wide collaboration.

The Trustees recognise that equal opportunities should be an integral part of good practice in the workplace. The Trust aims to provide equal opportunities in all areas of its activities, including creating a working environment in which the needs of all people are fully known, valued, and understood.

The Equality, Diversity, and Inclusion (EDI) Oversight Group comprises Trustees and one Academy Principal and is led by the CFOO, the senior EDI Lead for the Trust. The Race at Work Charter is part of the EDI oversight group led by the Academy Principal. The group has focused on the Trust's Equality Objectives, which have been developed into EDI Pillars of Action. These pillars have been used to create the EDI improvement plan for 2022-23, and they guide the long-term development of the EDI strategy. The EDI curriculum has also been designed in collaboration with leaders across Nottingham City, who have produced fact files on local people to inspire

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**Trustees' Report (continued)**  
**For the year ended 31 August 2023**

**Structure, governance and management (continued)**

**Engagement with employees (including disabled persons) (continued)**

teachers and pupils.

Broader employee engagement was driven through the Employee Wellbeing Network linked to the EDI Strategy Group. A nominated Trustee and the Executive Principal lead this work. The group has met termly with representatives from each school to explore what wellbeing means and how best to prioritise and progress critical workflow from the network.

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

The Trust has a wide range of suppliers, from builders to school meal providers. The Trust works with large companies for services such as legal, staff well-being and financial support, and sole traders for services such as HR and counselling and therapeutic interventions, procured through a tendering process, through to local companies who provide ground maintenance.

As the LA-appointed commissioner for all alternative education in Nottingham, the Trust partners with fifteen to twenty alternative provision providers.

The constant search for value for money means tendering is a usual way we work with companies. However, where possible, support is given to local services.

**Objectives and activities**

**a. Objects and aims**

The objectives of the Trust, as set out in the Articles of Association, are specifically restricted to:

- i. 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, carrying on, managing, and developing schools ("the Academies") offering a broad and balanced curriculum; and
- ii. Providing recreational and leisure time facilities in the interests of social welfare for the inhabitants of the United Kingdom especially those who have need of such facilities by reason of their youth, age, infirmity or disablement, poverty, or social and economic circumstances. The strategic external review of Trust Governance published in June 2022 praised the Trust for its strong governance. The review found the Trust fully compliant with the DfE (Department for Education) governance regulations and an embedded ethos across the organisation. It highlighted the committed and resilient contributions made at the Trust Board and Local Governing level.

At the heart of the Trust's ethos is the moral imperative to improve the life chances of all the children and young people we serve. We achieve this through our purpose to ensure all children and young people are equipped for early adulthood, ensuring they can function successfully in the world outside. Children are central to the Trust's mission to ensure that all children and young people will learn and develop the skills and character required to foster confidence, curiosity, creativity, and empathy. Our Trustees believe they will progress with the confidence necessary to embrace life's challenges.

Trustees promote the importance of a rich and balanced curriculum that is enjoyable, aspirational, ambitious, and innovative for the children. There is a safe, healthy, and caring environment in the academies where children can grow up confidently. There is a benefit of working collectively and collaboratively across academies to achieve the synergies that a Multi Academy Trust can bring. These collaborations are enhanced by the active participation of the Trustees in designated roles related to curriculum, literacy, and links to individual academies. All the academies in the Trust are expected to uphold the mission, values and curriculum intent whilst interpreting them to meet their local community needs.

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**Trustees' Report (continued)**  
**For the year ended 31 August 2023**

**Objectives and activities (continued)**

The charity's objective is to advance public benefit education in the United Kingdom by establishing, maintaining, managing, and developing academies which offer a broad curriculum.

**b. Objectives, strategies and activities**

Through the Trust objectives and aims, the Board, through their executive team, are:

- Focusing on improving the quality of education for all children and young people in the academies.
- Committed to a broad and relevant curriculum with a wide range of opportunities beyond the classroom.
- Determining that all academies enhance pupils' personal development, so they become confident citizens.
- Fostering the appetite and desire to be lifelong learners.
- Seeking to improve social mobility for all.
- Promoting an understanding of fairness, justice, equality, discrimination, mutual respect, and democracy.
- Providing high-quality learning environments that are exciting, stimulating and inviting for pupils and employees.
- Prioritising professional development by promoting teamwork, and supporting employees in their career progression through a commitment to equality of opportunity.
- Ambitious to grow the number of academies in the Trust in a carefully managed development and develop strong partnerships and alliances to support the Trust in achieving its stated aims.
- Providing outstanding leadership and governance at all levels.

Trustees are assured these objectives are being met through Academy reports to their Local Governing Body arrangements, which highlight how each academy is working towards:

- Maximising the potential of every child and young person.
- Providing a safe and secure environment for learning and teaching.
- Promoting wellbeing: physical, emotional, and mental.
- Supporting parents and carers to participate in their children's education.
- Nurturing and developing excellent employee teams that foster a positive learning culture that is aspirational, ambitious, and innovative.
- Working collaboratively to achieve the Trust goals.
- Making education enjoyable and celebrating every child and young person's achievements.
- Putting children and their families' hopes and ambitions at the centre of our decision-making.

The Trust approach to continuous improvement in academies is based on five principles:

1. Providing a broad and diverse curriculum that captivates children and young people, so they become lifelong learners.
2. Literacy, numeracy, and personal development are embedded to accelerate the achievements and progress of all children.
3. Promoting exemplary behaviour is characterised by a respectful and caring environment where rules are understood and embraced positively.
4. Inspirational teaching that highlights the depth of understanding of every child's needs, limitations, and ambitions for the future.
5. A culture where formative and summative information is utilised to respond and reshape learning ensures that all children keep up with the curriculum.

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**Trustees' Report (continued)**  
**For the year ended 31 August 2023**

**Objectives and activities (continued)**

**c. Public benefit**

The Trustees confirm that they have complied with the Charities Act 2006 to have due regard to the Charity Commission's general guidance on public benefit and in particular to its supplementary public benefit on advancing education. We have reviewed our aims and objectives and in planning our future activities the Trustees consider how planned activities will contribute to the aims and objectives they have set. The Raleigh Education Trust is a Multi Academy Trust currently catering for children aged 3 to 16 and strives to promote and support the advancement of education within a local context. The Academies provide an extensive programme of educational and recreational activities all designed to contribute to the overall education of our pupils in areas such as academic distinction, music, the arts, and sport. Wherever possible each Academy also aims to contribute to the benefit of the wider public, by making available the premises to third parties for the provision of educational and other opportunities.

In setting our objectives and planning our activities the Trustees have given careful consideration to the Charity Commission's general guidance on public benefit. The Trustees believe that the Academy Trust's aims, together with the activities outlined above, are demonstrably to the public benefit.

The Trust provides educational services to all children in the local area. The Trustees confirm that they have complied with the duty in Section 4 of the Charities Act 2006 to have due regard to the public benefit guidance provided by the Charity Commission.

**Strategic report**

**Achievements and performance**

**a. Achievement and performance**

The academic year of 2022-23 continued to attract unique challenges as all children and young people returned to full education, re-establishing routines and expectations after two years of disruption caused by the pandemic. The Trustees found it reassuring to continue to see colleagues meet these challenges with an unwavering commitment to support children, their families, and our employees. Many have been working well beyond the call of duty.

**Ofsted outcomes**

All schools have either retained their inspection grades or improved, and both predecessor inadequate schools are now out of categories

<b>School</b>	<b>Current grade</b>	<b>Inspection date</b>	<b>Grade prior to joining the Trust</b>
Ambleside Academy	RI	20 July 2022	Inadequate
Denewood Academy	Good	13 February 2020	Inadequate
Westbury Academy	Good	10 November 2022	Good
Woodlands Academy	Good	6 February 2020	Good
Unity Academy	RI**	15 September 2021	RI

\*\* Unity Academy was reinspected in 7-8 November 2023 and achieved an Ofsted Good rating.

**Absence rates**

The Attendance and Welfare team continues to help families establish regular attendance routines for pupils post-pandemic.

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**Trustees' Report (continued)**  
For the year ended 31 August 2023

**Strategic report (continued)**

**Achievements and performance (continued)**

	Ambleside	Denewood	Westbury	Woodlands	Unity
2021-22	8.9%	43.3%	25.4%	16.8%	40.6%
2022-23	8.2%	42.8%	20%	17.4%	46.8%

All schools within the Trust are currently slightly below the national average. However, the Trust is closely monitoring a general improvement trend, contrasting with a worsening trend at the national level. It is important to highlight that Unity Academy is an exception to this trend, as it continues to face challenges such as high permanent exclusion rates, placement breakdowns, and a need for more suitable places.

**Suspension rates**

	Ambleside	Denewood**	Westbury	Woodlands	Unity
2021-22	41	146 (105/41)	95	70	83
2022-23	62	199 (156/43)	64	35	95

\*\* (offsite/onsite)

All schools are striving to raise the expectations of their pupils, and they use suspensions as a means of supporting this aim. Both internal and external inspection reports have found that the schools provide a focused and positive environment, enabling pupils to thrive. As a result, the Trust considers the use of exclusions to be effective, even when there is a rising trend. The Trust remains committed to not issuing permanent exclusions and maintains its position as a group of schools with a positive and inclusive ethos.

**Achievement and Standards**

**Key Stage Four Outcomes**

It has been acknowledged by the Trust and Academies, including the Special and Alternative ones, that the current headline Key Performance Indicators (KPIs) may only sometimes accurately reflect the context of each school due to the changing pupil profile. Although this issue is a priority that will be developed in 2023/24, this report includes examples of analysis against defined curriculum outcomes.

In 2022-23 the gap between boys and girls was not significant.

Gender					% of pupils who achieved "x number" of qualifications including English and Maths at any level				
	Cohort	% of pupils who achieved accreditation at any level	% GCSE English and maths at any grade	% Level 1 or above in English and maths	9	8	5	4	2
22/23	Female (17)	82%	47%	59%	12%	24%	47%	53%	76%
22/23	Male (70)	87%	50%	51%	16%	21%	40%	47%	61%
22/23	GAP	5%	3%	-7%	4%	-2%	-7%	-6%	-15%

The difference in academic performance between pupils eligible for free school meals and those not, in English and mathematics, was significant. The Trust is currently exploring ways to improve the utilisation of pupil premium funding to ensure that this gap is closing. However, the performance differences across a wide range

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**Trustees' Report (continued)**  
For the year ended 31 August 2023

**Strategic report (continued)**

**Achievements and performance (continued)**

of qualifications was less significant and indicated that the curriculum options were appropriate.

FSM					% of pupils who achieved "x number" of qualifications including English and Maths at any level				
	Cohort	% of pupils who achieved accreditation at any level	% GCSE English and maths at any grade	% Level 1 or above in English and maths	9	8	5	4	2
22/23	FSM(53)	81%	38%	45%	17%	21%	42%	47%	64%
22/23	Non-FSM (34)	88%	68%	65%	12%	24%	41%	53%	65%
22/23 GAP		-7%	-30%	-19%	5%	-3%	1%	-6%	-1%

The report does not analyse SEN vs non-SEN, as across all schools, only one pupil had no classification.

The report found no significant gaps between children who were looked after and those who were not, except for GCSE English and mathematics at any level. Furthermore, the report highlighted that children who were looked after outperformed all other pupils in achieving eight and nine qualifications, including English and mathematics, at any grade.

LAC					% of pupils who achieved "x number" of qualifications including English and Maths at any level				
	Cohort	% of pupils who achieved accreditation at any level	% GCSE English and maths at any grade	% Level 1 or above in English and maths	9	8	5	4	2
22/23	LAC (10)	80%	40%	50%	20%	30%	30%	40%	40%
22/23	Non-LAC (77)	86%	51%	53%	14%	21%	43%	51%	69%
22/23 GAP		-6%	-11%	-3%	6%	9%	-13%	-11%	-29%

All ethnic groups have performed better than the White British cohort.

**RALEIGH EDUCATION TRUST**  
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**Trustees' Report (continued)**  
**For the year ended 31 August 2023**

**Strategic report (continued)**

**Achievements and performance (continued)**

Ethnic Minorities					% of pupils who achieved "x number" of qualifications including English and Maths at any level				
	Cohort	% of pupils who achieved accreditation at any level	% GCSE English and maths at any grade	% Level 1 or above in English and maths	9	8	5	4	2
22/23	Ethnic Minorities (27)	89%	56%	56%	19%	30%	44%	52%	63%
22/23	White British (60)	85%	47%	47%	13%	20%	42%	48%	67%
22/23 GAP		4%	9%	9%	5%	10%	3%	4%	-4%

Pupils using English as an Additional Language performed significantly less well than other pupils. The Trust is now reviewing curriculum arrangements to close these gaps.

EAL					% of pupils who achieved "x number" of qualifications including English and Maths at any level				
	Cohort	% of pupils who achieved accreditation at any level	% GCSE English and maths at any grade	% Level 1 or above in English and maths	9	8	5	4	2
22/23	EAL (5)	60%	40%	40%	0%	0%	0%	40%	60%
22/23	Non-EAL (82)	88%	50%	54%	16%	23%	44%	49%	65%
22/23 GAP		-28%	-10%	-14%	-16%	-23%	-44%	-9%	-5%

**Westbury Academy**

The pandemic has posed several challenges, and its impact is most noticeable in pupils' GCSE English and mathematics results. The Trust acknowledges that it could have acted more promptly in response to the shift away from these qualifications. This notion is further supported by better performance in Level 1 qualifications. The Trust collaborates with school leaders to re-evaluate its Key Stage 4 curriculum. While the school takes pride in offering this level of qualification, which is uncommon in special school settings, it understands the need to adapt to the changing cohorts.

**RALEIGH EDUCATION TRUST**  
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**Trustees' Report (continued)**  
For the year ended 31 August 2023

**Strategic report (continued)**

**Achievements and performance (continued)**

<b>ALL PUPILS</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23 (No.)</b>	<b>22-23 (%)</b>
Cohort size	22	14	18	
% of pupils who achieved Grade 4 or above in GCSE or equivalent in 5 or more subjects	9%	0%	0	0%
% of pupils who achieved Grade 4 or above in both GCSE English and Maths	9%	0%	0	0%
% 5 or more GCSEs or equivalent at Level 2	9%	0%	0	0%
% 1 GCSE 4-9 or equivalent at Level 2	41%	29%	3	17%
% of pupils who achieved accreditation at any level	100%	86%	16	89%
<b>% of pupils who achieved</b>				
% GCSE English and Maths at any grade	50%	43%	7	39%
% Grade 4 or above in GCSE English	9%	0%	1	6%
% Grade 4 or above in GCSE Maths	18%	0%	0	0%
% Level 1 or above in English and Maths	45%	43%	8	44%
<b>% of pupils who achieved "x number" of qualifications including English and Maths at any level</b>				
% 9 qualifications	23%	0%	5	28%
% 8 qualifications	32%	0%	5	28%
% 5 qualifications	55%	21%	6	33%
% 4 qualifications	64%	29%	6	33%
2 qualifications	95%	43%	7	39%

The school did an excellent job coordinating post-16 destinations for all pupils within its area of influence. One pupil returned to a secure unit after year 11, and two others were transferred out of the city due to care order arrangements.

<b>Academic Year</b>	<b>Destinations Data (EET-employed, educated or in training)</b>
2021/22 academic year	86% (12 from 14 pupils)
2022/23 academic year	67% (12 from 18 pupils)

**Woodlands Academy**

Woodlands Academy caters to a diverse range of pupil needs and offers three curriculum pathways, each with clearly defined endpoints. While pupils can move between these pathways, there are no limits on what they can achieve. By analysing their progress and attainment against each path, we can ensure that their needs are met and address any challenges. Despite the level of need, school leaders have successfully offered pupils GCSE opportunities and ensured the vast majority of pupils leave with a qualification, as evidenced by the high proportion of pupils who have achieved a qualification at any level.

**RALEIGH EDUCATION TRUST**  
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**Trustees' Report (continued)**  
**For the year ended 31 August 2023**

**Strategic report (continued)**

**Achievements and performance (continued)**

<b>ALL PUPILS</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23 (No.)</b>	<b>22-23 (%)</b>
Cohort size	15	14	7	
% of pupils who achieved Grade 4 or above in GCSE or equivalent in 5 or more subjects	0%	0%	0	0%
% of pupils who achieved Grade 4 or above in both GCSE English and Maths	0%	0%	1	14%
% 5 or more GCSEs or equivalent at Level 2	0%	0%	0	0
% 1 GCSE 4-9 or equivalent at Level 2	27%	0%	2	29%
% of pupils who achieved accreditation at any level (including Unit Awards)	87%	75%	6	86%
<b>% of pupils who achieved</b>				
% GCSE English and Maths at any grade	20%	50%	2	29%
% Grade 4 or above in GCSE English	7%	0%	1	14%
% Grade 4 or above in GCSE Maths	7%	0%	1	14%
% Level 1 or above in English and Maths	27%	50%	2	29%
<b>% of pupils who achieved "x number" of qualifications including English and Maths at any level</b>				
% 9 qualifications	0%	19%	2	29%
% 8 qualifications	0%	38%	2	29%
% 5 qualifications	30%	44%	2	29%
% 4 qualifications	33%	44%	2	29%
2 qualifications	40%	63%	2	29%

The school careers programme ensures that most pupils progress with a clear plan. The two pupils who did not progress could not find suitable pathways to support their needs. Leaders have a long-term ambition to explore a Post-16 Offer to support these gaps.

<b>Academic Year</b>	<b>Destinations Data (EET-employed, educated or in training)</b>
2021/22 academic year	86% (12 from 14 pupils)
2022/23 academic year	71% (5 from 7 pupils)

**Unity Academy**

It's worth noting that high-achieving GCSE results have decreased similarly to those in Westbury, as both settings share similar characteristics. However, it's encouraging to see that performance has been sustained in single Level 2 qualifications and remains high across all accreditation levels. Additionally, there is strong evidence that the twenty-provider curriculum models are well-suited for these groups, with many qualifications showing strong performance.

**RALEIGH EDUCATION TRUST**  
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**Trustees' Report (continued)**  
For the year ended 31 August 2023

**Strategic report (continued)**

**Achievements and performance (continued)**

<b>ALL PUPILS</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23 (No.)</b>	<b>22-23 (%)</b>
Cohort size	65	78	62	
% of pupils who achieved Grade 4 or above in GCSE or equivalent in 5 or more subjects	8%	6%	0	0%
% of pupils who achieved Grade 4 or above in both GCSE English and Maths	17%	5%	0	0%
% 5 or more GCSEs or equivalent at Level 2	25%	27%	10	16%
% 1 GCSE 4-9 or equivalent at Level 2	42%	23%	14	22.5%
% of pupils who achieved accreditation at any level	77%	79%	56	90%
<b>% of pupils who achieved</b>				
% GCSE English and Maths at any grade	54%	41%	30	48%
% Grade 4 or above in GCSE English	26%	8%	1	2%
% Grade 4 or above in GCSE Maths	17%	9%	1	2%
% Level 1 or above in English and Maths	54%	45%	31	61%
<b>% of pupils who achieved "x number" of qualifications including English and Maths at any level * This is currently against a cohort of 51, as the academy is awaiting 11 results from APs</b>				
% 9 qualifications	6%	5%	6	12%
% 8 qualifications	18%	9%	12	23.5%
% 5 qualifications	43%	30%	28	55%
% 4 qualifications	48%	43%	33	65%
2 qualifications	60%	50%	41	80%

The Academy ensured that it knew the destination of all its pupils. For those not in education, employment or training (NEET), it referred them to Futures for ongoing support to help them achieve a favourable destination. Two pupils from the 22/23 cohort were placed in a specialist secure unit.

<b>Academic Year</b>	<b>Destinations Data (EET-employed, educated or in training)</b>
2021/22 academic year	70% (46 from 66 pupils)
2022/23 academic year	68% (51 from 76 pupils)

**Ambleside Academy**

Older pupils have not been able to benefit from the transformed curriculum and teaching model. These legacy groups continue highlighting their low starting point from the predecessor's inadequate school. The achievement pupils are making in lower school demonstrates the significant impact of the high-quality changes and offers trustees confidence that the change is the right one for sustainable improvements.

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**Trustees' Report (continued)**  
For the year ended 31 August 2023

**Strategic report (continued)**

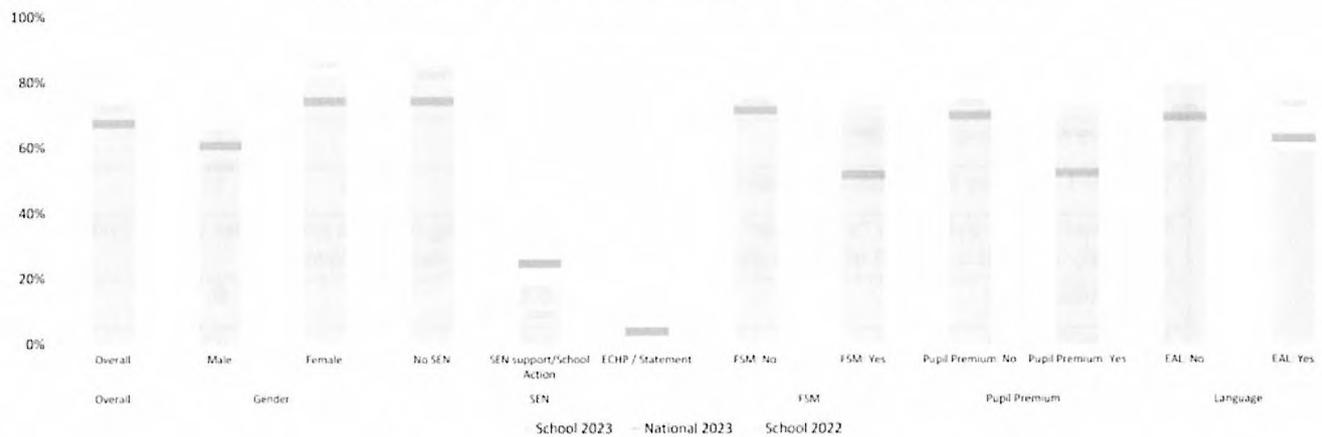
**Achievements and performance (continued)**

Early Years Foundation Stage Profile

**Good Level of Development**

- 73.8% of the 65 pupils achieved a Good Level of Development. This is up 1.6% and makes the school sixth out of 76 schools.
- Within the LA, 63.4% of pupils achieved a Good Level of Development. The school's performance is 6.8 pupils more than the LA average
- Nationally, 67.3% achieved a Good Level of Development. The school's performance is 4.3 pupils more than the National average.

**School Summary EYFSP Good Level of Development by characteristic**



Category		Cohort size			School			Change	National		School-Nat Gap
		2019	2022	2023	2019	2022	2023		2022	2023	
Overall		88	83	65	59.1%	72.3%	73.8%	▲ +1.5%	65.2%	67.3%	▲ +2.1%
Gender	Male	41	35	32	53.7%	54.3%	65.6%	▲ +11.3%	58.7%	60.6%	▲ +1.9%
	Female	47	48	33	63.8%	85.4%	81.8%	▼ -3.6%	72.0%	74.2%	▲ +2.2%
SEN	No SEN	79	72	54	62.0%	81.9%	85.2%	▲ +3.3%	71.1%	74.3%	▲ +3.2%
	SEN support/School Action	9	11	11	33.3%	9.1%	18.2%	▲ +9.1%	22.9%	24.5%	▲ +1.6%
	ECHP / Statement										
FSM	FSM: No	80	66	39	58.8%	74.2%	74.4%	▲ +0.2%	69.4%	71.5%	▲ +2.1%
	FSM: Yes	8	17	26	62.5%	64.7%	73.1%	▲ +8.4%	49.2%	51.7%	▲ +2.5%
Pupil Premium	Pupil Premium: No	80	69	54	58.8%	73.9%	74.1%	▲ +0.2%	68.2%	69.9%	▲ +1.7%
	Pupil Premium: Yes	8	14	11	62.5%	64.3%	72.7%	▲ +8.4%	49.6%	52.1%	▲ +2.5%
Language	EAL: No	70	68	48	58.6%	72.1%	79.2%	▲ +7.1%	67.1%	69.4%	▲ +2.3%
	EAL: Yes	18	15	17	61.1%	73.3%	58.8%	▼ -14.5%	60.3%	62.7%	▲ +2.4%

**Achieving at least expected in all 17 early learning goals**

- 3.8% of the 65 pupils achieved at least expected in all ELGs. Makes the school fifth out of 76 schools.
- Within the LA, 62.0% of pupils achieved at least expected in all ELGs. The school's performance is 5.3 pupils more than the National average

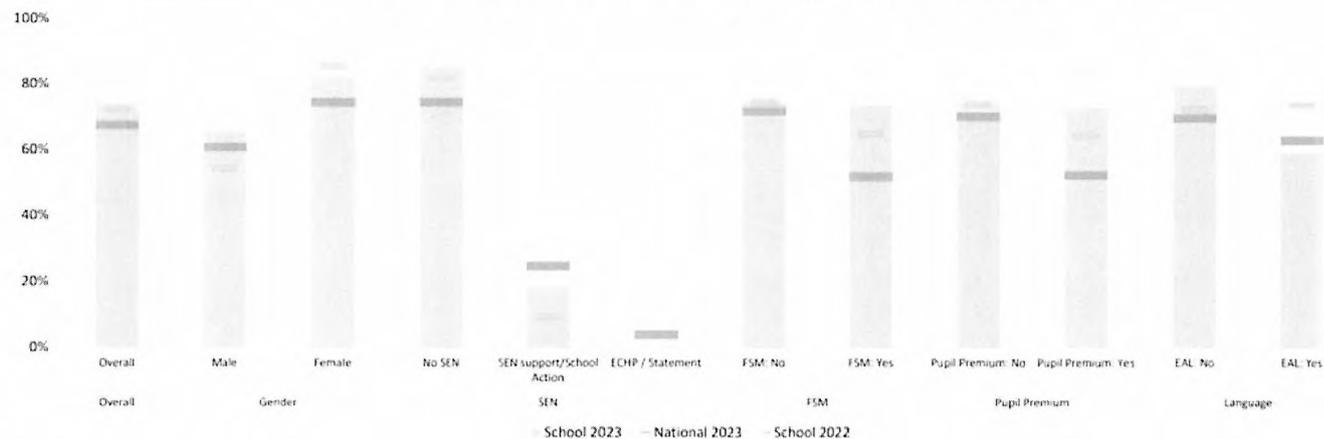
**RALEIGH EDUCATION TRUST**  
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**Trustees' Report (continued)**  
For the year ended 31 August 2023

**Strategic report (continued)**

**Achievements and performance (continued)**

**School Summary EYFSP Good Level of Development by characteristic**



Category		Cohort size			School				National			School-Nat
		2019	2022	2023	2019	2022	2023	Change	2022	2023	Change	Gap
Overall		88	83	65	59.1%	72.3%	73.8%	▲ +1.5%	65.2%	67.3%	▲ +2.1%	▲ +6.5%
Gender	Male	41	35	32	53.7%	54.3%	65.6%	▲ +11.3%	58.7%	60.6%	▲ +1.9%	▲ +5.0%
	Female	47	48	33	63.8%	85.4%	81.8%	▼ -3.6%	72.0%	74.2%	▲ +2.2%	▲ +7.6%
SEN	No SEN	79	72	54	62.0%	81.9%	85.2%	▲ +3.3%	71.1%	74.3%	▲ +3.2%	▲ +10.9%
	SEN support/School Action	9	11	11	33.3%	9.1%	18.2%	▲ +9.1%	22.9%	24.5%	▲ +1.6%	▼ -6.3%
FSM	ECHP / Statement								7.8%	3.3%	▲ +4.5%	
	FSM: No	80	66	39	58.8%	74.2%	74.4%	▲ +0.2%	69.4%	71.5%	▲ +2.1%	▲ +2.9%
Pupil Premium	FSM: Yes	8	17	26	62.5%	64.7%	73.1%	▲ +8.4%	49.2%	51.7%	▲ +2.5%	▲ +21.4%
	Pupil Premium: No	80	69	54	58.8%	73.9%	74.1%	▲ +0.2%	68.2%	69.9%	▲ +1.7%	▲ +4.2%
Language	Pupil Premium: Yes	8	14	11	62.5%	64.3%	72.7%	▲ +8.4%	49.6%	52.1%	▲ +2.5%	▲ +20.6%
	EAL: No	70	68	48	58.6%	72.1%	79.2%	▲ +7.1%	67.1%	69.4%	▲ +2.3%	▲ +9.8%
	EAL: Yes	18	15	17	61.1%	73.3%	58.8%	▼ -14.5%	60.3%	62.7%	▲ +2.4%	▼ -3.9%

**Phonics**

Year 1 – percentage of pupils working at the expected standard

- For the 81 pupils in Year 1, the 'Working At' was 86.4%. This was an increase of 20.8% from 2022
- Within the LA, the Working At figure for Year 1 was 75.8%. The school's average is 10.7% more than the LA average.
- Nationally, the Working At figure for Year 1 was 78.9%. The school's average is 7.5% more than the National average.
- The school's performance makes it joint twelfth out of 77 schools.
- Of the 38 boys', attainment went up by 20.2% to 73.7%. This is 1.6% above the LA average for boys of 72.0%, and 1.8% below the National average for boys of 75.5%.
- Of the 43 girls', attainment went up by 21.1% to 97.7%. This is 17.9% above the LA average for girls of 79.8%, and 19.1% above the National average for girls of 78.6%.
- Of the 27 disadvantaged pupils', attainment went up by 18.7% to 77.8%.
- This is 9.8% above the LA average for disadvantaged pupils of 68.0%, and 10.9% above the National average for disadvantaged pupils of 66.9%.

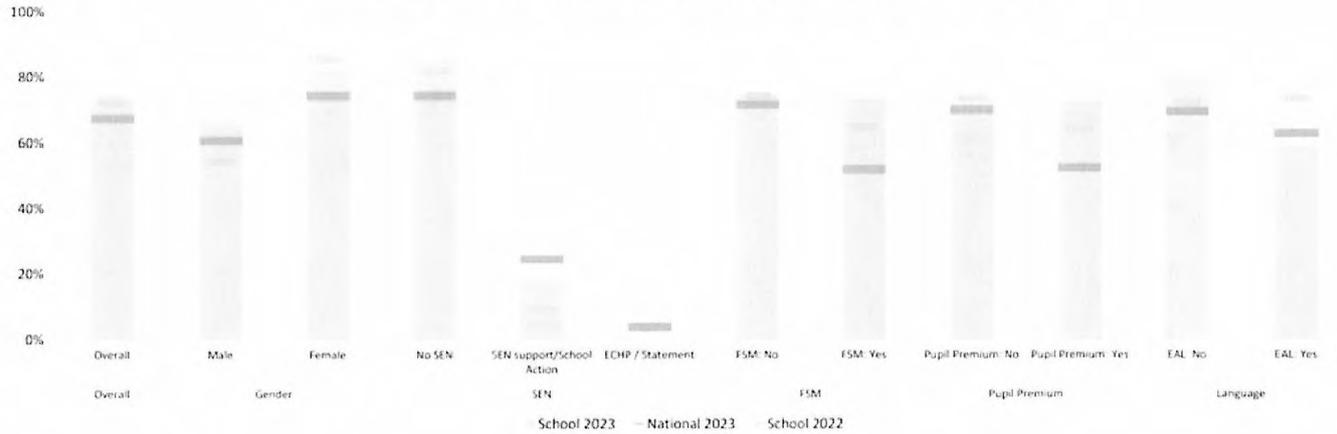
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**Trustees' Report (continued)**  
For the year ended 31 August 2023

**Strategic report (continued)**

**Achievements and performance (continued)**

**School Summary EYFSP Good Level of Development by characteristic**



Category		Cohort size			School				National			School-Nat
		2019	2022	2023	2019	2022	2023	Change	2022	2023	Change	Gap
Overall		88	83	65	59.1%	72.3%	73.8%	▲ +1.5%	65.2%	67.3%	▲ +2.1%	▲ +6.5%
Gender	Male	41	35	32	53.7%	54.3%	65.6%	▲ +11.3%	58.7%	60.6%	▲ +1.9%	▲ +5.0%
	Female	47	48	33	63.8%	85.4%	81.8%	▼ -3.6%	72.0%	74.2%	▲ +2.2%	▲ +7.6%
SEN	No SEN	79	72	54	62.0%	81.9%	85.2%	▲ +3.3%	71.1%	74.3%	▲ +3.2%	▲ +10.9%
	SEN support/School Action	9	11	11	33.3%	9.1%	18.2%	▲ +9.1%	22.9%	24.5%	▲ +1.6%	▼ -6.3%
FSM	ECHP / Statement											
	FSM: No	80	66	39	58.8%	74.2%	74.4%	▲ +0.2%	69.4%	71.5%	▲ +2.1%	▲ +2.9%
	FSM: Yes	8	17	26	62.5%	64.7%	73.1%	▲ +8.4%	49.2%	51.7%	▲ +2.5%	▲ +21.4%
Pupil Premium	Pupil Premium: No	80	69	54	58.8%	73.9%	74.1%	▲ +0.2%	68.2%	69.9%	▲ +1.7%	▲ +4.2%
	Pupil Premium: Yes	8	14	11	62.5%	64.3%	72.7%	▲ +8.4%	49.6%	52.1%	▲ +2.5%	▲ +20.6%
Language	EAL: No	70	68	48	58.6%	72.1%	79.2%	▲ +7.1%	67.1%	69.4%	▲ +2.3%	▲ +9.8%
	EAL: Yes	18	15	17	61.1%	73.3%	58.8%	▼ -14.5%	60.3%	62.7%	▲ +2.4%	▼ -3.9%

**Year 1 – average number of words decoded (pupils who took the test only)**

- 79 pupils in Year 1 decoded an average of 35.8 words. This was an increase of 5.6 words from 2022.
- On average, the LA Year 1 pupils decoded 31.7 words. The school's average is 4.1 words more than the LA average.
- The school's performance makes it seventh out of 76 schools.
- Of the 36 boys', the average went up by 5.7 to 32.4 words. This is 1.8 words above the LA average for boys.
- Of the 43 girls', the average went up by 5.2 to 38.6 words. This is 5.7 words above the LA average for girls.
- Of the 27 disadvantaged pupils', the average went up by 2.4 to 31.8 words. This is 2.5 words above the LA average for disadvantaged pupils.

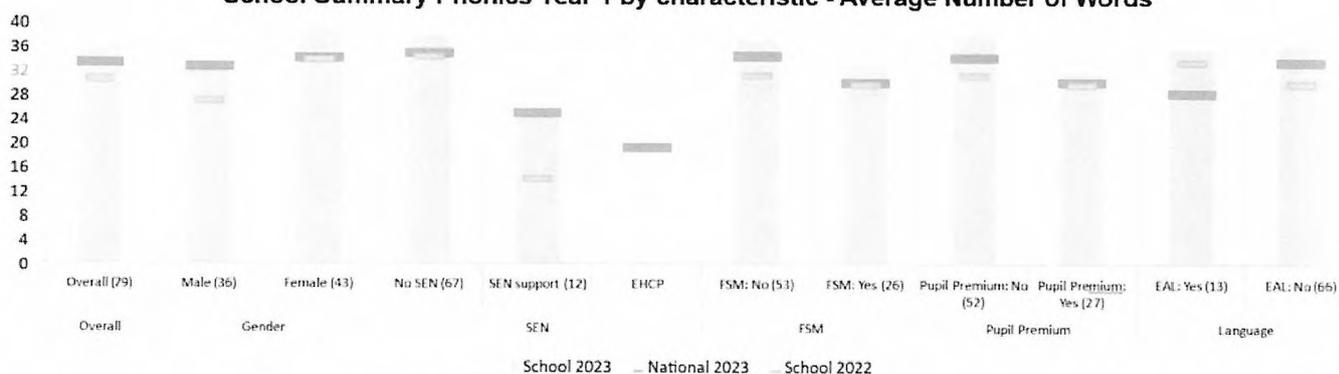
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**Trustees' Report (continued)**  
For the year ended 31 August 2023

**Strategic report (continued)**

**Achievements and performance (continued)**

**School Summary Phonics Year 1 by characteristic - Average Number of Words**



Category	Cohort size			School				LA	LA	National	School-National
	2019	2022	2023	2019	2022	2023	Change	2022	2023	2023	Gap
Overall	87	87	79	35.2	30.2	35.8	▲ 5.6	30.5	31.7	33	▲ 3
Gender											
Male	42	41	36	34.9	26.7	32.4	▲ 5.7	29.2	30.7	32	▲ 0
Female	45	46	43	35.5	33.4	38.6	▲ 5.2	31.9	32.8	34	▲ 5
SEN											
No SEN	66	71	67	36.8	33.9	37.7	▲ 3.8	31.8	33.3	35	▲ 3
SEN support	21	16	12	30.3	13.9	25.1	▲ 11.2	19.3	20.2	25	▲ 0
EHCP								10.2	5.6	19	
FSM											
FSM: No	57	46	53	35.6	31.0	37.2	▲ 6.2	32.2	32.9	34	▲ 3
FSM: Yes	30	41	26	34.4	29.4	32.8	▲ 3.4	27.2	29.3	30	▲ 3
Pupil Premium											
Pupil Premium: No	55	45	52	35.7	31.0	37.8	▲ 6.8	31.9	32.9	34	▲ 4
Pupil Premium: Yes	32	42	27	34.4	29.4	31.8	▲ 2.4	27.6	29.3	30	▲ 2
Language											
EAL: Yes	11	14	13	37.8	33.2	35.3	▲ 2.1	30.3	31.3	28	▲ 7
EAL: No	76	73	66	34.8	29.6	35.9	▲ 6.3	30.6	31.9	33	▲ 3

**Year 2 rescreening – average number of words decoded for those pupils who took the test in Year 2**

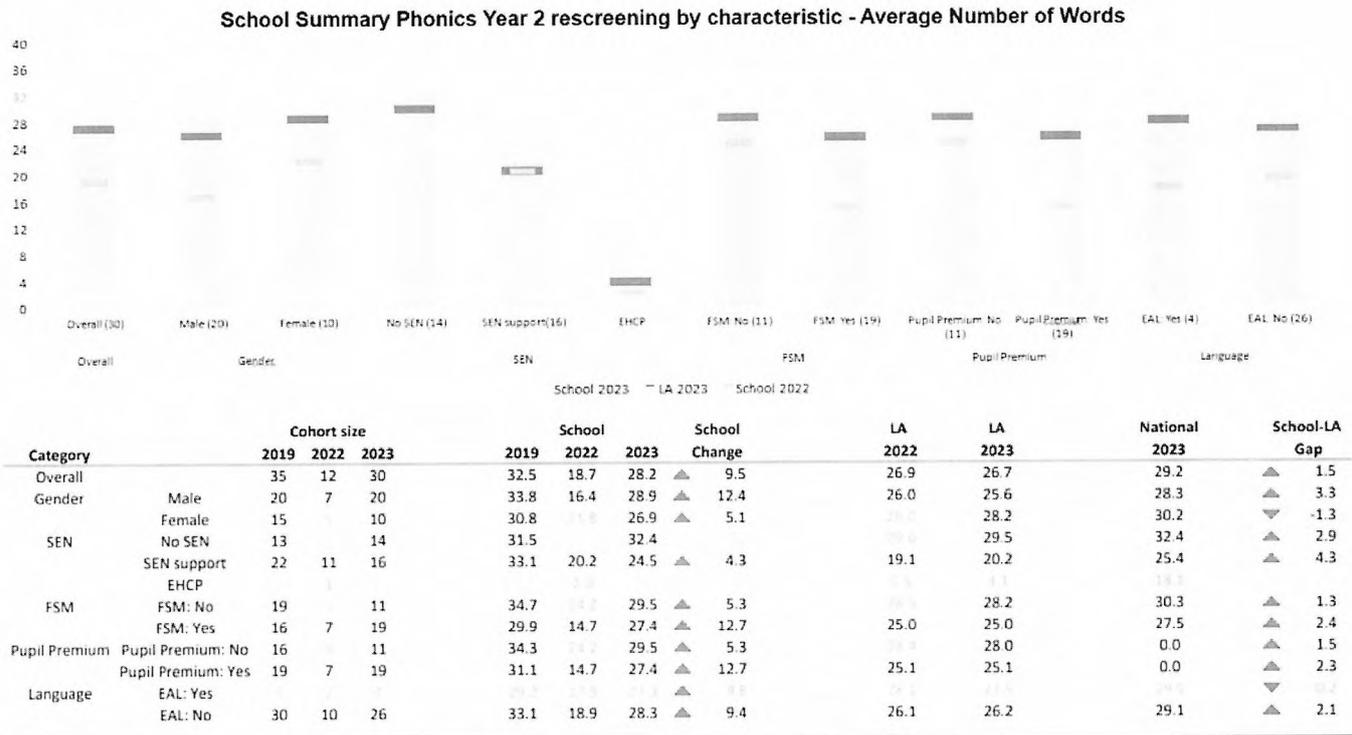
- The 30 pupils in Year 2 decoded an average of 28.2 words. This was an increase of 9.5 words from 2022.
- On average, the LA Year 2 pupils decoded 26.7 words. The school's average is 1.5 words more than the LA average.
- Of the 20 boys', the average went up by 12.4 to 28.9 words. This is 3.3 words above the LA average for boys.
- Of the 10 girls', the average went up by 5.1 to 26.9 words. This is 1.3 words below the LA average for girls.

**RALEIGH EDUCATION TRUST**  
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**Trustees' Report (continued)**  
For the year ended 31 August 2023

**Strategic report (continued)**

**Achievements and performance (continued)**



**Key Stage 1:**

**Reading, writing and mathematics**

- 71.4% of the 91 pupils achieved at least the expected standard (no change).
- This makes the school fifth out of 76 schools for RWM.
- Within the LA, 52.5% of pupils achieved at least the expected standard.
- The school's performance is 17.2 pupils more than the LA average.

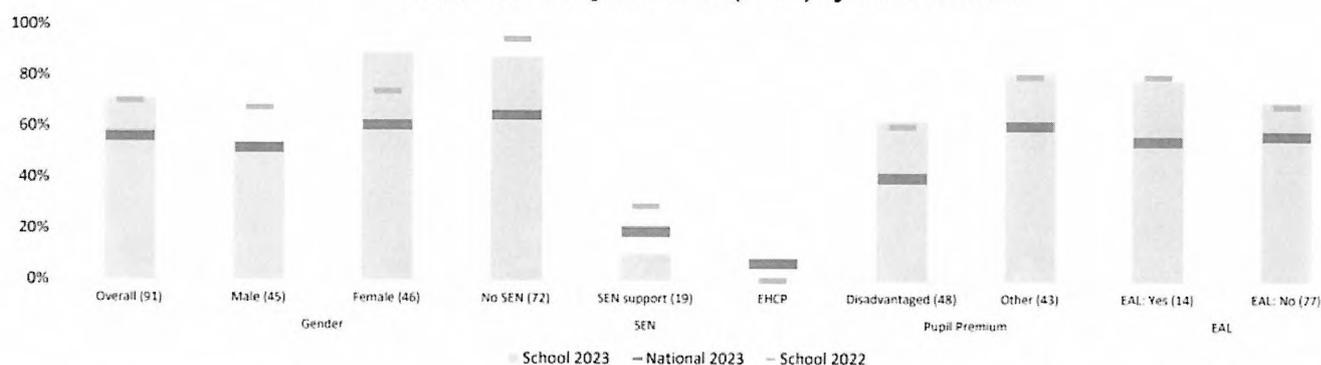
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**Trustees' Report (continued)**  
For the year ended 31 August 2023

**Strategic report (continued)**

**Achievements and performance (continued)**

**School Summary KS1 RWM (EXS+) by characteristic**



Category		Cohort size			School			School Change	LA		National		School-National Gap	
		2019	2022	2023	2019	2022	2023		2022	2023	2022	2023	Percentage	Pupils
Overall		90	88	91	50.0%	70.5%	71.4%	▲ +0.9%	50.0%	52.5%	53%	56%	▲ +15%	+13
Gender	Male	49	46	45	44.9%	67.4%	53.3%	▼ -14.1%	45.7%	47.7%	49%	52%	▲ +1%	in line
	Female	41	42	46	56.1%	73.8%	89.1%	▲ +15.3%	54.7%	57.5%	58%	61%	▲ +28%	+12
SEN	No SEN	57	56	72	66.7%	94.6%	87.5%	▼ -7.1%	56.1%	58.2%	61%	65%	▲ +23%	+16
	SEN support	32	31	19	21.9%	29.0%	10.5%	▼ -18.5%	17.4%	20.3%	17%	19%	▼ -8%	-1
	EHCP	1	1		0%	0%			1.6%	1.8%	65%	7%		
Pupil Premium	Disadvantaged	41	43	48	36.6%	60.5%	62.5%	▲ +2.0%	39.3%	41.1%	37%	40%	▲ +23%	+11
	Other	49	45	43	61.2%	80.0%	81.4%	▲ +1.4%	56.2%	58.9%	58%	61%	▲ +20%	+8
EAL	EAL: Yes	10	15	14	60.0%	80.0%	78.6%	▼ -1.4%	48.8%	49.6%	53%	55%	▲ +24%	+3
	EAL: No	80	73	77	48.8%	68.5%	70.1%	▲ +1.6%	50.6%	53.9%	54%	57%	▲ +13%	+10

**RWM - Greater Depth in the expected standard**

- 13.2% of the 91 pupils achieved a greater depth, up 4.1%.
- This makes the school fourteenth out of 76 schools for RWM.
- Within the LA, 5.9% of pupils achieved a greater depth.
- The school's performance is 6.6 pupils more than the LA average

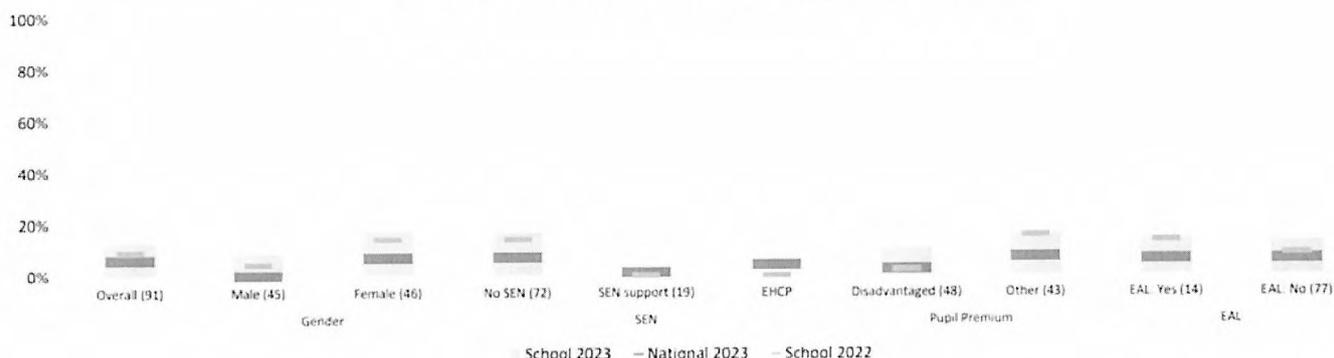
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**Trustees' Report (continued)**  
For the year ended 31 August 2023

**Strategic report (continued)**

**Achievements and performance (continued)**

**School Summary KS1 RWM (GDS) by characteristic**



Category		Cohort size			School				LA		National		School-National Gap	
		2019	2022	2023	2019	2022	2023	Change	2022	2023	2022	2023	Percentage	Pupils
Overall		90	88	91	4.4%	9.1%	13.2%	▲ +4.1%	5.1%	5.9%	6%	6%	▲ +7%	+6
Gender	Male	49	46	45	2.0%	4.3%	8.9%	▲ +4.6%	4.7%	4.8%	5%	0%	▲ +9%	+4
	Female	41	42	46	7.3%	14.3%	17.4%	▲ +3.1%	5.5%	7.0%	7%	7%	▲ +10%	+4
SEN	No SEN	57	56	72	7.0%	14.3%	16.7%	▲ +2.4%	5.9%	6.8%	7%	7%	▲ +10%	+7
	SEN support	32	31	19	0%	0%	0%	■ n/c	1.0%	0.6%	1%	1%	▼ -1%	in line
	EHCP	1	1	1	0%	0%	0%	■ n/c	0.0%	0.0%	0%	1%	■	
Pupil Premium	Disadvantaged	41	43	48	7.3%	2.3%	10.4%	▲ +8.1%	2.7%	3.0%	2%	2%	▲ +8%	+3
	Other	49	45	43	2.0%	15.6%	16.3%	▲ +0.7%	6.6%	7.5%	7%	7%	▲ +9%	+3
EAL	EAL: Yes	10	15	14	0%	13.3%	14.3%	▲ +1.0%	4.4%	5.3%	6%	6%	▲ +8%	+1
	EAL: No	80	73	77	5.0%	8.2%	13.0%	▲ +4.8%	5.5%	6.2%	6%	6%	▲ +7%	+5

**Reading**

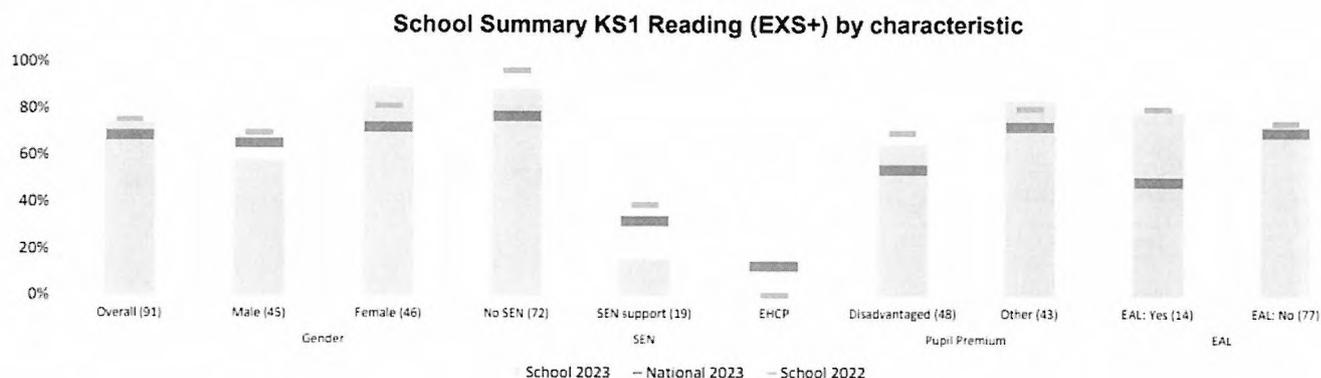
- 73.6% of the 91 pupils achieved at least the expected standard, down 1.4%. This makes the school eleventh out of 76 schools for Reading.
- Within the LA, 63.6% achieved this, and the National figure was 68%. The school's performance is 9.1 pupils more than the LA average, and 4.8 pupils more than the National average.
- 33.0% of the 91 pupils achieved a greater depth, up 6.8%. This makes the school fifth out of 76 schools
- Within the LA, 16.2% achieved this, and the National figure was 19%. The school's performance is 15.3 pupils more than the LA average, and 12.9 pupils more than the National average.

**RALEIGH EDUCATION TRUST**  
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**Trustees' Report (continued)**  
For the year ended 31 August 2023

**Strategic report (continued)**

**Achievements and performance (continued)**



**Expected Standard (EXP+)**

Category		Cohort size			School				LA		National		School-National Gap	
		2019	2022	2023	2019	2022	2023	School Change	2022	2023	2022	2023	Percentage	Pupils
Overall		90	88	91	55.6%	75.0%	73.6%	▼ -1.4%	62.1%	63.6%	67%	68%	▲ +6%	+5
Gender	Male	49	46	45	53.1%	69.6%	57.8%	▼ -11.8%	57.6%	58.9%	63%	65%	▼ -7%	-3
	Female	41	42	46	58.5%	81.0%	89.1%	▲ +8.1%	67.1%	68.6%	71%	72%	▲ +17%	+7
SEN	No SEN	57	56	72	71.9%	96.4%	88.9%	▼ -7.5%	69.0%	69.8%	75%	77%	▲ +12%	+8
	SEN support	32	31	19	28.1%	38.7%	15.8%	▼ -22.9%	26.6%	29.3%	57%	32%	▼ -16%	-3
	EHCP	1	1	0	0%	0%	0%		3.2%	3.5%	12%	13%		
Pupil Premium	Disadvantaged	41	43	48	46.3%	69.8%	64.6%	▼ -5.2%	52.7%	53.9%	52%	54%	▲ +11%	+5
	Other	49	45	43	63.3%	80.0%	83.7%	▲ +3.7%	67.6%	69.0%	72%	73%	▲ +11%	+4
EAL	EAL: Yes	10	15	14	60.0%	80.0%	78.6%	▼ -1.4%	59.1%	58.6%	64%	49%	▲ +30%	+4
	EAL: No	80	73	77	55.0%	74.0%	72.7%	▼ -1.3%	63.7%	66.1%	68%	70%	▲ +3%	+2

**Greater Depth Standard**

Category		Cohort size			School				LA		National		School-National Gap	
		2019	2022	2023	2019	2022	2023	School Change	2022	2023	2022	2023	Percentage	Pupils
Overall		90	88	91	10.0%	26.1%	33.0%	▲ +6.9%	14.8%	16.2%	18%	19%	▲ +14%	+12
Gender	Male	49	46	45	4.1%	21.7%	22.2%	▲ +0.5%	13.7%	14.2%	16%	0%	▲ +22%	+9
	Female	41	42	46	17.1%	31.0%	43.5%	▲ +12.5%	15.9%	18.3%	20%	21%	▲ +22%	+10
SEN	No SEN	57	56	72	15.8%	35.7%	40.3%	▲ +4.6%	16.5%	18.1%	21%	22%	▲ +18%	+12
	SEN support	32	31	19	0%	9.7%	5.3%	▼ -4.4%	5.4%	5.0%	15%	5%	n/c	in line
	EHCP	1	1	0	0%	0%	0%		0.0%	0.0%	2%	2%		
Pupil Premium	Disadvantaged	41	43	48	7.3%	20.9%	27.1%	▲ +6.2%	9.7%	9.7%	8%	9%	▲ +18%	+8
	Other	49	45	43	12.2%	31.1%	39.5%	▲ +8.4%	17.7%	19.8%	21%	22%	▲ +18%	+7
EAL	EAL: Yes	10	15	14	0%	13.3%	14.3%	▲ +1.0%	12.2%	11.4%	16%	11%	▲ +3%	in line
	EAL: No	80	73	77	11.3%	28.8%	36.4%	▲ +7.6%	16.1%	18.5%	19%	20%	▲ +16%	+12

**Writing**

- 71.4% of the 91 pupils achieved at least the expected standard, down 1.3%. This makes the school joint ninth out of 76 schools for Writing.
- Within the LA, 56.3% achieved this, and the National figure was 60%. The school's performance is 13.8 pupils more than the LA average, and 10.3 pupils more than the National average.
- 13.2% of the 91 pupils achieved a greater depth, up 3.0%. This makes the school seventeenth out of 76 schools for Writing.
- Within the LA, 7.2% achieved this, and the National figure was 8%. The school's performance is 5.4 pupils more than the LA average, and 4.5 pupils more than the National average.

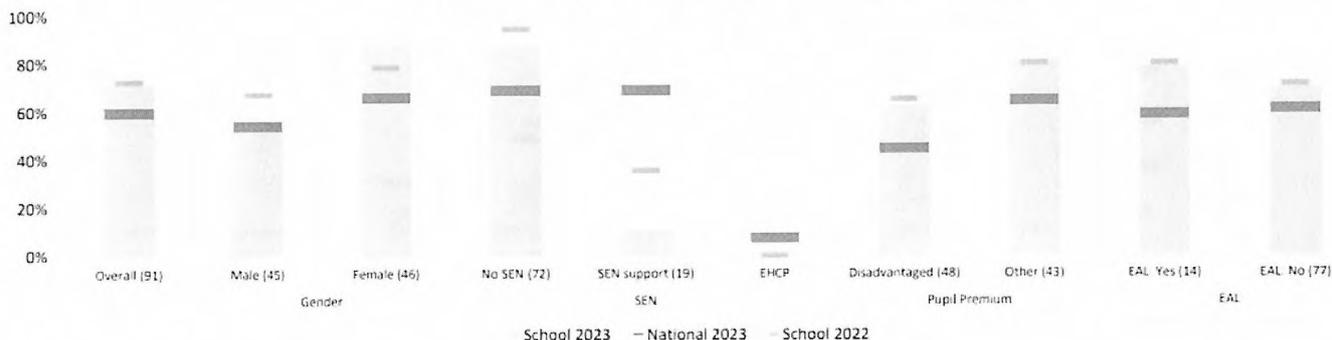
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**Trustees' Report (continued)**  
For the year ended 31 August 2023

**Strategic report (continued)**

**Achievements and performance (continued)**

**School Summary KS1 Writing (EXS+) by characteristic**



**Expected Standard (EXS+)**

Category		Cohort size			School				LA		National		School-National Gap	
		2019	2022	2023	2019	2022	2023	Change	2022	2023	2022	2023	Percentage	Pupils
Overall		90	88	91	51.1%	72.7%	71.4%	▼ -1.3%	53.9%	56.3%	58%	60%	▲ +11%	+10
Gender	Male	49	46	45	44.9%	67.4%	53.3%	▼ -14.1%	47.9%	50.4%	52%	54%	▼ -1%	in line
	Female	41	42	46	58.5%	78.6%	89.1%	▲ +10.5%	60.6%	62.6%	64%	66%	▲ +23%	+10
SEN	No SEN	57	56	72	68.4%	94.6%	87.5%	▼ -7.1%	60.5%	62.4%	66%	69%	▲ +19%	+13
	SEN support	32	31	19	21.9%	35.5%	10.5%	▼ -25.0%	19.3%	22.5%	50%	69%	▼ -58%	-11
	EHCP	1	1	1	0%	0%	0%	n/c	0%	0%	0%	0%	n/c	n/c
Pupil Premium	Disadvantaged	41	43	48	36.6%	65.1%	62.5%	▼ -2.6%	42.7%	44.8%	41%	45%	▲ +18%	+8
	Other	49	45	43	63.3%	80.0%	81.4%	▲ +1.4%	60.5%	62.8%	63%	65%	▲ +16%	+6
EAL	EAL: Yes	10	15	14	60.0%	80.0%	78.6%	▼ -1.4%	52.4%	53.7%	50%	59%	▲ +20%	+2
	EAL: No	80	73	77	50.0%	71.2%	70.1%	▼ -1.1%	54.7%	57.6%	58%	61%	▲ +9%	+6

**Greater Depth Standard**

Category		Cohort size			School				LA		National		School-National Gap	
		2019	2022	2023	2019	2022	2023	Change	2022	2023	2022	2023	Percentage	Pupils
Overall		90	88	91	5.6%	10.2%	13.2%	▲ +3.0%	6.8%	7.2%	8%	8%	▲ +5%	+4
Gender	Male	49	46	45	2.0%	4.3%	8.9%	▲ +4.6%	6.0%	5.3%	6%	0%	▲ +9%	+4
	Female	41	42	46	9.8%	16.7%	17.4%	▲ +0.7%	7.8%	9.3%	10%	10%	▲ +7%	+3
SEN	No SEN	57	56	72	8.8%	16.1%	16.7%	▲ +0.6%	7.8%	8.4%	9%	10%	▲ +7%	+5
	SEN support	32	31	19	0%	0%	0%	n/c	1.5%	0.6%	8%	0%	n/c	in line
	EHCP	1	1	1	0%	0%	0%	n/c	0%	0%	0%	0%	n/c	n/c
Pupil Premium	Disadvantaged	41	43	48	7.3%	4.7%	10.4%	▲ +5.7%	4.0%	3.7%	3%	3%	▲ +7%	+3
	Other	49	45	43	4.1%	15.6%	16.3%	▲ +0.7%	8.5%	9.2%	9%	10%	▲ +6%	+2
EAL	EAL: Yes	10	15	14	0%	13.3%	14.3%	▲ +1.0%	5.7%	6.4%	8%	8%	▲ +6%	in line
	EAL: No	80	73	77	6.3%	9.6%	13.0%	▲ +3.4%	7.4%	7.7%	8%	8%	▲ +5%	+3

**Maths**

- 90.1% of the 91 pupils achieved at least the expected standard, up 10.6%. This makes the school first out of 76 schools for Maths.
- Within the LA, 66.3% achieved this, and the National figure was 70%. The school's performance is 21.7 pupils more than the LA average, and 17.9 pupils more than the National average.

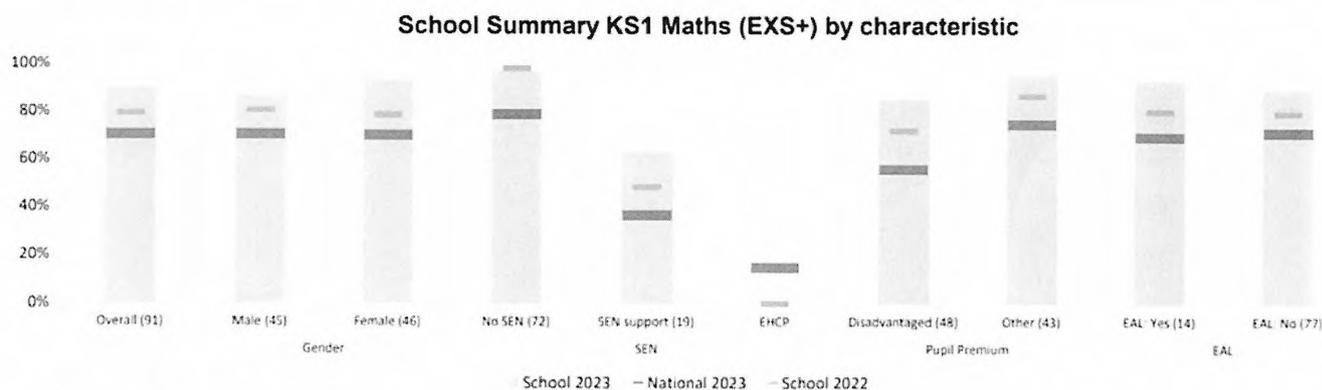
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**Trustees' Report (continued)**  
For the year ended 31 August 2023

**Strategic report (continued)**

**Achievements and performance (continued)**

- 40.7% of the 91 pupils achieved a greater depth (no change). This makes the school first out of 76 schools for Maths.
- Within the LA, 15.6% achieved this, and the National figure was 16%. The school's performance is 22.8 pupils more than the LA average, and 22.1 pupils more than the National average.



**Expected Standard (EXP+)**

Category		Cohort size			School				LA		National		School-National Gap	
		2019	2022	2023	2019	2022	2023	Change	2022	2023	2022	2023	Percentage	Pupils
Overall		90	88	91	61.1%	79.5%	90.1%	▲+10.6%	64.1%	66.3%	68%	70%	▲+20%	+18
Gender	Male	49	46	45	61.2%	80.4%	86.7%	▲+6.3%	64.3%	64.9%	68%	71%	▲+16%	+7
	Female	41	42	46	61.0%	78.6%	93.5%	▲+14.9%	63.9%	67.7%	67%	70%	▲+23%	+10
SEN	No SEN	57	56	72	78.9%	98.2%	97.2%	▼-1.0%	70.2%	71.9%	76%	79%	▲+18%	+12
	SEN support	32	31	19	31.3%	48.4%	63.2%	▲+14.8%	33.3%	36.0%	33%	37%	▲+26%	+4
	EHCP	1	1	1	0%	0%	0%		3.2%	3.8%	14%	15%		
Pupil Premium	Disadvantaged	41	43	48	51.2%	72.1%	85.4%	▲+13.3%	54.0%	57.1%	52%	56%	▲+29%	+13
	Other	49	45	43	69.4%	86.7%	95.3%	▲+8.6%	70.0%	71.4%	73%	75%	▲+20%	+8
EAL	EAL: Yes	10	15	14	60.0%	80.0%	92.9%	▲+12.9%	64.3%	64.0%	68%	69%	▲+24%	+3
	EAL: No	80	73	77	61.3%	79.5%	89.6%	▲+10.1%	64.0%	67.4%	67%	71%	▲+19%	+14

**Greater Depth Standard**

Category		Cohort size			School				LA		National		School-National Gap	
		2019	2022	2023	2019	2022	2023	Change	2022	2023	2022	2023	Percentage	Pupils
Overall		90	88	91	11.1%	39.8%	40.7%	▲+0.9%	14.0%	15.6%	15%	16%	▲+25%	+22
Gender	Male	49	46	45	8.2%	43.5%	35.6%	▼-7.9%	16.0%	16.8%	18%	20%	▲+16%	+7
	Female	41	42	46	14.6%	35.7%	45.7%	▲+10.0%	11.9%	14.4%	12%	0%	▲+46%	+21
SEN	No SEN	57	56	72	17.5%	53.6%	48.6%	▼-5.0%	15.9%	17.3%	17%	19%	▲+30%	+21
	SEN support	32	31	19	0%	16.1%	10.5%	▼-5.6%	4.2%	6.4%	5%	5%	▲+6%	+1
	EHCP	1	1	1	0%	0%	0%		0.0%	0.0%	2%	2%		
Pupil Premium	Disadvantaged	41	43	48	9.8%	32.6%	39.6%	▲+7.0%	8.6%	9.5%	7%	8%	▲+32%	+15
	Other	49	45	43	12.2%	46.7%	41.9%	▼-4.8%	17.2%	19.0%	18%	19%	▲+23%	+9
EAL	EAL: Yes	10	15	14	10.0%	33.3%	35.7%	▲+2.4%	13.0%	15.1%	15%	17%	▲+19%	+2
	EAL: No	80	73	77	11.3%	41.1%	41.6%	▲+0.5%	14.6%	15.9%	16%	17%	▲+25%	+19

**Key Stage 2 – achieving the expected standard**

Combined reading, writing and maths

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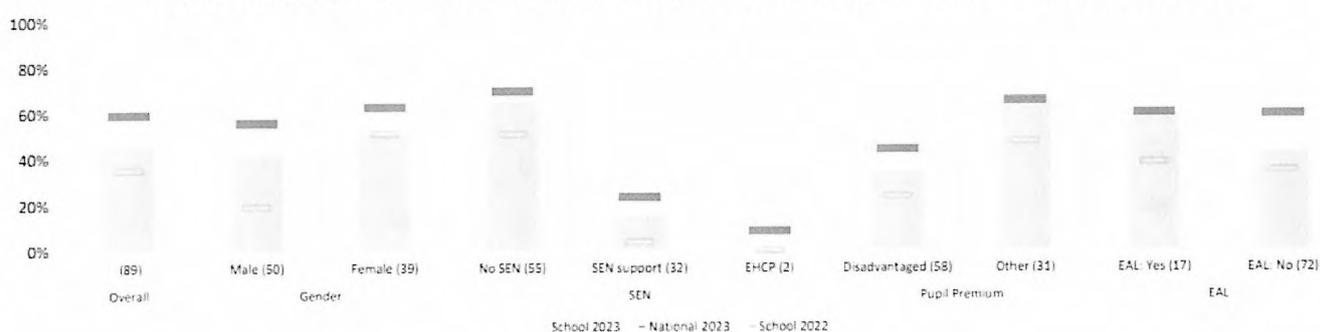
**Trustees' Report (continued)**  
For the year ended 31 August 2023

**Strategic report (continued)**

**Achievements and performance (continued)**

- 46.1% of the 89 pupils achieved the expected standard, up 11.1%. This makes the School sixty-fourth out of 76 Schools for RWM, up 6 places.
- Nationally, 59% achieved this, down 12% from 2022. The school's performance is 11.8 pupils less than the national average.

**School Summary KS2 RWM Test by characteristic - % attaining at least the expected standard**



**Expected standard (EXP+)**

Category	Cohort size			School				LA		National		School-National Gap	
	2019	2022	2023	2019	2022	2023	Change	2022	2023	2022	2023	Percentage	Pupils
Overall	89	82	89	49.4%	35.4%	<b>46.1%</b>	▲+10.7%	54.7%	56.7%	59%	59%	▼-13%	-11
Gender													
Male	46	41	50	45.7%	19.5%	<b>42.0%</b>	▲+22.5%	49.9%	53.4%	55%	56%	▼-14%	-7
Female	43	41	39	53.5%	51.2%	<b>51.3%</b>	▲+0.1%	60.0%	60.2%	63%	63%	▼-12%	-4
SEN													
No SEN	62	55	55	67.7%	50.9%	<b>65.5%</b>	▲+14.6%	64.0%	65.9%	69%	70%	▼-5%	-2
SEN support	27	27	32	7.4%	3.7%	<b>15.6%</b>	▲+11.9%	19.3%	22.1%	21%	24%	▼-8%	-2
EHCP	2	2	2	0%	0%	<b>0%</b>	n/c	0%	0%	8%	8%	▼-8%	in line
Pupil Premium													
Disadvantaged	50	42	58	50.0%	23.8%	<b>34.5%</b>	▲+10.7%	42.6%	47.2%	43%	44%	▼-10%	-5
Other	39	40	31	48.7%	47.5%	<b>67.7%</b>	▲+20.2%	63.9%	64.1%	65%	66%	▲+2%	in line
EAL													
EAL: Yes	14	13	17	42.9%	38.5%	<b>58.8%</b>	▲+20.3%	56.0%	56.6%	61%	60%	▼-1%	in line
EAL: No	75	69	72	50.7%	34.8%	<b>43.1%</b>	▲+8.3%	54.0%	57.2%	58%	59%	▼-16%	-11

**Higher standard**

Category	Cohort size			School				LA		National		School-National Gap	
	2019	2022	2023	2019	2022	2023	Change	2022	2023	2022	2023	Percentage	Pupils
Overall	89	82	89	0%	2.4%	<b>2.2%</b>	▼-0.2%	7.0%	7.0%	7%	8%	▼-6%	-5
Gender													
Male	46	41	50	0%	2.4%	<b>4.0%</b>	▲+1.6%	6.0%	6.8%	6%	7%	▼-3%	-1
Female	43	41	39	0%	2.4%	<b>0%</b>	▼-2.4%	8.0%	7.2%	9%	9%	▼-9%	-3
SEN													
No SEN	62	55	55	0%	3.6%	<b>3.6%</b>	n/c	8.3%	8.4%	9%	10%	▼-6%	-3
SEN support	27	27	32	0%	0%	<b>0%</b>	n/c	1.7%	1.5%	1%	2%	▼-2%	in line
EHCP	2	2	2	0%	0%	<b>0%</b>	n/c	0%	0%	8%	8%	▼-8%	in line
Pupil Premium													
Disadvantaged	50	42	58	0%	4.8%	<b>0%</b>	▼-4.8%	3.3%	2.9%	3%	3%	▼-3%	-1
Other	39	40	31	0%	0%	<b>6.5%</b>	▲+6.5%	9.8%	10.2%	9%	10%	▼-4%	-1
EAL													
EAL: Yes	14	13	17	0%	7.7%	<b>0%</b>	▼-7.7%	7.7%	8.5%	8%	9%	▼-9%	-1
EAL: No	75	69	72	0%	1.4%	<b>2.8%</b>	▲+1.4%	6.6%	6.3%	7%	8%	▼-5%	-3

**Writing**

- 12.4% of the 89 pupils achieved a greater depth, up 7.5%. This makes the school fourteenth out of 76 Schools for Writing, up 23 places.
- Nationally, 13% achieved this, up 1% from 2022.

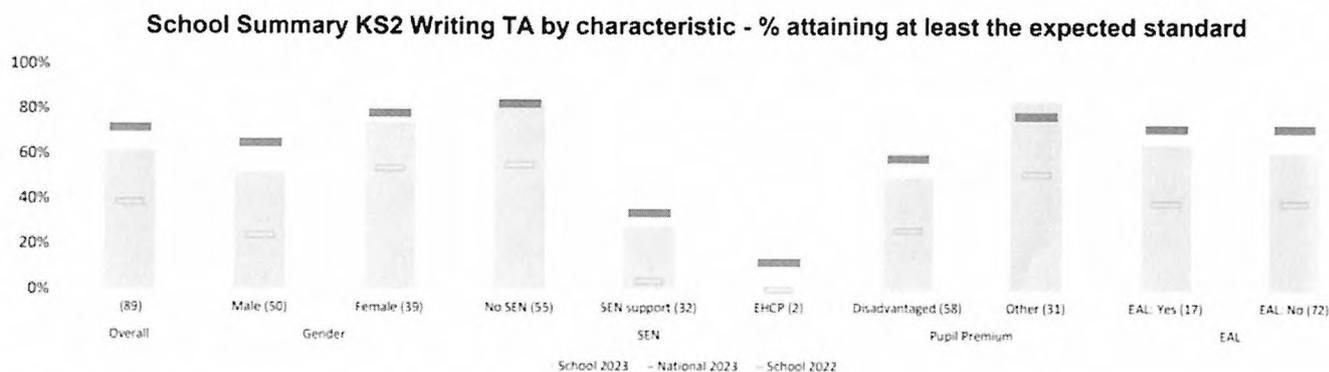
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**Trustees' Report (continued)**  
For the year ended 31 August 2023

**Strategic report (continued)**

**Achievements and performance (continued)**

- The school's performance is 0.8 pupils less than the national average



**Expected standard**

Category	Cohort size			School			School Change	LA		National		School-National Gap	
	2019	2022	2023	2019	2022	2023		2022	2023	2022	2023	Percentage	Pupils
Overall	89	83	89	65.2%	38.6%	<b>61.8%</b>	▲+23.2%	65.8%	68.3%	70%	71%	▼-9%	-8
Gender													
Male	46	42	50	60.9%	23.8%	<b>52.0%</b>	▲+28.2%	58.2%	62.0%	63%	65%	▼-13%	-6
Female	43	41	39	69.8%	53.7%	<b>74.4%</b>	▲+20.7%	74.3%	75.0%	77%	78%	▼-4%	-1
SEN													
No SEN	62	56	55	82.3%	55.4%	<b>83.6%</b>	▲+28.2%	76.5%	78.7%	80%	83%	▲+1%	in line
SEN support	27	27	32	25.9%	3.7%	<b>28.1%</b>	▲+24.4%	25.6%	29.9%	30%	34%	▼-6%	-1
EHCP			2			0%		1.2%	1.2%	11%	12%	▼-12%	in line
Pupil Premium													
Disadvantaged	50	42	58	60.0%	26.2%	<b>50.0%</b>	▲+23.8%	55.8%	59.7%	56%	58%	▼-8%	-4
Other	39	41	31	71.8%	51.2%	<b>83.9%</b>	▲+32.7%	73.4%	75.0%	75%	77%	▲+7%	+2
EAL													
EAL: Yes	14	13	17	57.1%	38.5%	<b>64.7%</b>	▲+26.2%	67.1%	68.4%	70%	71%	▼-6%	-1
EAL: No	75	70	72	66.7%	38.6%	<b>61.1%</b>	▲+22.5%	65.2%	68.7%	70%	72%	▼-11%	-7

**Greater depth standard**

Category	Cohort size			School			School Change	LA		National		School-National Gap	
	2019	2022	2023	2019	2022	2023		2022	2023	2022	2023	Percentage	Pupils
Overall	89	83	89	1.1%	4.8%	<b>12.4%</b>	▲+7.6%	12.9%	12.8%	13%	13%	▼-1%	in line
Gender													
Male	46	42	50	0%	2.4%	<b>6.0%</b>	▲+3.6%	9.8%	10.8%	10%	10%	▼-4%	-2
Female	43	41	39	2.3%	7.3%	<b>20.5%</b>	▲+13.2%	16.3%	15.1%	16%	17%	▲+4%	+1
SEN													
No SEN	62	56	55	1.6%	7.1%	<b>18.2%</b>	▲+11.1%	15.4%	15.3%	16%	16%	▲+2%	+1
SEN support	27	27	32	0%	0%	<b>3.1%</b>	▲+3.1%	3.1%	3.3%	3%	3%	in line	in line
EHCP			2			0%		0.0%	0.0%	1%	1%	▼-1%	in line
Pupil Premium													
Disadvantaged	50	42	58	0%	4.8%	<b>8.6%</b>	▲+3.8%	7.5%	7.7%	6%	7%	▲+2%	+1
Other	39	41	31	2.6%	4.9%	<b>19.4%</b>	▲+14.5%	17.0%	16.9%	15%	16%	▲+3%	in line
EAL													
EAL: Yes	14	13	17	0%	7.7%	<b>5.9%</b>	▼-1.8%	13.7%	14.4%	13%	14%	▼-8%	-1
EAL: No	75	70	72	1.3%	4.3%	<b>13.9%</b>	▲+9.6%	12.5%	12.2%	13%	13%	▲+1%	in line

**Reading**

- 55.1% of the 89 pupils achieved the expected standard, up 5.1%. This makes the school seventieth out of 76 schools for Reading, no change.
- Nationally, 73% achieved this, down 7% from 2022. The School's performance is 15.5 pupils less than the national average.

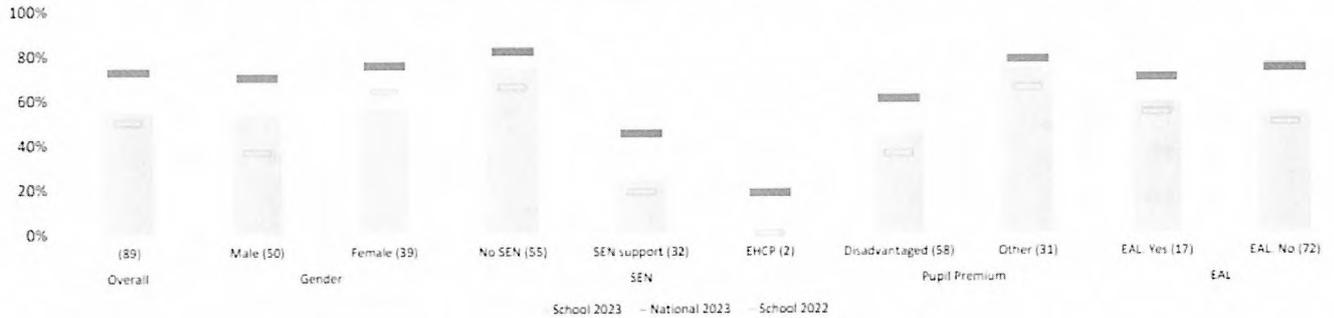
**RALEIGH EDUCATION TRUST**  
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**Trustees' Report (continued)**  
For the year ended 31 August 2023

**Strategic report (continued)**

**Achievements and performance (continued)**

**School Summary KS2 Reading Test by characteristic - % attaining at least the expected standard**



**Expected standard**

Category	Cohort size			School		School Change	LA		National		School-National Gap			
	2019	2022	2023	2019	2022		2022	2023	2022	2023	Percentage	Pupils		
Overall	89	82	89	53.9%	50.0%	55.1%	▲ +5.1%	68.8%	67.4%	75%	73%	▼ -18%	-16	
Gender	Male	46	41	50	52.2%	36.6%	54.0%	▲ +17.4%	64.0%	64.0%	70%	70%	▼ -16%	-8
	Female	43	41	39	55.8%	63.4%	56.4%	▼ -7.0%	74.1%	71.1%	80%	75%	▼ -19%	-7
SEN	No SEN	62	55	55	72.6%	65.5%	74.5%	▲ +9.0%	77.3%	76.2%	84%	82%	▼ -7%	-3
	SEN support	27	27	32	11.1%	18.5%	25.0%	▲ +6.5%	38.7%	35.9%	43%	45%	▼ -20%	-6
EHCP						0%		1.5%	6.6%	16%	18%	▼ -18%	-1	
Pupil Premium	Disadvantaged	50	42	58	54.0%	35.7%	44.8%	▲ +9.1%	61.0%	59.8%	63%	60%	▼ -15%	-8
	Other	39	40	31	53.8%	65.0%	74.2%	▲ +9.2%	74.7%	73.4%	79%	78%	▼ -4%	-1
EAL	EAL: Yes	14	13	17	42.9%	53.8%	58.8%	▲ +5.0%	66.3%	64.9%	73%	69%	▼ -10%	-1
	EAL: No	75	69	72	56.0%	49.3%	54.2%	▲ +4.9%	70.1%	69.2%	75%	74%	▼ -20%	-14

**High score**

Category	Cohort size			School		School Change	LA		National		School-National Gap			
	2019	2022	2023	2019	2022		2022	2023	2022	2023	Percentage	Pupils		
Overall	89	82	89	10.1%	8.5%	9.0%	▲ +0.5%	23.0%	23.3%	28%	29%	▼ -20%	-17	
Gender	Male	46	41	50	8.7%	2.4%	6.0%	▲ +3.6%	19.0%	21.9%	23%	27%	▼ -21%	-10
	Female	43	41	39	11.6%	14.6%	12.8%	▼ -1.8%	27.4%	24.8%	33%	31%	▼ -18%	-7
SEN	No SEN	62	55	55	12.9%	10.9%	12.7%	▲ +1.8%	26.7%	26.9%	33%	34%	▼ -21%	-11
	SEN support	27	27	32	3.7%	3.7%	3.1%	▼ -0.6%	9.3%	10.2%	9%	12%	▼ -9%	-2
EHCP						0%		1.0%	1.0%	4%	4%	▼ -3%	-1	
Pupil Premium	Disadvantaged	50	42	58	8.0%	9.5%	5.2%	▼ -4.3%	15.5%	17.0%	17%	18%	▼ -13%	-7
	Other	39	40	31	12.8%	7.5%	16.1%	▲ +8.6%	28.7%	28.2%	32%	34%	▼ -18%	-5
EAL	EAL: Yes	14	13	17	14.3%	23.1%	0%	▼ -23.1%	21.9%	20.3%	27%	26%	▼ -26%	-4
	EAL: No	75	69	72	9.3%	5.8%	11.1%	▲ +5.3%	23.6%	25.0%	28%	30%	▼ -19%	-13

**Maths**

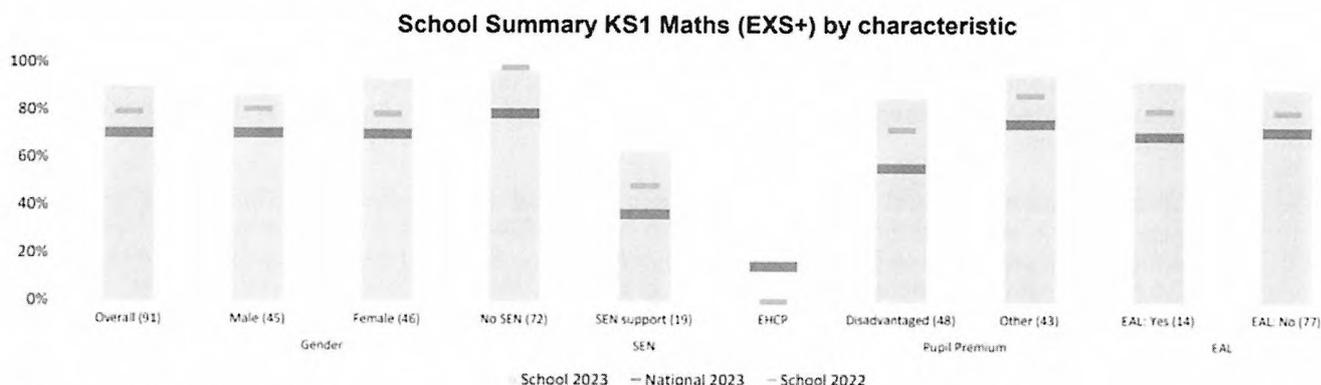
- 58.4% of the 89 pupils achieved the expected standard, up 1.1%. This makes the School sixty-seventh out of 76 Schools for Maths, down 6 places.
- Nationally, 73% achieved this, down 7% from 2022. The School's performance is 12.8 pupils less than the national average.

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**Trustees' Report (continued)**  
For the year ended 31 August 2023

**Strategic report (continued)**

**Achievements and performance (continued)**



**Expected Standard (EXP+)**

Category		Cohort size			School				LA		National		School-National Gap	
		2019	2022	2023	2019	2022	2023	Change	2022	2023	2022	2023	Percentage	Pupils
Overall		90	88	91	61.1%	79.5%	90.1%	▲+10.6%	64.1%	66.3%	68%	70%	▲+20%	+18
Gender	Male	49	46	45	61.2%	80.4%	86.7%	▲+6.3%	64.3%	64.9%	68%	71%	▲+16%	+7
	Female	41	42	46	61.0%	78.6%	93.5%	▲+14.9%	63.9%	67.7%	67%	70%	▲+23%	+10
SEN	No SEN	57	56	72	78.9%	98.2%	97.2%	▼-1.0%	70.2%	71.9%	76%	79%	▲+18%	+12
	SEN support	32	31	19	31.3%	48.4%	63.2%	▲+14.8%	33.3%	36.0%	33%	37%	▲+26%	+4
	EHCP	1	1	1	0%	0%	0%		3.2%	3.6%	14%	15%		
Pupil Premium	Disadvantaged	41	43	48	51.2%	72.1%	85.4%	▲+13.3%	54.0%	57.1%	52%	56%	▲+29%	+13
	Other	49	45	43	69.4%	86.7%	95.3%	▲+8.6%	70.0%	71.4%	73%	75%	▲+20%	+8
EAL	EAL: Yes	10	15	14	60.0%	80.0%	92.9%	▲+12.9%	64.3%	64.0%	68%	69%	▲+24%	+3
	EAL: No	80	73	77	61.3%	79.5%	89.6%	▲+10.1%	64.0%	67.4%	67%	71%	▲+19%	+14

**Greater Depth Standard**

Category		Cohort size			School				LA		National		School-National Gap	
		2019	2022	2023	2019	2022	2023	Change	2022	2023	2022	2023	Percentage	Pupils
Overall		90	88	91	11.1%	39.8%	40.7%	▲+0.9%	14.0%	15.6%	15%	16%	▲+25%	+22
Gender	Male	49	46	45	8.2%	43.5%	35.6%	▼-7.9%	16.0%	16.8%	18%	20%	▲+16%	+7
	Female	41	42	46	14.6%	35.7%	45.7%	▲+10.0%	11.9%	14.4%	12%	0%	▲+46%	+21
SEN	No SEN	57	56	72	17.5%	53.6%	48.6%	▼-5.0%	15.9%	17.3%	17%	19%	▲+30%	+21
	SEN support	32	31	19	0%	16.1%	10.5%	▼-5.6%	4.2%	6.4%	5%	5%	▲+6%	+1
	EHCP	1	1	1	0%	0%	0%		0.0%	0.0%	2%	2%		
Pupil Premium	Disadvantaged	41	43	48	9.8%	32.6%	39.6%	▲+7.0%	8.6%	9.5%	7%	8%	▲+32%	+15
	Other	49	45	43	12.2%	46.7%	41.9%	▼-4.8%	17.2%	19.0%	18%	19%	▲+23%	+9
EAL	EAL: Yes	10	15	14	10.0%	33.3%	35.7%	▲+2.4%	13.0%	15.1%	15%	17%	▲+19%	+2
	EAL: No	80	73	77	11.3%	41.1%	41.6%	▲+0.5%	14.6%	15.9%	16%	17%	▲+25%	+19

**Trust activity**

To increase our sponsor capacity, the Trust has made some significant changes. We have appointed an Executive Principal for Alternative Education and moved the off-payroll finance model to in-house arrangements. Additionally, we have recruited a senior Human Resource professional and a qualified accountant to serve as the Assistant Chief Finance Officer, increasing our senior capacity.

The Trust has finished the application process to open a new Alternative Provision Free School, which will be purpose-built. The school will be located in Nottingham city centre and will cater for vulnerable children and

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**Trustees' Report (continued)**  
**For the year ended 31 August 2023**

**Strategic report (continued)**

**Achievements and performance (continued)**

young people who have been permanently excluded or are at significant risk. It will be a 100-place multi-million-pound investment and provide education to children and young people ranging from KS1-3. The confirmation for the school's construction is expected in Autumn 2023, but there might be slight delays due to national concerns related to RAAC. If successful, the Academy will be named Bowden Academy after the founder of the Raleigh Bike Company.

Through partnerships and our strong reputation, the Trust secured over £1 million in additional investment to support vulnerable children across the city. This includes £244,000 from the Local Authority High Needs Block to enhance the capacity and facilities at Denewood Academy. Following an invitation to join the Nottingham Priority Education Investment Area Board as a CEO of a strong MAT, the Trust has been awarded up to £800,000 in funding to implement a city-wide attendance strategy (the Taskforce) to enhance mainstream settings. The grant consists of two parts. The first part involves developing a team of nine attendance professionals who will work with at-risk pupils attending mainstream schools. The second part aims to provide customised therapeutic responses to the six special school settings in the city. The first element of the project will commence in January for twelve months, while the second element will begin in Spring 2024.

These grants build on our successful Alternative Education Specialist Taskforce, a two-year programme extended for a further year.

The Trust has tentatively explored potential mergers with two Multi-Academy Trusts (MATs). The first MAT has seven local schools and a retiring CEO, and a 16-school MAT is considering becoming a national MAT currently covering two regions.

The CEO was asked to mentor the CEO and executive team of a regional Special School Federation during their transition into a Multi-Academy Trust (MAT). We have been collaborating with seven major unregistered and Independent Alternative Provision partners to establish the East Midlands Alternative Provision Schools Trust (eMAP) as a professional development hub for alternative settings. This collaboration aims to support these partners in becoming Independent Schools and develop a collaborative Teaching and Learning (T&L) hub. The development priorities have been established, and working groups are progressing towards achieving them. The Hub is expected to be formally launched in 2023-24. The priorities have been organised into eight development groups:

1. Independent School implementation Group – the aim is to create a framework that any provider can use to achieve independent school status.
2. E-MAP profile - to establish a strategy for online presence and communication.
3. Commissioning arrangements – to establish a unified service level agreement for all providers, based on the best practices of the group.
4. Workforce development - to create collaboration opportunities that enable us to share best practices and coordinate both credit and non-credit bearing training. By doing so, we can better support our workforce investment efforts and build a more resilient team.
5. Performance dashboard – to create a unified reporting model that adheres to the latest LA KPI framework for alternative education.
6. School Improvement monitoring (QA) – to create a standardised quality assurance strategy considering the established KPIs and external inspection framework.

After we adopted their Listening Strategy in previous projects, NOVA Education Trust requested support on GAG Pooling arrangements and In-House alternative education within their secondary schools. We were also invited to present with senior ESFA colleagues at the Regional Directors CEO Roundtable event on GAG Pooling. We now receive referrals from Regional and National ESFA teams to support MATs exploring GAG Pooling, with four MATs to date.

The Trust was informed by the Department for Education that it had been placed in a sponsor pool for consideration at the next Regional Director's Decision-making Board to determine a prospective sponsor for a special school facing challenging circumstances within the County. The Board meetings will take place in

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**Trustees' Report (continued)**  
**For the year ended 31 August 2023**

**Strategic report (continued)**

**Achievements and performance (continued)**

November 2023. Finally, detailed discussions with a school which is actively exploring joining the Trust.

The Trust Governance Steering Group has successfully incorporated recommendations from the External Review of Governance into their developing plans, emphasising strategic alignment and diversity throughout the organisation.

As Raleigh Governors, we are proud of the diversity of the Trust's school communities and value their contribution to education in the City of Nottingham. All our work is underpinned by a shared determination that all our pupils receive the very best education needed to thrive in school and to live useful and fulfilled lives.

To achieve these aims as Governors we:

1. have a deep and nuanced understanding of the schools and community we serve;
2. support schools to establish learning environments that are inclusive, nurturing and challenging;
3. forge positive and collaborative relationships with staff across the Trust;
4. respond proactively to the outcomes of systematic and rigorous analysis of a broad range of data sets and other information;
5. ensure all our work is aligned with the Trust's mission and strategic priorities.

The trustees have collaborated with executive colleagues to achieve our ambition to improve risk management and promote stronger communities through a clear vision and roadmap for enhancing equality, diversity, and inclusion. The group developed four statements to act as our pillars moving forward:

1. An inclusive workplace where all are supported to thrive in a safe and secure environment
2. A culture of curiosity and challenge ensures our work reflects on, and celebrates, our diverse communities
3. Professional growth and development are promoted for all through a dynamic and responsive programme of learning and support
4. We harness the transformative potential of education to empower all in our community.

Much work still needs to be done, but have already established a strong foundation. Bringing together these advances and developing a clear and focused strategy is crucial. This consolidated approach will allow us to concentrate our efforts on a few essential areas and excel in them.

**School improvement**

The Trust has adopted a tiered strategy to offer school improvement support. This strategy is based on an internal evaluation of each school's needs beyond the self-assessment pillars. Local and contextual knowledge is also considered to determine the suitable level of support for each school.

A summer term network review highlighted the need for subject-specific professionals to share resources and best practices. Additionally, it provided an opportunity to reform Trust activities.

2022-23	2023-24
<ul style="list-style-type: none"> <li>- Literacy</li> <li>- Curriculum</li> <li>- Attendance</li> <li>- SEND</li> <li>- Safeguarding</li> <li>- Employee Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>- SEND Network</li> <li>- Safeguarding and Pastoral Care</li> <li>- Subject-specific:               <ul style="list-style-type: none"> <li>o Maths</li> <li>o Science</li> <li>o * Literacy network will be less prominent this year, with 2 proposed moderation sessions.</li> </ul> </li> <li>- EDI/Staff wellbeing</li> <li>- Personal Development</li> </ul>

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**Trustees' Report (continued)**  
**For the year ended 31 August 2023**

**Strategic report (continued)**

**Achievements and performance (continued)**

The Trust has recently updated its Values Assessment Framework and developed a strategic implementation plan for launching the Trust Values Programme in 2023-24. The steering group has decided that the Trust will lead the programme's launch in each school. Teams will be given the opportunity to familiarise themselves with the process. At present, the focus will be on implementing one value. The rollout is scheduled to commence in the late autumn season.

A review at the end of the 2022-23 activities showed that literacy had been well-integrated into all schools, but there was still room for improvement in mathematics. The Trust has identified a mathematics partner to enhance school knowledge and understanding. Initially, a comprehensive audit will be conducted, financed by the central improvement fund. During this period of reflection, the Trust also highlighted a need to reconsider our approach to Personal Development. A project was launched across the Trust to enhance personal development arrangements. The first phase focused on developing a standardised framework that outlines how each academy can achieve a high standard of personal growth for all pupils. This framework has been uploaded to each academy's website, and Academy leaders have worked with the Trust to develop detailed curriculum planning guides and assessment models specific to their setting. The first phase prioritised Woodlands and Ambleside (inspection windows), and these schools now support Westbury and Denewood leaders to achieve the same standard and widen leadership.

The organisation's CEO supports system developments by working as an Ofsted inspector, serving as a DfE Education Priority Investment Area Advisory Board member, and contributing to several regional and national partnerships. The CFOO is an active member of the Institute of School Business Leaders and offers support to the ESFA as a School Resource Management Advisor. Additionally, the Director of Education supports the development of future system leaders through the Flying High Partnership as an NPQ Facilitator and an improvement consultant for their sponsored academies.

Last July, the Trust organised its annual Trust Conference, called "The Big Conversation," which was attended by all colleagues. The employees highly valued this activity, and the governance at all levels spent time discussing future developments.

**COVID19 Recovery**

The Trust Primary setting effectively utilised recovery tuition funding to support learning loss, and the Attendance and Welfare Team is being strengthened to improve attendance.

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**Trustees' Report (continued)**  
**For the year ended 31 August 2023**

**Strategic report (continued)**

**Achievements and performance (continued)**

**b. Major strategic challenges**

The Trust has faced several significant challenges, but it is confident that it can tackle them successfully. The first challenge concerns the narrowing focus on Condition Improvement Fund grants (CIF). To overcome this challenge, the Trustees have supported using reserves to maintain the momentum to improve the quality of experience and enhance environments. Another challenge is growth, which is difficult due to the region being the most academised in the country. To mitigate this risk, the Trust has been developing the Trust Core Sponsor Offer, diversifying its services to the broader system and maintaining its reputation as a high-quality sponsor.

**c. Going concern**

After making appropriate enquiries, the Board of Trustees has a reasonable expectation that the Academy has adequate resources to continue in operation existence for the foreseeable future. For this reason, they continue 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 accounting policies.

**Financial review**

The Trust continued to strengthen spending controls to support a programme of investment across the group of schools, c.£900K. This level of investment has been a strategic financial priority to support the Trust's medium to long-term site development plans in light of a Trust profile of small schools with low pupil head counts, i.e. not automatically entitled to Condition Improvement Funds, and tightening/narrowing criteria. Nationally, the post-pandemic recruitment challenges have continued across the Trust and are particularly acute in specialist settings. They were causing inefficient deployment models in several schools through supply agencies as medium to long-term solutions. Further, the increased demand in special places and a sharp rise in permanent exclusions, has led to a significant strain on an already depleted workforce.

The Trust has two principal income sources, these are GAG funds from the ESFA and top-up funding from the LA High-Needs Block. The Trust operates a pooled budget as a single reporting entity, in accordance with the ESFA which considers the funding needs and allocations of each constituent academy. This has helped build and strengthen the reserves which the academies can bid into for targeted school improvement interventions and capital building projects.

The key factors likely to effect the Trust's financial performance and position going forward are covered in section d of this financial review.

The pension fund is in a deficit position at the balance sheet date. This is explained in further detail in section a below and in note 24 of the financial statements.

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**Trustees' Report (continued)**  
**For the year ended 31 August 2023**

**a. Reserves policy**

The Board review the reserve levels of the Trust throughout the year. This review encompasses the nature of income and expenditure streams and future year projections and the need to match income with commitments.

The Trustees will always try to match income with expenditure in the current year (set and manage a balanced budget) and will only carry forward reserves that it considers necessary having regard for:

- The Trust Development Plan
- Forecasts of levels of income in future years
- Forecasts for expenditure in future years
- Analysis of any further development needs and opportunities that could not be met out of annual income
- Analysis and forecast of cash flow and fund management

The Trust's total funds at the end of the period are £22,792k of which £20,824k is in the restricted fixed asset fund, leaving a total surplus reserve balance of both general restricted and unrestricted funds of £1,968k. There is a deficit of £763k on the Local Government Pension Scheme ("LGPS") which is allocated to this fund. The LGPS liability will not materialise in the near future and actual reserve funding available to the Trust excluding the LGPS liability is £2,731k; of which £2,485k is restricted funding and £246k is unrestricted funding.

The reserves of the Trust will be used to fund current commitments and implement the aims and objectives of the Trust.

**b. Key performance indicators**

Although the trust operates a GAG pooled model, the following are key performance indicators for all schools within the Trust:

3-5% in-year balance  
<80% staffing spend  
Inspection outcomes  
External audit outcomes

**c. Investment policy**

Any funds which the Trust does not immediately need to cover anticipated expenditure will be invested in such a way to maximise returns, commensurate with a very low risk profile. The Trust does not consider the investment of surplus funds as a primary activity, rather it is the result of good stewardship. Funds would be appropriately allocated as expenditure as required.

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**Trustees' Report (continued)**  
**For the year ended 31 August 2023**

**d. Principal risks and uncertainties**

Trustees are responsible for the management of risks to which the Trust is exposed. Officers maintain a detailed operational risk register to identify and manage the risks of the Trust. A high-level risk register is owned by the Board of Trustees and this is reviewed on a termly basis through the finance, resource and audit committee.

The Education committee and extended leadership team is responsible for the detailed review of headline school performance risks and appropriate escalation to the Board.

The Central Executive Team of the Trust holds a half termly risk meeting when key risks, priorities and actions to mitigate the identified risks are considered.

The principal risks and uncertainties facing the Trust are as follows:

1. The Trustees continue to ensure that the highest standards are maintained in the areas of the selection and monitoring of staff, the operation of child protection policies and procedures, safeguarding, health and safety, and discipline.
2. The Trust has considerable reliance on continued government funding through the ESFA and Local Authority and whilst the current level of funding is expected to continue there are no assurances that funding will continue at the same level or terms.
3. Recruitment and retention of high quality teaching and leadership staff. Recruitment fields and the quality of applicants have reduced in the last few years. The Trustees monitor and review policies and procedures to continue the training and development of staff whilst ensuring there is a clear succession plan.
4. The Trust not making the projected improvements in standards. (Staffing remodelling and restructuring programme has and is continuing to be undertaken to strengthen and increase capacity in leadership, attendance and standards).
5. Failures in governance/management and in particular the risk that rises from potential failure to effectively manage the Trust's finances, internal controls, compliance with regulations and legislation, statutory returns etc. This is mitigated through clear policies and procedures which are subject to internal scrutiny annually and centrally managed expertise in business support functions.
6. Business continuity as a result of Covid 19.
7. Increased competition for pupil places through the onset of additional providers. The trust continually reviews pupil data to forecast future funding and expenditure to achieve balanced budgets.
8. Staff pay awards – the increase in pay awards for 2022/23 have been factored into budget forecasts and back pay to staff paid in December 2022. However, as the increases have not been funded, staffing structures are and will be continually scrutinised to ensure value for money.
9. An external consultant was procured to undertake a RAAC survey across the trust. It was confirmed in April 2023 that RAAC does not exist in any of the academies within the trust.
10. To reduce the trust's carbon emissions, a heat decarbonisation strategy is being developed which includes replacing boilers, windows and doors, and increasing insulation.

**Fundraising**

Raleigh Education Trust does not currently undertake any fundraising activities. The Trust has established plans to support this activity in the new academic year. Fundraising features as a critical area in the newly formed local governance arrangements and newly developed central senior posts: Assistant Chief Finance Officer and HR Advisor.

**RALEIGH EDUCATION TRUST**  
**(A Company Limited by Guarantee)**

**Trustees' Report (continued)**  
**For the year ended 31 August 2023**

**Plans for future periods**

The Trust has developed a Collaborative Partnership Offer, consisting of a core offer and additional support, organised into seven domains.

1. Leadership support
2. Improvement support (core)
3. Improvement support (core+)
4. Financial support
5. Human Resource support
6. Estates support
7. Professional Learning and Development

The Trust plans to submit an LA Special Free School application in the autumn.

**Disclosure of information to auditors**

Insofar as the Trustees are aware:

- there is no relevant audit information of which the charitable company's auditors are 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 auditors are aware of that information.

The Trustees' Report, incorporating a strategic report, was approved by order of the Board of Trustees, as the company directors, on 13 December 2023 and signed on its behalf by:



**Mrs E Hartley**  
Chair of Trustees

**RALEIGH EDUCATION TRUST**  
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**Governance Statement**

**Scope of responsibility**

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

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

The Board of Trustees has delegated the day-to-day responsibility to the Chief Executive 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 Raleigh Education Trust and the Secretary of State for Education. They are also responsible for reporting to the Board of Trustees any material weaknesses or breakdowns in internal control.

**Governance**

The information on governance included here supplements that described in the Trustees' Report and in the Statement of Trustees' Responsibilities. The Board of Trustees has formally met six times during the year. In addition to the full Board, a number of sub-committees are maintained, these trustee sub-committees include:

1. Education Committee
2. Finance, Resource and Audit Committee
3. Pay Committee

The Chair of the Board holds the CEO to account during a fortnightly update meeting and trustee working parties focus on specific trustee work streams. During 2022-23 these included:

1. Equality, Diversity and Inclusion
2. Policy harmonisation
3. Governance Review Body

Finally, each trustee is "linked" to either a single academy to carry out termly reviews or a strategic workstream set by the Board.

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

Trustee	Meetings attended	Out of a possible
Mrs E Hartley, Chair	6	6
Mr T Shaw, Vice Chair	3	6
Mr B Coulson	5	6
Ms G Spencer	5	6
Prof B Youens	6	6
Ms C Malik	0	0
Mr G Mansfield	6	6
Ms E Ogden (appointed July 2022)	4	6
Mr M Clifford (appointed July 2022)	6	6
Ms H Grace	1	4
Dr W McCulloch	0	0

The Board was strengthened through the recruitment of a further trustee: Ms H Grace appointed in February 2023.

The process for managing conflicts of interest follows the charity commission's guidance. The process for declaring conflicts of interest happens at the start of any trustees or board meeting. Candidates applying for positions within the trust also complete a declaration confirming whether they are related to any members of staff or trustees. Up to date register of interests is kept for all trustees, board members, and key members of

**RALEIGH EDUCATION TRUST**  
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**Governance Statement (continued)**

**Governance (continued)**

staff/budget holders within the trust. Where a conflict is declared by a trustee they may not take part in that discussion, decision or voting. If a declaration is declared by a potential employee, this is discussed and a judgment made on suitability by the CEO.

The Trust, through the Education Committee, review a wide range of data including tracking of standards and achievement and a contextual safeguarding dashboard. The dashboard offers a broad range of quantifiable indicators related to vulnerable groups. In addition, through the same committee, comprehensive reports are available on pupil attendance and punctuality on a weekly basis. All Trustees receive a termly report from each Principal reporting a wide range of quantifiable and qualitative information organised against the Ofsted inspection framework, and outcomes of pupil and parent satisfaction surveys.

Trustees receive employee satisfaction information through annual EDI surveys and direct engagement with the staff wellbeing network.

The information report to the board chimes with their working knowledge from school-based triangulation activities.

Following an internal review of Governance structures, the Board of Trustees agreed to adopt a cluster governance model (these can also be described as governance Hub models) for local governance arrangements, implemented in March 2020. The arrangements as three cluster reflecting the diverse composition of the Trust:

- Special Educational Needs Local Governing Body for Woodlands Academy and Westbury Academy
- Alternative Education Governing Body for Denewood Academy (sponsored) and circa 16 local alternative education providers (commissioning)
- Mainstream Primary Local Governing Body for Ambleside Primary Academy

The decision to adopt clustering arrangements was influenced by a number of key factors:

- Opportunities for specialised training targeted to cluster specific arrangements
- Trust growth by establishing self-sustaining support systems
- Limiting each cluster to a maximum of three academies, trustees will be well placed to monitor future local governance capacity in relation to wider expansion

A cluster model also provides a logical approach for further diversification into mainstream secondary. At this point, trustees will have achieved their ambition to ensure Academy leaders effectively utilise all facility and admission arrangements to support children's social, emotional and academic developments. An external review of Governance took place in Spring/Summer 2022. The external review found the trust to have strong governance based on strong and committed local governors and trustees. Clarifying and formalising processes that are currently in place, particularly around lines of communication will further strengthen governance of the trust.

Unity Academy is currently governed locally by a Trust Interim Executive Board (TIEB)

As a Multi-Academy Trust sponsor, the 'Trustees' are accountable for the quality of education provided. Where trustees identify a defined need, they will direct the Trust Executive to activate a short-term temporary governance structure to support rapid improvement. Trustees describe these arrangements as a Trust Interim Executive Board (TIEB).

The Trustees appoint people to serve on a Trust Interim Executive Board to hold the local senior leadership team to account for standards and safeguarding. Through this, the Trust ensures strong local governance of each Academy and retains a clear line of sight into the performance of each Academy within its community.

A Trust Interim Executive Board has a range of responsibilities, including:

- Supporting good governance of the school
- Safeguarding and promoting the Trust's values

**RALEIGH EDUCATION TRUST**  
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**Governance Statement (continued)**

**Governance (continued)**

- Supporting the Academy Principal and being a critical friend Monitoring achievement, quality of teaching, behaviour and safety Engaging with the school's key stakeholders, for example, parents/carers, pupils and staff.

The Trust appoints members of the Trust Interim Executive Board.

The Finance, Audit and Resource Management Committee is a sub committee of the main board of trustees. Its purpose is to advise the main board on matters relating to the Academies Financial Handbook, financial performance and strategic oversight, financial risk and effective financial control. Decisions of the Finance Committee are by majority vote. The Finance, Audit and Resources Committee composition is laid out in the Terms of Reference.

Its purpose is to:

- Approve the draft budget and recommendation to the board
- Monitor and evaluate financial performance over the short and medium term
- Assess the impact of spending against success criteria
- Ensure propriety and effective financial management and stewardship
- Ensure quality and integrity of accounting and reporting practices and controls, risk management and regulatory compliance

The Equality, Diversity and Inclusion Oversight Group have worked to develop and publish a report that analyses pay gaps between different ethnic groups. The information provided has been central to shaping trustees' views about what needs to happen next to drive a more equitable organisation.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
Ms G Spencer, Chair	8	8
Mr T Shaw	8	8
Mr G Mansfield	8	8
Mr M Clifford (resigned 31 August 2023)	7	8

**Review of value for money**

As accounting officer, the Chief Executive Officer has responsibility for ensuring that the Trust delivers good value in the use of public resources. The accounting officer understands that value for money refers to the educational and wider societal outcomes, as well as estates and safety management, achieved in return for the taxpayer resources received.

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

- Sharing of skills and best practice across the Trust
- Offering placements in special schools to other local authorities
- Strengthening internal control systems
- Improving outcomes for pupils
- Undertaking procurement activities including Outdoor play equipment, external audit service, supply agency costs, trust wide grounds maintenance, trust wide fire, security and CCTV contract and trust wide photocopying contract. This ensure the Trust's estate continued to be safe, well-maintained and compliant with regulation.

**RALEIGH EDUCATION TRUST**  
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**Governance Statement (continued)**

**The purpose of the system of internal control**

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can, therefore, only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on going process designed to identify and prioritise the risks to the achievement of Trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in Raleigh Education Trust for the year 1 September 2022 to 31 August 2023 and up to the date of approval of the annual report and financial statements.

**Capacity to handle risk**

The Board of Trustees has reviewed the key risks to which the Trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Board of Trustees is of the view that there is a formal ongoing process for identifying, evaluating and managing the Trust's significant risks that has been in place for the year 1 September 2022 to 31 August 2023 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Trustees.

**The risk and control framework**

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

- comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the Board of Trustees
- regular reviews by the Finance, Audit and Resources 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

As part of the risk management processes of the Trust, the Board of Trustees considered those high level risks identified from their risk register. Cyber Security was highlighted as the most significant risk that could impact on the Trust. The Board of Trustees commissioned an external review of Cyber Security in the spring of 2023, which found all four areas of the conditions of cover identified by the DFE's Risk Protection Arrangement, were in place. The report was shared with the Board of Trustees and recommendations are being implemented during 2023-24.

The Board of Trustees have decided to undertake internal audit every other year for risks associated with financial controls. An internal review took place in Spring 2023.

The internal auditor's role includes giving advice on financial and other matters and performing a range of checks on the Trust's financial systems. In particular, the checks that they will carry out during their next review includes:

- testing of purchase systems
- testing of payroll system
- testing of bank reconciliations
- testing of controls around income (included other income)
- testing of financial reporting and control account reconciliations
- testing of submission of ESFA returns and other compliance matters

The internal audit report was shared with the Board of Trustees through the Finance, Audit and Resource Management Committee on the operation of the systems of control and on the discharge of the Board of Trustees' financial responsibilities. The report includes a summary report to the committee outlining the areas

**RALEIGH EDUCATION TRUST**  
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**Governance Statement (continued)**

**The risk and control framework (continued)**

reviewed, key findings, recommendations and conclusions to help the committee consider actions and assess year on year progress. The report highlighted 9 areas of 'substantial assurance' and three areas of 'reasonable assurance'. All three areas of reasonable assurance have been actioned in readiness for the Academic year 2023-24.

The external reviewers commissioned by the Board of Trustees have been able to deliver their schedule of work as planned and no material control issues were identified.

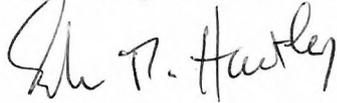
**Review of effectiveness**

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 reviewer;
- the financial management and governance self-assessment process;
- the work of the executive managers within the Trust who have responsibility for the development and maintenance of the internal control framework.
- the work of the external auditors;
- correspondence from ESFA e.g. FNTI/NtI and 'minded to' letters.

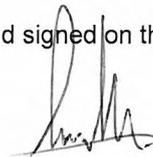
The accounting officer has been advised of the implications of the result of their review of the system of internal control by the Finance, Audit and Resource Management Committee and a plan to address weaknesses and ensure continuous improvement of the system is in place.

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



**Mrs E Hartley**  
Chair of Trustees

Date: 13/12/2023



**Mr S Kelly**  
Accounting Officer

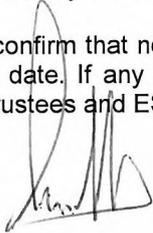
**RALEIGH EDUCATION TRUST**  
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**Statement of Regularity, Propriety and Compliance**

As accounting officer of Raleigh Education Trust, I have considered my responsibility to notify the academy trust board of trustees and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of all funding, including for estates safety and management, under the funding agreement between the academy trust and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academy Trust Handbook 2022, including responsibilities for estates safety and management.

I confirm that I and the academy trust board of trustees are able to identify any material irregular or improper use of all funds by the academy trust, or material non-compliance with the terms and conditions of funding under the academy trust's funding agreement and the Academy Trust Handbook 2022.

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 S Kelly**

Accounting Officer

Date: 13 December 2023

**RALEIGH EDUCATION TRUST**  
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**Statement of Trustees' responsibilities**  
**For the year ended 31 August 2023**

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:

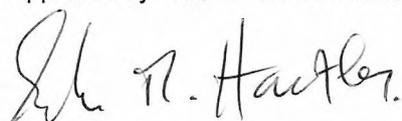
- select suitable accounting policies and then apply them consistently;
- observe the methods and principles of the Charities SORP 2019 and the Academies Accounts Direction 2022 to 2023;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

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

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

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

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



**Mrs E Hartley**  
Chair of Trustees

Date: 13/12/23

**RALEIGH EDUCATION TRUST**  
**(A Company Limited by Guarantee)**

**Independent Auditors' Report on the financial statements to the Members of Raleigh Education Trust**

**Opinion**

We have audited the financial statements of Raleigh Education Trust (the 'trust') for the year ended 31 August 2023 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 2022 to 2023 issued by the Education and Skills Funding Agency.

In our opinion the financial statements:

- give a true and fair view of the state of the Trust's affairs as at 31 August 2023 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 2022 to 2023 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 Auditors' responsibilities for the audit of the financial statements section of our report. We are independent of the Trust in accordance with the ethical requirements that are relevant to our audit of the financial statements in the United Kingdom, including the Financial Reporting Council's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

**Conclusions relating to going concern**

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

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

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

**RALEIGH EDUCATION TRUST**  
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**Independent Auditors' Report on the financial statements to the Members of Raleigh Education Trust**  
**(continued)**

**Other information**

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

We have nothing to report in this regard.

**Opinion on other matters prescribed by the Companies Act 2006**

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

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

**Matters on which we are required to report by exception**

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

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

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

**Responsibilities of trustees**

As explained more fully in the Statement of Trustees' Responsibilities, the Trustees (who are also the directors of the Trust for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Trustees are responsible for assessing the Trust's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Trustees either intend to liquidate the Trust or to cease operations, or have no realistic alternative but to do so.

**RALEIGH EDUCATION TRUST**  
**(A Company Limited by Guarantee)**

**Independent Auditors' Report on the financial statements to the Members of Raleigh Education Trust**  
**(continued)**

**Auditors' 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 Auditors' 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. Based on our understanding of the Academy Trust, we identify the key laws and regulations affecting the Trust to include The Academy Trust Handbook and the Charities SORP. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

We identified that the principal risk of fraud or non-compliance with laws and regulations related to:

- management bias in respect of accounting estimates and judgements made;
- management override of control;
- posting of unusual journals or transactions;
- non-compliance with the Academy Trust Handbook and Accounts Direction.

We focussed on those areas that could give rise to a material misstatement in the Trust financial statements. Our procedures included, but were not limited to:

- enquiry of management and those charged with governance around actual and potential litigation and claims, including instances of non-compliance with laws and regulations and fraud;
- reviewing minutes of meetings of those charged with governance where available;
- reviewing legal expenditure in the year to identify instances of non-compliance with laws and regulations and fraud;
- reviewing financial statement disclosures and testing to supporting documentation to assess compliance with applicable laws and regulations;
- performing audit work over the risk of management override of controls, including testing of journal entries and other adjustments for appropriateness, evaluating the business rationale of significant transactions outside the normal course of business and reviewing accounting estimates for bias. In particular the assumptions and judgements used in account for defined benefit pension liabilities;
- a separate limited scope regularity review has been undertaken in respect of compliance with the Academy Trust Handbook and our report in respect of this is contained within the financial statements.

It is the primary responsibility of management, with the oversight of those charged with governance, to ensure that the entity's operations are conducted in accordance with the provisions of laws and regulations and for the prevention and detection of fraud.

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](http://www.frc.org.uk/auditorsresponsibilities). This description forms part of our Auditors' Report.

**RALEIGH EDUCATION TRUST**  
**(A Company Limited by Guarantee)**

**Independent Auditors' Report on the financial statements to the Members of Raleigh Education Trust**  
**(continued)**

**Use of our report**

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



**Sarah Flear (Senior Statutory Auditor)**

for and on behalf of

**PKF Smith Cooper Audit Limited**

Statutory Auditors

2 Lace Market Square

Nottingham

NG1 1PB

Date: 18 December 2023

**RALEIGH EDUCATION TRUST**  
**(A Company Limited by Guarantee)**

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

In accordance with the terms of our engagement letter dated 22 July 2021 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2022 to 2023, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Raleigh Education Trust during the year 1 September 2022 to 31 August 2023 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 Raleigh Education Trust and ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Raleigh Education Trust and ESFA those matters we are required to state in a report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than Raleigh Education Trust and ESFA, for our work, for this report, or for the conclusion we have formed.

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

The accounting officer is responsible, under the requirements of Raleigh Education Trust's funding agreement with the Secretary of State for Education dated 7 February 2017 and the Academy Trust Handbook, extant from 1 September 2022, 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 2022 to 2023. 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 2022 to 31 August 2023 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

**Approach**

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

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

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

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

The work undertaken to draw our conclusion includes:

- Planned our assurance procedures including identifying key risks;
- Carried out a programme of substantive testing, including review of the programme of work and findings in relation to internal scrutiny;
- Undertook controls testing where considered appropriate;
- Concluded on the procedures undertaken.

**RALEIGH EDUCATION TRUST**  
**(A Company Limited by Guarantee)**

**Independent Reporting Accountant's Assurance Report on Regularity to Raleigh Education Trust 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 2022 to 31 August 2023 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

PKF Smith Cooper Audit Limited

**PKF Smith Cooper Audit Limited**  
Statutory Auditors  
2 Lace Market Square  
Nottingham  
NG1 1PB

Date: 18 December 2023

**RALEIGH EDUCATION TRUST**  
(A Company Limited by Guarantee)

**Statement of financial activities (incorporating income and expenditure account)**  
**For the year ended 31 August 2023**

	Note	Unrestricted funds 2023 £000	Restricted funds 2023 £000	Restricted fixed asset funds 2023 £000	Total funds 2023 £000	Total funds 2022 £000
<b>Income from:</b>						
Donations and capital grants	3	12	-	160	172	186
Charitable activities: funding for the trust's educational operations	4	49	17,457	-	17,506	15,404
<b>Total income</b>		<b>61</b>	<b>17,457</b>	<b>160</b>	<b>17,678</b>	<b>15,590</b>
<b>Expenditure on:</b>						
Charitable activities: Academy trust education operations	5	-	17,098	634	17,732	16,748
<b>Total expenditure</b>		<b>-</b>	<b>17,098</b>	<b>634</b>	<b>17,732</b>	<b>16,748</b>
<b>Net income/(expenditure)</b>		<b>61</b>	<b>359</b>	<b>(474)</b>	<b>(54)</b>	<b>(1,158)</b>
Transfers between funds	16	-	(390)	390	-	-
<b>Net movement in funds before other recognised gains/(losses)</b>		<b>61</b>	<b>(31)</b>	<b>(84)</b>	<b>(54)</b>	<b>(1,158)</b>
<b>Other recognised gains/(losses):</b>						
Actuarial gains on defined benefit pension schemes	24	-	1,526	-	1,526	9,950
<b>Net movement in funds</b>		<b>61</b>	<b>1,495</b>	<b>(84)</b>	<b>1,472</b>	<b>8,792</b>
<b>Reconciliation of funds:</b>						
Total funds brought forward		185	227	20,908	21,320	12,528
Net movement in funds		61	1,495	(84)	1,472	8,792
<b>Total funds carried forward</b>		<b>246</b>	<b>1,722</b>	<b>20,824</b>	<b>22,792</b>	<b>21,320</b>

The Statement of Financial Activities includes all gains and losses recognised in the year.

**RALEIGH EDUCATION TRUST**  
**(A Company Limited by Guarantee)**  
**Registered number: 10611866**

**Balance Sheet**  
**As at 31 August 2023**

	Note	2023 £000	2022 £000
<b>Fixed assets</b>			
Tangible assets	12	20,730	20,770
<b>Current assets</b>			
Debtors	13	1,485	990
Cash at bank and in hand	21	2,532	3,029
		4,017	4,019
Creditors: amounts falling due within one year	14	(1,163)	(1,361)
<b>Net current assets</b>		<b>2,854</b>	2,658
<b>Total assets less current liabilities</b>		<b>23,584</b>	23,428
Creditors: amounts falling due after more than one year	15	(29)	(34)
<b>Net assets excluding pension liability</b>		<b>23,555</b>	23,394
Defined benefit pension scheme liability	24	(763)	(2,074)
<b>Total net assets</b>		<b>22,792</b>	21,320

**RALEIGH EDUCATION TRUST**  
**(A Company Limited by Guarantee)**  
**Registered number: 10611866**

**Balance Sheet (continued)**  
**As at 31 August 2023**

	Note	2023 £000	2022 £000
<b>Funds of the Trust</b>			
<b>Restricted funds:</b>			
Fixed asset funds	16	20,824	20,908
Restricted income funds	16	2,485	2,301
		23,309	23,209
Restricted funds excluding pension liability	16	23,309	23,209
Pension reserve	16	(763)	(2,074)
		22,546	21,135
<b>Total restricted funds</b>	16	<b>22,546</b>	<b>21,135</b>
<b>Unrestricted income funds</b>	16	<b>246</b>	<b>185</b>
		22,792	21,320
<b>Total funds</b>		<b>22,792</b>	<b>21,320</b>

The financial statements on pages 52 to 80 were approved and authorised for issue by the Trustees and are signed on their behalf, by:

**Mrs E Hartley**   
 Chair of Trustees

Date: 13/12/23-

The notes on pages 56 to 80 form part of these financial statements.

**RALEIGH EDUCATION TRUST**  
**(A Company Limited by Guarantee)**

**Statement of Cash Flows**  
**For the year ended 31 August 2023**

	Note	2023 £000	2022 £000
<b>Cash flows from operating activities</b>			
Net cash (used in)/provided by operating activities	18	(58)	1,213
<b>Cash flows from investing activities</b>	20	(434)	(783)
<b>Cash flows from financing activities</b>	19	(5)	6
<b>Change in cash and cash equivalents in the year</b>		<b>(497)</b>	436
Cash and cash equivalents at the beginning of the year		<b>3,029</b>	2,593
<b>Cash and cash equivalents at the end of the year</b>	21, 22	<b>2,532</b>	3,029

The notes on pages 56 to 80 form part of these financial statements

**RALEIGH EDUCATION TRUST**  
**(A Company Limited by Guarantee)**

**Notes to the Financial Statements**  
**For the year ended 31 August 2023**

**1. Accounting policies**

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

**1.1 Basis of preparation of financial statements**

The financial statements of the Trust, which is a public benefit entity under FRS 102, have been prepared under the historic cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2022 to 2023 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

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

The financial statements have been presented in Sterling which is the functional currency of the Trust. Monetary amounts are rounded to the nearest whole £1,000, except where otherwise indicated.

**1.2 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 Trust 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 Trust has adequate resources to continue in operational existence for the foreseeable future and there are no material uncertainties about the Trust's ability to continue as a going concern, thus they continue to adopt the going concern basis of accounting in preparing the financial statements.

**RALEIGH EDUCATION TRUST**  
**(A Company Limited by Guarantee)**

**Notes to the Financial Statements**  
**For the year ended 31 August 2023**

**1. Accounting policies (continued)**

**1.3 Income**

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

• **Grants**

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.

• **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 Trust has provided the goods or services.

**1.4 Expenditure**

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

• **Charitable activities**

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

All resources expended are inclusive of irrecoverable VAT.

**RALEIGH EDUCATION TRUST**  
**(A Company Limited by Guarantee)**

**Notes to the Financial Statements**  
**For the year ended 31 August 2023**

**1. Accounting policies (continued)**

**1.5 Taxation**

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

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

**1.6 Tangible fixed assets**

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

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

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

Depreciation is provided on the following bases:

Long-term leasehold property	- over the useful economic life (33 to 50 years)
Leasehold Improvements	- over the useful economic life (10 years)
Long-term leasehold land	- over the term of the lease (125 years)
Furniture and equipment	- 20% on a straight-line basis
Computer equipment	- 33.33% on a straight-line basis
Motor Vehicles	- 20% on a straight-line basis

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

**1.7 Liabilities and provisions**

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

**RALEIGH EDUCATION TRUST**  
**(A Company Limited by Guarantee)**

**Notes to the Financial Statements**  
**For the year ended 31 August 2023**

**1. Accounting policies (continued)**

**1.8 Financial instruments**

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

Financial assets - trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 13. 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 14 and 15. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

**1.9 Operating leases**

Rentals paid under operating leases are charged to the Statement of Financial Activities on a straight line basis over the lease term.

**1.10 Pensions**

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

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

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

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

**RALEIGH EDUCATION TRUST**  
**(A Company Limited by Guarantee)**

**Notes to the Financial Statements**  
**For the year ended 31 August 2023**

**1. Accounting policies (continued)**

**1.11 Fund accounting**

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

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

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

**2. Critical accounting estimates and areas of judgment**

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

Critical accounting estimates and assumptions:

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

Pension scheme

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 24, 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 2022 has been used by the actuary in valuing the pensions liability at 31 August 2023. 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.

Depreciation

The assessment of the useful economic lives and the method of depreciating fixed assets requires judgement. Depreciation is charged to the Statement of Financial Activities based on the useful economic life selected, which requires an estimation of the period and profile over which the Trust expects to consume the future economic benefits embodied in the assets.

**RALEIGH EDUCATION TRUST**  
**(A Company Limited by Guarantee)**

**Notes to the Financial Statements**  
**For the year ended 31 August 2023**

**3. Income from donations and capital grants**

	Unrestricted funds 2023 £000	Restricted fixed asset funds 2023 £000	Total funds 2023 £000	Total funds 2022 £000
Donations	12	-	12	2
Capital Grants	-	160	160	184
<b>Total 2023</b>	<u>12</u>	<u>160</u>	<u>172</u>	<u>186</u>
Total 2022	<u>2</u>	<u>184</u>	<u>186</u>	

**RALEIGH EDUCATION TRUST**  
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**Notes to the Financial Statements**  
**For the year ended 31 August 2023**

**4. Funding for the Trust's education operations**

	Unrestricted funds 2023 £000	Restricted funds 2023 £000	Total funds 2023 £000	Total funds 2022 £000
<b>DfE/ESFA grants</b>				
General Annual Grant (GAG)	-	6,513	<b>6,513</b>	6,480
Other DfE/ESFA grants				
Pupil Premium	-	708	<b>708</b>	691
UIFSM	-	59	<b>59</b>	71
Teacher pay grant	-	132	<b>132</b>	210
Other DfE/ESFA grants	-	492	<b>492</b>	457
	-	7,904	<b>7,904</b>	7,909
<b>Other Government grants</b>				
Special educational projects	-	3,960	<b>3,960</b>	3,645
Local authority grants	-	477	<b>477</b>	359
	-	4,437	<b>4,437</b>	4,004
<b>Other income from the academy's educational operations</b>				
Alternative education provision	-	5,051	<b>5,051</b>	3,445
Other income	49	65	<b>114</b>	46
	49	5,116	<b>5,165</b>	3,491
<b>Total 2023</b>	<b>49</b>	<b>17,457</b>	<b>17,506</b>	<b>15,404</b>
Total 2022	34	15,370	15,404	

**RALEIGH EDUCATION TRUST**  
(A Company Limited by Guarantee)

**Notes to the Financial Statements**  
For the year ended 31 August 2023

**5. Expenditure**

	<b>Staff Costs</b> <b>2023</b> <b>£000</b>	<b>Premises</b> <b>2023</b> <b>£000</b>	<b>Other</b> <b>2023</b> <b>£000</b>	<b>Total</b> <b>2023</b> <b>£000</b>	<b>Total</b> <b>2022</b> <b>£000</b>
Trust's educational operations					
- Direct costs	6,731	-	6,364	<b>13,095</b>	11,601
- Support costs	2,450	418	1,769	<b>4,637</b>	5,147
	<u>9,181</u>	<u>418</u>	<u>8,133</u>	<u><b>17,732</b></u>	<u>16,748</u>
Total 2022	<u>9,693</u>	<u>391</u>	<u>6,664</u>	<u>16,748</u>	

**6. Analysis of expenditure by activities**

	<b>Activities</b> <b>undertaken</b> <b>directly</b> <b>2023</b> <b>£000</b>	<b>Support</b> <b>costs</b> <b>2023</b> <b>£000</b>	<b>Total</b> <b>funds</b> <b>2023</b> <b>£000</b>	<b>Total</b> <b>funds</b> <b>2022</b> <b>£000</b>
Trust's educational operations	13,095	4,637	<b>17,732</b>	16,748
	<u>11,601</u>	<u>5,147</u>	<u>16,748</u>	
Total 2022	<u>11,601</u>	<u>5,147</u>	<u>16,748</u>	

**RALEIGH EDUCATION TRUST**  
**(A Company Limited by Guarantee)**

**Notes to the Financial Statements**  
**For the year ended 31 August 2023**

**6. Analysis of expenditure by activities (continued)**

**Analysis of direct costs**

	<b>Total funds 2023 £000</b>	<b>Total funds 2022 £000</b>
Staff costs	6,731	6,569
Depreciation	154	157
Educational supplies	239	213
Other direct costs	142	135
Trips and travel costs	119	98
Alternative provision	5,710	4,429
	<u>13,095</u>	<u>11,601</u>

**Analysis of support costs**

	<b>Total funds 2023 £000</b>	<b>Total funds 2022 £000</b>
Staff costs	2,450	3,124
Depreciation	480	462
Office costs	19	28
Marketing	5	-
Technology costs	154	149
Rent and rates	67	68
Energy costs	112	114
Insurance	25	21
Catering costs	269	258
Other support costs	788	701
Maintenance of premises and equipment	137	91
Governance	38	34
Cleaning costs	93	97
	<u>4,637</u>	<u>5,147</u>

**RALEIGH EDUCATION TRUST**  
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**Notes to the Financial Statements**  
**For the year ended 31 August 2023**

**7. Net income/(expenditure)**

Net income/(expenditure) for the year includes:

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
Operating lease rentals	21	23
Depreciation of tangible fixed assets	634	619
Fees paid to auditors for:		
- audit	26	20
- other services	6	4
	<b>634</b>	<b>619</b>

**8. Staff**

**a. Staff costs**

Staff costs during the year were as follows:

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
Wages and salaries	6,278	5,949
Social security costs	632	559
Pension costs	1,512	2,405
	<b>8,422</b>	<b>8,913</b>
Agency staff costs	639	763
Staff restructuring costs	120	17
	<b>9,181</b>	<b>9,693</b>

Staff restructuring costs comprise:

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
Redundancy payments	30	-
Severance payments	90	17
	<b>120</b>	<b>17</b>

**RALEIGH EDUCATION TRUST**  
(A Company Limited by Guarantee)

**Notes to the Financial Statements**  
**For the year ended 31 August 2023**

**8. Staff (continued)**

**b. Severance payments**

The Trust paid 3 severance payments in the year (2022 - 1), disclosed in the following bands:

	<b>2023</b>	2022
	<b>No.</b>	No.
£0 - £25,000	-	1
£25,001 - £50,000	<b>3</b>	-
	<u>          </u>	<u>          </u>

**c. Staff numbers**

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

	<b>2023</b>	2022
	<b>No.</b>	No.
Teachers	<b>137</b>	148
Management	<b>12</b>	2
Administration and support	<b>70</b>	69
	<u>          </u>	<u>          </u>
	<b>219</b>	219
	<u>          </u>	<u>          </u>

**d. Higher paid staff**

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

	<b>2023</b>	2022
	<b>No.</b>	No.
In the band £60,001 - £70,000	<b>2</b>	2
In the band £70,001 - £80,000	<b>2</b>	4
In the band £80,001 - £90,000	<b>2</b>	-
In the band £120,001 - £130,000	-	1
In the band £130,001 - £140,000	<b>1</b>	-
	<u>          </u>	<u>          </u>

**e. Key management personnel**

The key management personnel of the Trust comprise the Trustees and the senior management team as listed on page 1. The total amount of employee benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the Trust was £863,000 (2022 - £730,000).

**RALEIGH EDUCATION TRUST**  
**(A Company Limited by Guarantee)**

**Notes to the Financial Statements**  
**For the year ended 31 August 2023**

**9. Central services**

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

- Human resources
- Finance
- Legal services
- Educational support services

The Trust charges for these services on the following basis:

Flat percentage of income - 8%

The actual amounts charged during the year were as follows:

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
Ambleside Academy	<b>277</b>	271
Denewood Academy	<b>114</b>	100
Unity Academy	<b>89</b>	90
Woodlands Academy	<b>155</b>	147
Westbury Academy	<b>222</b>	211
<b>Total</b>	<b>857</b>	819

**10. Trustees' remuneration and expenses**

During the year, no Trustees received any remuneration or other benefits.

During the year ended 31 August 2023, no Trustee expenses have been incurred (2022 - £NIL).

**11. Trustees' and Officers' insurance**

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

**RALEIGH EDUCATION TRUST**  
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**Notes to the Financial Statements**  
For the year ended 31 August 2023

**12. Tangible fixed assets**

	Long-term leasehold land and buildings £000	Furniture and equipment £000	Computer equipment £000	Motor vehicles £000	Total £000
<b>Cost or valuation</b>					
At 1 September 2022	22,626	426	603	10	23,665
Additions	306	197	91	-	594
Disposals	-	-	(179)	-	(179)
At 31 August 2023	<u>22,932</u>	<u>623</u>	<u>515</u>	<u>10</u>	<u>24,080</u>
<b>Depreciation</b>					
At 1 September 2022	2,161	220	506	8	2,895
Charge for the year	480	80	72	2	634
On disposals	-	-	(179)	-	(179)
At 31 August 2023	<u>2,641</u>	<u>300</u>	<u>399</u>	<u>10</u>	<u>3,350</u>
<b>Net book value</b>					
At 31 August 2023	<u><u>20,291</u></u>	<u><u>323</u></u>	<u><u>116</u></u>	<u><u>-</u></u>	<u><u>20,730</u></u>
At 31 August 2022	<u><u>20,465</u></u>	<u><u>206</u></u>	<u><u>97</u></u>	<u><u>2</u></u>	<u><u>20,770</u></u>

Included within long-term leasehold land and buildings is land held under long-term leasehold of £3,654,000 (2022: £3,654,000).

**13. Debtors**

	2023 £000	2022 £000
<b>Due within one year</b>		
Trade debtors	12	17
Other debtors	-	1
Prepayments and accrued income	1,368	828
VAT repayable	105	144
	<u><u>1,485</u></u>	<u><u>990</u></u>

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**14. Creditors: Amounts falling due within one year**

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
Trade creditors	<b>375</b>	835
Other creditors	<b>12</b>	8
Accruals and deferred income	<b>776</b>	518
	<b>1,163</b>	1,361
	<b>1,163</b>	1,361

Included within other creditors are Salix loans of £6,000 (2022: £6,000), which are repayable in half-yearly instalments over a period of 8 years. These loans do not bear any interest and are not secured against any assets.

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
Deferred income at 1 September 2022	<b>254</b>	364
Resources deferred during the year	<b>353</b>	254
Amounts released from previous periods	<b>(254)</b>	(364)
	<b>353</b>	254
	<b>353</b>	254

Included within deferred income is grant funding (£351k) received in advance of entitlement and trip income (£2k) received for trips not taking place until after the year end.

**15. Creditors: Amounts falling due after more than one year**

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
Other creditors	<b>29</b>	34
	<b>29</b>	34

Included within other creditors are Salix loans of £29,000 (2022: £34,000), which are repayable in half-yearly instalments over a period of 8 years. These loans do not bear any interest and are not secured against any assets.

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**Notes to the Financial Statements**  
For the year ended 31 August 2023

**16. Statement of funds**

	Balance at 1 September 2022 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2023 £000
<b>Unrestricted funds</b>						
General Funds	185	61	-	-	-	246
<b>Restricted general funds</b>						
General Annual Grant (GAG)	2,221	6,513	(5,939)	(390)	-	2,405
Pupil premium	-	708	(708)	-	-	-
UIFSM	-	59	(59)	-	-	-
Other grant income	80	10,113	(10,113)	-	-	80
Other income	-	64	(64)	-	-	-
Pension reserve	(2,074)	-	(215)	-	1,526	(763)
	<u>227</u>	<u>17,457</u>	<u>(17,098)</u>	<u>(390)</u>	<u>1,526</u>	<u>1,722</u>
<b>Restricted fixed asset funds</b>						
Assets transferred on conversion	14,055	-	(333)	-	-	13,722
Other capital grants	2,155	15	(52)	-	-	2,118
DfE Group capital grants	819	145	(164)	390	-	1,190
Donated asset	3,879	-	(85)	-	-	3,794
	<u>20,908</u>	<u>160</u>	<u>(634)</u>	<u>390</u>	<u>-</u>	<u>20,824</u>
<b>Total Restricted funds</b>	<u>21,135</u>	<u>17,617</u>	<u>(17,732)</u>	<u>-</u>	<u>1,526</u>	<u>22,546</u>
<b>Total funds</b>	<u><u>21,320</u></u>	<u><u>17,678</u></u>	<u><u>(17,732)</u></u>	<u><u>-</u></u>	<u><u>1,526</u></u>	<u><u>22,792</u></u>

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**Notes to the Financial Statements**  
**For the year ended 31 August 2023**

**16. Statement of funds (continued)**

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

Unrestricted funds

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

Restricted fixed asset funds

Restricted fixed asset funds are resources which are to be applied to specific capital purposes imposed by the Department for Education where the asset acquired or created is held for a specific purpose. The funds predominantly relate to the assets acquired on conversion or transfer of an academy into the Trust, being the land and buildings at each academy, plus any fixed asset additions made subsequently.

Restricted general funds

Restricted general funds primarily comprise GAG, other DfE grants and local authority grants which are to be applied for the primary purpose of the Trust in line with the master funding agreement and other specific funding letters. Other restricted funds represent income from alternative education provision and school trips. These funds are applied for the primary purpose of the Trust and for the provision of these services, and to the extent they relate to carried forward GAG funding, this has been transferred to the GAG reserve.

Under the funding agreement with the Secretary of State, the Trust was not subject to a limit on the amount of GAG it could carry forward at 31 August 2023.

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**Notes to the Financial Statements**  
For the year ended 31 August 2023

**16. Statement of funds (continued)**

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

	Balance at 1 September 2021 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2022 £000
<b>Unrestricted funds</b>						
General Funds	149	36	-	-	-	185
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<b>Restricted general funds</b>						
General Annual Grant (GAG)	2,189	6,480	(6,053)	(395)	-	2,221
Pupil premium	-	691	(691)	-	-	-
UIFSM	-	71	(71)	-	-	-
Covid catch up	56	-	(56)	-	-	-
Other grant income	20	8,116	(8,056)	-	-	80
Other income	-	12	(12)	-	-	-
Pension reserve	(10,834)	-	(1,190)	-	9,950	(2,074)
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	(8,569)	15,370	(16,129)	(395)	9,950	227
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<b>Restricted fixed asset funds</b>						
Assets transferred on conversion	14,388	-	(333)	-	-	14,055
Other capital grants	1,998	137	(41)	61	-	2,155
DfE Group capital grants	598	47	(160)	334	-	819
Donated asset	3,964	-	(85)	-	-	3,879
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
	20,948	184	(619)	395	-	20,908
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<b>Total Restricted funds</b>	12,379	15,554	(16,748)	-	9,950	21,135
	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>	<hr/>
<b>Total funds</b>	12,528	15,590	(16,748)	-	9,950	21,320
	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>

**RALEIGH EDUCATION TRUST**  
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**Notes to the Financial Statements**  
**For the year ended 31 August 2023**

**16. Statement of funds (continued)**

**Total funds analysis by academy**

Fund balances at 31 August 2023 were allocated as follows:

	<b>2023</b>	2022
	<b>£000</b>	£000
Raleigh Education Trust	<b>2,731</b>	2,486
Restricted fixed asset fund	<b>20,824</b>	20,908
Pension reserve	<b>(763)</b>	(2,074)
<b>Total</b>	<b>22,792</b>	21,320

The Academy Trust operates a pooled budget as a single reporting entity, in accordance with the ESFA, which considers the funding needs and allocations of each constituent academy.

**Total cost analysis by academy**

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

	<b>Teaching and educational support staff costs</b>	<b>Other support staff costs</b>	<b>Educational supplies</b>	<b>Other costs excluding depreciation</b>	<b>Total 2023</b>	<b>Total 2022</b>
	<b>£000</b>	<b>£000</b>	<b>£000</b>	<b>£000</b>	<b>£000</b>	<b>£000</b>
Raleigh Education Trust (Central Services)	324	491	116	476	<b>1,407</b>	2,374
Ambleside Academy	2,683	497	171	405	<b>3,756</b>	3,555
Denewood Academy	704	217	2,086	131	<b>3,138</b>	2,716
Unity Academy	389	181	3,785	12	<b>4,367</b>	3,206
Woodlands Academy	1,354	140	117	130	<b>1,741</b>	1,703
Westbury Academy	2,006	195	263	225	<b>2,689</b>	2,575
	<b>7,460</b>	<b>1,721</b>	<b>6,538</b>	<b>1,379</b>	<b>17,098</b>	<b>16,129</b>

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**Notes to the Financial Statements**  
For the year ended 31 August 2023

**17. Analysis of net assets between funds**

**Analysis of net assets between funds - current year**

	Unrestricted funds 2023 £000	Restricted funds 2023 £000	Restricted fixed asset funds 2023 £000	Total funds 2023 £000
Tangible fixed assets	-	-	20,730	<b>20,730</b>
Current assets	934	2,989	94	<b>4,017</b>
Creditors due within one year	(688)	(475)	-	<b>(1,163)</b>
Creditors due in more than one year	-	(29)	-	<b>(29)</b>
Provisions for liabilities and charges	-	(763)	-	<b>(763)</b>
<b>Total</b>	<b>246</b>	<b>1,722</b>	<b>20,824</b>	<b>22,792</b>

**Analysis of net assets between funds - prior year**

	Unrestricted funds 2022 £000	Restricted funds 2022 £000	Restricted fixed asset funds 2022 £000	Total funds 2022 £000
Tangible fixed assets	-	-	20,770	20,770
Current assets	1,286	2,595	138	4,019
Creditors due within one year	(1,101)	(260)	-	(1,361)
Creditors due in more than one year	-	(34)	-	(34)
Provisions for liabilities and charges	-	(2,074)	-	(2,074)
<b>Total</b>	<b>185</b>	<b>227</b>	<b>20,908</b>	<b>21,320</b>

**RALEIGH EDUCATION TRUST**  
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**Notes to the Financial Statements**  
**For the year ended 31 August 2023**

**18. Reconciliation of net expenditure to net cash flow from operating activities**

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
Net expenditure for the year (as per Statement of Financial Activities)	<b>(54)</b>	(1,158)
<b>Adjustments for:</b>		
Depreciation	<b>634</b>	619
Capital grants from DfE and other capital income	<b>(160)</b>	(184)
Defined benefit pension scheme cost less contributions payable	<b>135</b>	1,013
Defined benefit pension scheme finance and administration costs	<b>80</b>	177
(Increase)/decrease in debtors	<b>(495)</b>	528
(Decrease)/increase in creditors	<b>(198)</b>	218
<b>Net cash (used in)/provided by operating activities</b>	<b>(58)</b>	1,213

**19. Cash flows from financing activities**

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
(Repayments of)/new borrowing	<b>(5)</b>	6

**20. Cash flows from investing activities**

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
Purchase of tangible fixed assets	<b>(594)</b>	(967)
Capital grants from DfE Group	<b>160</b>	184
<b>Net cash used in investing activities</b>	<b>(434)</b>	(783)

**21. Analysis of cash and cash equivalents**

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
Cash in hand and at bank	<b>2,532</b>	3,029

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**Notes to the Financial Statements**  
For the year ended 31 August 2023

**22. Analysis of changes in net debt**

	At 1 September 2022 £000	Cash flows £000	At 31 August 2023 £000
Cash at bank and in hand	3,029	(497)	2,532
Debt due after 1 year	(34)	5	(29)
	2,995	(492)	2,503

**23. Capital commitments**

	2023 £000	2022 £000
<b>Contracted for but not provided in these financial statements</b>		
Acquisition of tangible fixed assets	-	155
	-	155

**24. Pension commitments**

The Trusts' 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 Nottinghamshire 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.

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

**Teachers' Pension Scheme**

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

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

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**Notes to the Financial Statements**  
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**24. Pension commitments (continued)**

**Valuation of the Teachers' Pension Scheme**

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

- employer contribution rates set at 23.68% of pensionable pay (including a 0.08% administration levy)
- total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £218,100 million and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £196,100 million, giving a notional past service deficit of £22,000 million
- the SCAPE rate, set by HMT, is used to determine the notional investment return. The current SCAPE rate is 2.4% above the rate of CPI, 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 latest actuarial TPS valuation results, as at 31 March 2020, were released in October 2023. The revised employer contribution rate, arising from this valuation, is due to be implemented from 1 April 2024.

The employer's pension costs paid to TPS in the year amounted to £722,000 (2022 - £654,000).

A copy of the valuation report and supporting documentation is on the Teachers' Pensions website.

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

**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 2023 was £740,000 (2022 - £747,000), of which employer's contributions totalled £575,000 (2022 - £590,000) and employees' contributions totalled £163,000 (2022 - £157,000). The agreed contribution rates for future years are 20.8 per cent for employers and 5.5 -12.5 per cent for employees.

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

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

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**Notes to the Financial Statements**  
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**24. Pension commitments (continued)**

**Principal actuarial assumptions**

	<b>2023</b>	2022
	%	%
Rate of increase in salaries	<b>3.90</b>	3.90
Rate of increase for pensions in payment/inflation	<b>2.90</b>	2.90
Discount rate for scheme liabilities	<b>5.30</b>	4.25
Inflation assumption (CPI)	<b>2.90</b>	2.90

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

	<b>2023</b>	2022
	Years	Years
Retiring today		
Males	<b>20.4</b>	21.7
Females	<b>23.2</b>	24.4
Retiring in 20 years		
Males	<b>21.7</b>	23.0
Females	<b>24.6</b>	25.8

**Sensitivity analysis**

	<b>2023</b>	2022
	£000	£000
Discount rate +0.1%	<b>9,025</b>	9,641
Discount rate -0.1%	<b>9,417</b>	10,176
Mortality assumption - 1 year increase	<b>9,462</b>	10,174
Mortality assumption - 1 year decrease	<b>8,981</b>	9,643
Long term salary increase +0.1%	<b>9,232</b>	9,934
Long term salary increase -0.1%	<b>9,204</b>	9,876
Pension increases +0.1%	<b>9,407</b>	10,150
Pension increases -0.1%	<b>9,035</b>	9,667

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**24. Pension commitments (continued)**

**Share of scheme assets**

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

	<b>At 31 August 2023</b>	<b>At 31 August 2022</b>
	<b>£000</b>	<b>£000</b>
Equities	4,969	4,590
Gilts	165	184
Other bonds	470	541
Property	985	1,135
Cash	517	448
Other	1,349	933
	<hr/>	<hr/>
<b>Total market value of assets</b>	<b>8,455</b>	<b>7,831</b>
	<hr/> <hr/>	<hr/> <hr/>

The actual return on scheme assets was £7,000 (2022 - £-49,000).

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

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
Current service cost	710	1,603
Net interest cost	76	173
Administrative expenses	4	4
	<hr/>	<hr/>
<b>Total amount recognised in the Statement of Financial Activities</b>	<b>790</b>	<b>1,780</b>
	<hr/> <hr/>	<hr/> <hr/>

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

	<b>2023</b>	<b>2022</b>
	<b>£000</b>	<b>£000</b>
<b>At 1 September</b>	<b>9,905</b>	<b>18,175</b>
Current service cost	710	1,603
Actuarial gains	(1,721)	(10,125)
Benefits Paid	(260)	(204)
Contributions by scheme participants	165	157
Interest cost	419	299
	<hr/>	<hr/>
<b>At 31 August</b>	<b>9,218</b>	<b>9,905</b>
	<hr/> <hr/>	<hr/> <hr/>

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**Notes to the Financial Statements**  
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**24. Pension commitments (continued)**

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

	<b>2023</b>	2022
	<b>£000</b>	£000
<b>At 1 September</b>	<b>7,831</b>	7,341
Interest income	<b>343</b>	126
Actuarial losses	<b>(195)</b>	(175)
Employer contributions	<b>575</b>	590
Contributions by scheme participants	<b>165</b>	157
Estimated benefits paid net of transfers in	<b>(260)</b>	(204)
Administration costs	<b>(4)</b>	(4)
<b>At 31 August</b>	<b>8,455</b>	7,831

**25. Operating lease commitments**

At 31 August 2023 the Trust had commitments to make future minimum lease payments under non-cancellable operating leases as follows:

	<b>2023</b>	2022
	<b>£000</b>	£000
Not later than 1 year	<b>8</b>	7
Later than 1 year and not later than 5 years	<b>10</b>	4
	<b>18</b>	11

**26. 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.

**27. 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 10.