

Tapton SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

ANNUAL REPORT AND FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2023

Registered Company Number: 07697171



Registered address: Tapton School Academy Trust, Darwin Lane, Sheffield, S10 5RG
Tel: 0114 267 1414 Email: enquiries@taptonttrust.org.uk Web: www.taptonttrust.org.uk

Charitable Limited Company Registration Number: 07697171.
Registered office: England and Wales. VAT Number: 134392225.

CONTENTS

Contents

Trustees Strategic Report 1

Administrative Details 30

Governance Statement..... 31

Statement on Regularity, Propriety and Compliance 35

Statement of Trustees Responsibilities..... 36

Independent Auditor’s Report..... 37

Independent Reporting Accountant’s Assurance Report 40

Statement of Financial Activities 42

Net Asset Statement 43

Cash Flow Statement..... 44

Notes to the Financial Statements 45

Trustees Strategic Report

Welcome

We are delighted to present our Annual Report, Strategic Report and Audited Financial Statements for the year ending 31 August 2023.

Diversity is a defining feature of our Trust. The vast range of school size, contexts, communities and stage of school development is a microcosm of our city. Over the last year the diversity of the Trust and its communities has continued to widen. This diversity gives us a keen insight into the needs of all our learners, enabling us to share ways in which we can meet those needs and **realise the life chances and dreams of every child**. However, the diversity, driven by increasing health and socio-economic inequalities, is also our most significant educational and inclusion challenge.

A key value is to **make visible the invisible**. We have further deployed resources to meet this challenge head on by creating new inclusion structures across our schools. Compassion is critical to our mission – no child left behind, no child held back. This means a conscious deployment of resource to drive equity and at the same time sustain a high expectancy culture for every learner in every classroom.

At the heart of this is our collaborative ways of working, built upon a fundamental belief in **better together** so that we can have an impact greater than the sum of our parts. The improvements described later across our schools is a testament to the impact of rich peer and Trust wide support.

As with any living organism as we become more complex then our systems necessarily need to grow and develop. The pace of development of our Trust systems and services has quickened and become more important in terms of both efficiency and effectiveness. We believe in centralised, decentralisation - centralising to achieve synergy, decentralising to empower innovation and diversity. The secure financial foundations of the Trust has allowed us to innovate and create new networks, partnerships and approaches.

As we move into the next year we will continue to reflect with an eye to timely change, responsive to a changing environment but always guided by the timeless constants, key beacons that guide our way to choose steps that make a real difference for learners across the whole Trust. We have made strong

strides this year as we further recover from the long shadow of the pandemic but we need to be ever more precise and resilient to meet the complex challenges ahead.

We are delighted to welcome Lee Barber who will become our new Chief Executive Officer from September 2024. We look forward to his leadership of the Trust as we move forward into the next stage of the Trusts development.

Public benefit and promoting success

We provide high-quality education to our learners in line with our charitable and strategic objectives. We confirm we have acted to promote the success of the Trust, and have had regard to:

- Promoting the success of the charity to achieve its charitable purposes.
- The likely consequences of any decision in the long term.
- The interests of the company's employees.
- The need to foster the business relationships.
- The impact of the company's operations on the community and the environment.
- The desirability of maintaining a reputation for high standards of business conduct.
- The need to act fairly as members of the company.

Details of how this has been achieved is included in this strategic report.



Sarah Draper
Chair of Trustees



David Dennis
Chief Executive Officer

About Us

TSAT is a multi-academy trust providing education to a diverse range of communities across Sheffield. We have over 7500 students from age 2 to 19.

Our Vision is to realise the life chances and dreams of every child.

Our Mission is to provide a safe place to be: provide great teaching and learning: create an environment where all opportunities are in reach.

Our Collective Ways of Working

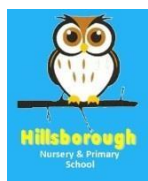
- Schools commit to our Mission, Vision and Values.
- We are TSAT 'stronger in partnership, collaborating for excellence.'
- Each school has something to bring to the table and can lead on this.
- Schools retain their identity and are part of something special.
- We have differentiated solutions according to need.
- We aspire for clarity, simplicity and impact in the ways we work.
- A clear scheme of delegation to deliver our strategic aims.

Our Values – “we are better together”

- A culture of **professionalism**.
- A focus on **nurture** as well as **achievement**.
- **Involvement** with our families and communities.
- Make **visible** those who feel invisible through disability, poverty, ethnic or cultural disadvantage.
- **Mutual** support and development.
- The **health, well-being and safety** of all our people.

Our Schools

Our five primary and four secondary schools work in close partnership with the aim of realising the life chances of dreams of every child and being an outstanding Trust. We are proud to have two sixth forms and four nurseries.



Our Strategy 2022-2025

High Quality Education and Experience for All

- Highly ambitious leaders striving for excellence and continual improvement.
- Effective safeguarding culture, policy and practice.
- High level of attendance.
- A strong learning state through relationship and behaviour.
- Reading is a gateway to learning.
- High quality appropriate curriculum facilitating high rates of progress for all.
- Attainment and progress gaps and variation are closed.
- Build strong relationships across our community.

Sustainable Trust

- Active communication and engagement.
- Best value.
- Effective revenue raising.
- Futureproof our schools.
- Strong and effective governance.
- Effective systems, data and processes.
- Clear plan for growth.

Great Place to Work

- Build capacity through collaboration.
- Creating opportunities and career plans.
- Effective succession planning.
- Positive staff wellbeing and morale.

Our Impact

High Quality Education and Experience for All

Collaborating for excellence, subject networks and executive analysis of schools has enabled further development of our staff as learners, for our learners.

This year we have focussed, through networking processes and professional development activity (dip testing/deep dives), on workforce development and staff wellbeing with our evaluation leading to:

- Well-planned CPD programmes in each school and across the Trust that meet the differentiated needs of staff.
- CPD activities enabling staff to be more effective in the contexts in which they work.
- Facilitation for staff to ensure they are suitably qualified and skilled to perform their roles (with the voice collected indicating evidence that staff feel well supported and cared for).
- Feedback on staff wellbeing is regularly gathered and the results are reviewed and acted upon by leaders, governors and link trustees.

Headteachers and Cross Trust/Phase networking has supported home and family engagement so that transition is strong at all points with detailed understanding of pupils' prior learning, academic needs, and risk factors.

External Partnership working is effective, with TSAT spearheading relationships with Learn Sheffield, agencies and other organisations in order to enhance the effectiveness of support for pupils. The strong relationships enrich the curriculum and develop staff.

Where external education or training providers are used, they are managed to ensure safety, quality, and value for money whilst **improving quality of education** as seen within the operations of the **Meynell and Chaucer Core Improvement Group models** and also the OFSTED outcome at **Hallam**.

Through **effective evaluation and strategic planning** for intent, implementation and impact of the quality of education, all pupils are able to study a broad range of qualifications that stretch and inspire. The qualifications offered prepare pupils for destinations that are of interest and are aspirational, considering the 4P's (Pupil, Proper, Portability and Progression). We have had a particular focus upon preparing young people for Life in Modern Britain and this has led to pupils being better able to lead themselves and others, learn new things and develop personally - promoting tolerance and acceptance in our school communities.

Collaboration between schools has continued to grow which has led to leaders sharing effective practice and resources. This has led to improvements in the curriculum and the quality of teaching. **Subject networks** have been established for all subjects in the primary schools. This has been particularly beneficial for those subjects such as music and computing where the teaching staff feel less confident. As a result, schools have chosen the same schemes of work for music and computing which has enabled the sharing of ideas, resources and year group expectations to benefit all schools.

The Trust Deep Dives have provided an opportunity for subject leaders to review provision in another school and simultaneously reflect on the practice in their own schools. Deep dives have focused on reading, mathematics, design technology, music, geography, modern foreign languages and computing. The deep dives included representatives from all the primary schools plus colleagues from Shooters Grove Primary School. Host schools receive a report following the deep dive which include next steps for the development of the subjects. The last cross-trust day involved subject leaders working together to receive training, share practice and moderate pupils' work. These activities support the development of leaders and raise the profile of subjects.

Collaboration between the primary and secondary schools developed this year. Year 6 pupils started reading the Book 'the Arrival' and completed two weeks of work about the book in their new Year 7 English exercise book. They completed more work from the Arrival on the transition day in Year 7. Year 6 staff visited Year 7s in their first term at secondary school to check their progress and ask how the primary schools can further support pupils to prepare for Year 7. English leaders from the secondary schools visited Wisewood Primary

for a Reading deep dive to show how reading is taught from the Early Years to Year 6. Effective practice was shared between the phases.

Headteachers from both secondary and primary phases quality assured colleagues' **QUILTS** (self-evaluations) and reviewed the evidence of how leaders have self-assessed their school's achievements. The Primary and Secondary Directors also quality assured the evaluations in the **QUILTS** by dip-testing aspects to validate the self-assessed grades. Accurate self-evaluation is the starting point for school improvement. This enables schools to prioritise the improvements they plan to make for the benefit of pupils and staff.

Making the invisible visible - extending our support with SEND hubs and Integrated Resource Units.

In the year 2022/23 it became very apparent in three of our primary schools that there were more pupils who have complex special educational need and or disabilities (SEND). Leaders thought carefully of how to write and implement a curriculum which met the needs for some of our most vulnerable learners. Expert advice was sought from the Local Authority and from within the school localities of Sheffield. As a result, **SEND Hubs** were set up at Hallam, Southey Green and Meynell Primary School. These Hubs are designed to meet the needs of pupils with complex needs, such as communication and cognitive learning. **The Integrated Resource Unit** that we are continuing to build at Bradfield school is developing very positively and is emblematic of the journey of Bradfield to become a highly effective inclusive environment where all students thrive.

All schools received a visit from Nick Whittaker, former Lead of SEND for Ofsted, to advise them on practice for meeting the needs of pupils with complex needs. Additionally, further support has been sought from the 'Specials in Main' project run by the Local Authority. Hallam Primary has been formally designated as an **Integrated Resource** for 16 pupils who have complex speech, language and communications needs from January 2024. Leaders are continuing to support staff to develop their knowledge and the curriculum to support this group of pupils. The Trust has financially supported the staffing of these Hubs.

Safeguarding developments and relational inclusion, including governor training, mean pupils and their families are supported to embed what is learned at school within the school, home and community environment creating a powerful safeguarding culture.

We engage all key stakeholders (pupils, family, previous schools, relevant agencies) within our induction and transition processes carefully considering:

- How, when and to who is information about new pupils shared.
- The evidence is there to indicate that the pupil induction process is fit for purpose.
- If there is a co-ordinated approach to communication and engagement with parents and carers.
- If parents and carers are regularly invited to provide feedback on the way in which they are engaged with and supported.

Other aspects of note are the support pupils receive to improve their ***health and wellbeing, attendance and engagement in learning***, where we have wholeheartedly made our daily mission to ensure regular attendance and re-establish the social contract between schools and communities. There is demonstrable evidence that every conceivable strategy is being attempted regarding attendance and there are emerging improvements in pupils' attendance (persistent and severe absenteeism the biggest challenge).

We have focussed on ***reading***, with pupils supported to improve their literacy skills and bridge their drive through our ambitious and well sequenced curriculum.

Our additionally brokered ***Educational Psychology Services*** are training staff to use data and information to 'person-centre' plan the curriculum, give live feedback and adapt delivery to meet need.

In summary, our unswerving focus to ***make the invisible visible*** through all we do, including bespoke hubs and Integrated Resource Units, has been delivered through compassionate leadership, excellent teaching, high quality support and administration and effective links to specialist services identifying and supporting pupils with additional needs. The particular

TAPTON SCHOOL ACADEMY TRUST

benefits are how effectively parents and carers are integrated into the process of establishing an accurate and meaningful assessment of their child's needs, progress and development and together we drive to fulfil life chances and dreams.

An improving quality of education

Our latest Ofsted Judgements

	Bradfield	Chaucer	Forge	Hallam	Hillsborough	Meynell	Southey Green	Tapton	Wisewood
Overall	RI	I	G	G	G	G	G	O	G
Quality of Education	RI	RI			G	G	G		G
Behaviour & Attitudes	RI	I			G	G	G		G
Personal Development	RI	I			G	G	G		G
Leadership & Management	RI	I	G	G	G	G	G	O	G
Early Years Provision					G	G	G		G
Post 16			G	G				O	
Quality of Teaching, Learning & Assessment			G	G					
Personal Development, Behaviour and Welfare			G	G					
Outcomes for Pupils			G	G					
Achievement of Pupils								O	
Quality of Teaching								O	
Behaviour and Safety of Pupils								O	

Bold indicates latest Ofsted Framework.

- 78% of our schools provide an education that is at least Good.
- All of our early years' and primary learners receive a Good provision.
- All of our Post-16 learners experience provision that is at least Good.

Meynell Primary School was inspected in July 2023 and judged to be ‘Good’ in all areas.

Meynell was previously rated ‘Requires Improvement’ after its previous inspection in 2019. ***In fact, this is the first time in the school’s history that it has been judged as ‘Good.’***

As Meynell Primary School had previously received Requires Improvement judgements from Ofsted, the Trust initiated a school improvement committee to provide extra scrutiny and support to help the school become a good school. This committee comprised of the headteacher, chair of governors, the link trustee for the school and the primary director. The primary director wrote a Trust Action Plan which was submitted to the DfE. The committee met every six weeks to review progress against the actions in the Trust Action Plan.

The [Ofsted report](#) noted the marked improvements in pupil behaviour and changes to the curriculum, noting that:

- “This is a school in which pupils develop a sense of emotional and physical safety.”
- “Pupils develop an interest and engagement in their learning across the curriculum.”
- “Leaders have made significant improvements to the quality of the educational offer available to pupils.”
- “Staff and leaders are ambitious for pupils, academically and socially.”

Hallam Primary School was inspected in October 2023. This was an ungraded inspection but found that ***‘the inspection grade might be outstanding if a graded inspection were carried out now.’*** A full graded inspection will be scheduled within 12 – 24 months.

Hallam underwent significant senior leadership changes in 2023. The Headteacher gained a promotion to become an Executive Headteacher for another Trust in September 2023. Following a thorough recruitment process a new Headteacher was appointed. The Trust changed the leadership structure at Hallam and appointed a Deputy Headteacher to provide more support for the Headteacher. The school also recruited a new temporary Assistant Headteacher.

The [report](#) highlights the continuous improvement in the school, noting that:

- “Pupils at Hallam Primary School ‘aim high, dream big and achieve together.’”
- Leaders have established the ‘DREAMS’ approach.... This inspired pupils to be aspirational for their futures.”
- “Pupils flourish at this school.”
- “Behaviour is exemplary.”

The Trust will continue to support the school to further refine their curriculum, particularly in mathematics, to ensure all pupils achieve their full potential.

Chaucer Secondary School has received 2 monitoring visits in 22/23, focussing on the areas for improvement from the previous graded inspection. Both visits have been positive and have recognised school and Trust capacity making a difference.

Furthermore, the core improvement model of school leaders, executive team, local governors and Trustees has proven to be very powerful in driving the required improvement. It has been particularly effective in ensuring pace of improvement is sustained and high.

The [reports](#) highlight:

- “With the support of the Trust you concentrated your initial efforts on leadership capacity. This has quickly enabled leaders to dedicate time, effort and energy to the identified areas of improvement.”
- “The new approach to managing pupil behaviour is having a positive effect in the classrooms. Pupils are calmer and more respectful in lessons.”
- “Meeting families in the community is a new initiative that has been introduced by leaders. This is helping to improve communication with families and address behaviour and attendance issues.”
- “The wider curriculum offer is gradually improving, with more clubs, activities and educational visits on offer.”
- “The governing body now has 10 members. This has brought additional capacity and expertise to the school. This enhances the challenge and support governors offer.”

Bradfield Secondary School was inspected in December 2022.

The school joined TSAT immediately prior to the pandemic and school closures. Over the last 2 years the Trust has stepped up its support for the school and the Ofsted inspection marked a key milestone in the journey to Good. The new LGB is now effective and providing well targeted support and challenge.

The [report](#) highlighted:

- “Pupils benefit from an increasing range of extra-curricular activities.”
- “Leaders have worked hard to improve the behaviour of pupils at the school. A new behaviour policy, supported by staff training, is beginning to have impact.”
- “Leaders engage more effectively with parents. Many parents report positively on the communications that they now receive.”
- “The support that the school receives from the Trust is driving positive changes. Trustees, working together with the local governing body, know the school well.”

Post 16 Outcomes 2023

This cohort completed their GCSEs in 2021 and therefore had Teacher Assessed Grades (TAGs). Across the city there have been significant shifts in A level performance with pass rates falling from pre-pandemic levels.

The pass rate remaining overall at 98.7% has demonstrated that schools have supported this group to ensure completion of courses, despite students starting with significant gaps in knowledge and understanding, based on missing time from KS4 study and a lack of terminal exams.

In line with the government's statements regarding Covid outcomes, no progress data is available for this year based on the TAGs as starting points.

TAPTON SCHOOL ACADEMY TRUST

	Tapton		Forge Valley		Tapton		Forge Valley		Tapton		Forge Valley	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of students in cohort	227		106		234		96		194		82	
Overall[^]												
Grades A* - A	240	35.6%	107	34.5%	269	38.5%	116	41.6%	209	35.2%	87	35.4%
Grades A* - B	409	60.6%	164	58.1%	453	64.9%	173	62.0%	389	65.6%	126	51.2%
Grades A* - C	533	79.0%	243	80.0%	590	84.5%	236	84.6%	521	87.9%	185	75.2%
Qualifications passed	663	98.2%	309	99.7%	690	98.9%	276	98.9%	589	99.3%	245	99.6%
Total entries	675		310		698		279		593		246	
A-level only												
Grades A* - A	237	35.3%	60	24.8%	269	38.8%	27	15.8%	209	35.4%	23	12.8%
Grades A* - B	406	60.4%	117	48.3%	453	65.3%	84	49.1%	386	65.3%	60	33.3%
Grades A* - C	530	78.9%	180	74.4%	590	85.0%	130	76.0%	516	87.3%	119	66.1%
Qualifications passed	660	98.2%	180	99.6%	690	99.4%	168	98.2%	584	98.8%	179	99.4%
Total entries	672		242		694		171		591		180	
Applied only												
Percentage D* - D	2	100.0%	47	69.1%	4	100.0%	89	82.4%	0	0.0%	64	97.0%
Percentage D* - M	2	100.0%	63	92.6%	4	100.0%	89	82.4%	5	100.0%	66	100.0%
Percentage D* - P	2	100.0%	68	100.0%	4	100.0%	106	98.1%	5	100.0%	66	100.0%
Qualifications passed	2	100.0%	68	100.0%	4	100.0%	108	100.0%	5	100.0%	66	100.0%
Total entries	2		68		4		108		5		66	

[^]Overall calculates using grades D*/D as A*/A, M as B and P as C for Applied qualifications.

The table below is the last published outcomes data for 2019. Updated outcomes data will be available in January 2024 for Summer 2023. The destinations data is provisional in October 2022.

Advanced level qualifications	Forge Valley	Tapton	Sheffield LA	National	TSAT mean
Progress score	-0.03	0.18			0.12
	Average	Above average			Above average
Average grade	C	B-	C+	C+	C+

Destinations	Forge Valley	Tapton	Sheffield LA	National	TSAT mean
Destination into Education or employment 2 terms after leaving post 16 (2020 leavers)	77%	88%	79%	79%	85%
Percentage moving into higher education or training (2019 leavers)	0.73	0.88	0.71	0.66	83%
Progression score	2	7		2	

Key Stage 4 Outcomes 2023

In 2023 national results moved back in line with pre pandemic levels (2019). There were also no modifications to examination papers for this cohort.

The initial overall P8 figure of -0.22 has moved to **-0.10** using the unvalidated Attainment 8 estimates. Bradfield are now included for first time (to recognise their 3 years within TSAT).

This overall figure is in line with pre pandemic Trust performance (-0.09 using validated results 2019). Despite the changes (back to those seen in 2019), the Trust has achieved similar thresholds to those in 2022 (when modifications and lower grade boundaries were in place).

All pupils	Bradfield	Chaucer	Forge Valley	Tapton	Sheffield all learners	National all learners
Number of learners	199	166	236	263	5937	606947
Attainment 8	46.4	30.3	48.1	56.5	43.9	46.2
Progress 8	-0.46	-1.08	-0.12	0.71	-0.09	-0.03
% Achieving grade 4 or above in English and mathematics	70%	36%	72%	80%	61%	65%
% Achieving grade 5 or above in English and mathematics	53%	19%	54%	67%	42%	45%
% in education or employment 2 terms leaving KS4 (2021 school leavers)	98%	82%	90%	96%	92%	94%

TAPTON SCHOOL ACADEMY TRUST

Disadvantaged learners	Bradfield	Chaucer	Forge Valley	Tapton	Sheffield non-disadvantaged	National non-disadvantaged
Number of learners	32	98	64	47		
Attainment 8	29.4	23.9	36.6	43.3	50	50.2
Progress 8	-1.47	-1.33	-0.69	0.16	0.19	0.17
% achieving grade 4 or above in English and mathematics	41%	29%	52%	55%	73%	73%
% achieving grade 5 or above in English and mathematics	25%	14%	36%	34%	53%	52%
% in education or employment 2 terms leaving KS4 (2020 school leavers)	96%	79%	81%	91%	95%	96%

Key Stage 2 outcomes

Although Key stage 2 outcomes are not being included in the “Compare school and college performance” data we are pleased to share the success of our primary learners as they reach the end of their primary journey and return to the rigours of Key Stage 2 SATS. We are very pleased with the great resilience of our learners this year during the national furore regarding the reading test in 2023.

Year 6 SATs Reading	% reached expected standard in reading 2023	National 2023	Disadvantaged 2023			Non-Disadvantaged 2023			2022 Reading (school)	2022 National Reading
			All	Boys	Girls	All	Boys	Girls		
Hallam	82%	73%	50%	25%	75%	85%	86%	83%	89%	75%
Hillsborough	75%		64%	50%	86%	88%	82%	93%	80%	
Meynell	75%		79% (33/42)	75% (15/20)	82% (18/22)	64% (9/14)	62% (5/8)	67% (4/6)	62%	
Southey Green	69% (61/88)		60% (32/53)	43% (14/32)	86% (18/21)	83% (29/35)	73% (11/15)	90% (18/20)	80%	
Wisewood	77% (23/30)		73% (11/15)	60% (3/5)	80% (8/10)	80% (12/15)	82% (9/11)	75% (3/4)	78% (18/23)	
Trust	75%								80%	

TAPTON SCHOOL ACADEMY TRUST

Year 6 teacher assessment Writing	% reached expected standard in writing 2023	National 2023	Disadvantaged 2023			Non-Disadvantaged 2023			2022 Writing (school)	2022 National Writing
			All	Boys	Girls	All	Boys	Girls		
Hallam	77%	71%	38% (3/8)	0 (0/4)	75% (3/4)	81% (68/84)	74% (37/50)	91% (31/34)	73%	69%
Hillsborough	52%		33%	25%	50%	60%	53%	73%	70%	
Meynell	59%		57% (24/42)	40% (8/20)	73% (16/22)	64% (9/14)	50% (4/8)	83% (5/6)	42%	
Southey Green	68% (60/88)		62% (33/53)	43% (14/32)	90% (19/21)	77% (27/35)	67% (10/15)	85% (17/20)	58%	
Wisewood	80% (24/30)		73% (11/15)	60% (3/5)	80% (8/10)	87% (13/15)	82% (9/11)	100% (4/4)	65% (15/23)	
Trust	67%								62%	

Year 6 SATs Spelling, punctuation, and grammar (SPAG)	% reached expected standard in SPAG 2023	National 2023	Disadvantaged 2023			Non-Disadvantaged 2023			2022 SPAG (school)	2022 National SPAG
			All	Boys	Girls	All	Boys	Girls		
Hallam	82%	72%	63%	25%	100%	84%	82%	86%	82%	72%
Hillsborough	66%		57%	33%	80%	72%	65%	80%	64%	
Meynell	66%		67% (28/42)	60% (12/20)	73% (16/22)	64% (9/14)	50% (4/8)	83% (5/6)	66%	
Southey Green	69% (61/88)		62% (33/53)	43% (14/32)	90% (19/21)	80% (28/35)	66% (10/15)	90% (18/20)	64%	
Wisewood	83% (25/30)		80% (12/15)	60% (3/5)	90% (9/10)	87% (13/15)	82% (9/11)	100% (4/4)	74% (17/23)	
Trust	73%								75%	

Year 6 SATs Mathematics	% reached expected standard in mathematics 2023	National 2023	Disadvantaged 2023			Non-Disadvantaged 2023			2022 Mathematics (school)	2022 National Mathematics
			All	Boys	Girls	All	Boys	Girls		
Hallam	75%	73%	38%	50%	25%	79%	80%	77%	83%	71%
Hillsborough	64%		46%	25%	66%	75%	76%	73%	73%	
Meynell	80% (45/56)		76% (32/42)	85% (17/20)	68% (15/22)	93% (13/14)	100% (8/8)	83% (5/6)	69%	
Southey Green	68% (60/88)		60% (32/53)	43% (14/32)	85% (18/21)	80% (28/35)	66% (10/15)	90% (18/20)	69%	
Wisewood	83% (25/30)		80% (12/15)	80% (4/5)	80% (8/10)	87% (13/15)	82% (9/11)	100% (4/4)	70% (16/23)	
Trust	73%								72%	

Year 6 Combined (Expected standard in reading, writing and mathematics)	% reached expected standard in all 3 areas 2023	National 2023	Disadvantaged 2023			Non-Disadvantaged 2023			2022 Combined (school)	2022 National Combined
			All	Boys	Girls	All	Boys	Girls		
Hallam	66%	59%	0	0	0	72%	70%	74%	72%	59%
Hillsborough	49%		29%	25%	33%	56%	53%	60%	71%	
Meynell	50%		50%	35%	64%	50%	38%	67%	30%	
Southey Green	67%		60%	43%	85%	77%	28%	48%	65%	
Wisewood	73%		67%	60%	70%	80%	82%	75%	68%	
Trust	61%								62%	

Our Impact – Sustainable Trust

Infrastructure

We continue to develop the infrastructure of the sites to ensure all sites are safe and provide a good environment for our students and staff. This has included:

- Primary School central heating installation.
- Wisewood nursery refurbishment
- Disability equipment
- Roofing, windows, toilets and site security

Energy and Carbon reporting

We measure our carbon footprint by the level of greenhouse gas emissions measured in CO₂e (carbon dioxide equivalent). We comply with [Streamlined Energy and Carbon Reporting for academy trusts](#).

	2023		2022	
	Energy use '000 kwh	Emissions tonnesCO2e	Energy use '000 kwh	Emissions tonnesCO2e
Gas	5517		5396	985
Electric	3236		3037	587
Biomass	509		659	120
	Miles '000		Miles '000	
Minibus	7		4	1
Total Scope 1				1693
	Miles '000		Miles '000	
Business travel employee cars	32		28	8
Total	9301		9125	1701
Emissions per pupil	0.23			0.23

Our energy consumption has increased 2% in the year with increased gas, electric and mileage. This is due to 2022/23, including remote learning and working due to Covid. At 0.23 we are below the average of 0.26 for academy trusts nationally. We are committed to more sustainable practices and have:

- Remote building management systems.
- Biomass boilers at Forge Valley and Bradfield.

- Tendering protocols which consider the environmental impacts of key purchases.
- Energy efficient lighting.
- Student and staff groups which promoting sustainable developments.

Engagement with our learners, communities and stakeholders

Engagement is vital to how we work. We communicate regularly through a variety of ways with learners and families including in school briefings, letters, social media and websites. We welcome and listen to all feedback and this is achieved through parent/carers meetings, school councils, and parent governors.

We communicate regularly with trustees, members and local governing boards through our meetings, training sessions and other communications with key updates. We are committed to our local governing boards and engagement with the communities. This has been strengthened with the formation of new governing boards meaning every school now has its own local governing board.

The Development of Local Governing Boards (LGBs) has been a pivotal piece of work this year, with our strategies using existing expertise and research to improve knowledge and practice (examples of solid structures and innovation are apparent in the practice at Chaucer and Bradfield to name two (recognised through OFSTED with evidence of the positive impact)).

The Chairs Advisory Council has continued to grow and develop as both a key touch point between LGBs and Trust board, and also as a forum for peer support and sharing expertise.

Training for Safeguarding champions, as well as in the area of exclusions, has been designed, sourced and delivered by The Director of Inclusion and the Safeguarding team. This has been very well received and is giving confidence at LGB level.

All LGBs received training on how to support and challenge school leaders on the performance of the school. The training included questions to ask about the school improvement plan, the performance of pupil groups, subjects and the aspects of personal

TAPTON SCHOOL ACADEMY TRUST

development. Three new governing boards commenced at Hillsborough Primary, Meynell Primary and Southey Green Primary. These boards have been supported by the Primary Director. The Meynell Ofsted report stated, 'Alongside the primary director, governors and trustees provide high-quality challenge and support for school leaders.'

Communication with the local authority, government, Public Health and other schools continues to be essential to ensure we are following all the latest guidance, responding to issues and sharing ideas.

Our Impact - A Great Place to work

We employ over 900 staff and know that they are our greatest resource. We work hard to foster the right conditions to make the Trust a great place to work and put in place support and opportunities to enable all colleagues to reach their full potential.

We undertake regular staff surveys, as well as keeping up to date with national research and data. This gives us a valuable insight into how we can better support our staff and their wellbeing.

We continue to support health and wellbeing initiatives for our employees and in particular to monitor workload.

We provide frequent opportunities for our staff to ask questions and share ideas. This includes meetings, cross Trust groups, staff surveys and ensuring managers have regular one to one meetings with all staff. All of our performance development meetings have had a focus on mental health and wellbeing.

We are an inclusive employer and our policies and practice ensure all staff (including those who are disabled) receive training, career development, employment and recruitment opportunities. We ensure reasonable adjustments are discussed with employees and taken into account.

We engage through the union representatives both at a local and Trust level. The Joint

TAPTON SCHOOL ACADEMY TRUST

Consultation Committee (JCC) is made up of representatives from unions and Trust executive team members. This group discuss and consult on current issues and policy changes.

TSAT School Centred Initial Teacher Training (SCITT) Programme

In October 2023 we launched the [TSAT School Centred Initial Teacher Training](#) (SCITT) programme.

High quality teaching is the single most impactful factor in our classrooms. We want to help create the next generation of talented teachers for TSAT and the wider profession, and are working in partnership with [Teach First](#), a national charity that develops teachers and leaders who are determined to make a difference.

Our programme offers trainees the opportunity to train in 2 local TSAT schools (we are currently the only Teach First partner offering training in a primary setting), a structured one-year programme of training and support and access to face-to-face and online expert training modules.

Policy Updates

We regularly review policies to an approved schedule to ensure our policies move with wider trends and legislation.

Modern Slavery statement

We recognise the role the education sector has to play in both combatting modern slavery and human trafficking and supporting victims. Any concerns about modern slavery are taken seriously and managed sensitively, and support is provided. This includes referring to external agencies, where appropriate. We are committed to ensuring our activities are free from ethical and labour standards abuses. In particular we:

- Undertake pre-employment checks.
- Ensure staff have a manager who they can contact regarding any concerns.

- Design our policies to protect staff from poor treatment and/or exploitation.
- Pay staff based on nationally negotiated terms and conditions of employment.
- Provide benefits, including health and wellbeing support.
- Engage and involve staff in matters which affect them.
- Provide safeguarding training which includes modern slavery and human trafficking.
- Most of our purchases are from UK firms many of which we have relationships with.

Future Strategy

The trustees, members and core executive team held a strategic planning day in autumn 2023 which reaffirmed our Vision, Mission, Values and Strategy.

It was agreed to continue and deepen our current model of strategic objectives, extended to include a focus on Sustainable Trust and A Great Place to Work within the prototype of the Executive evaluation model developed in 22/23. (refer to our [August 22](#) report for further information).

This new set of foci will be developed and presented to Finance and Resources and Risk and Governance Board committees.

Following the appointment of a new Chief executive Officer in 2024 and potential changes at central government direction a more root and branch review will be undertaken for the 24/25 academic year.

Financial Review

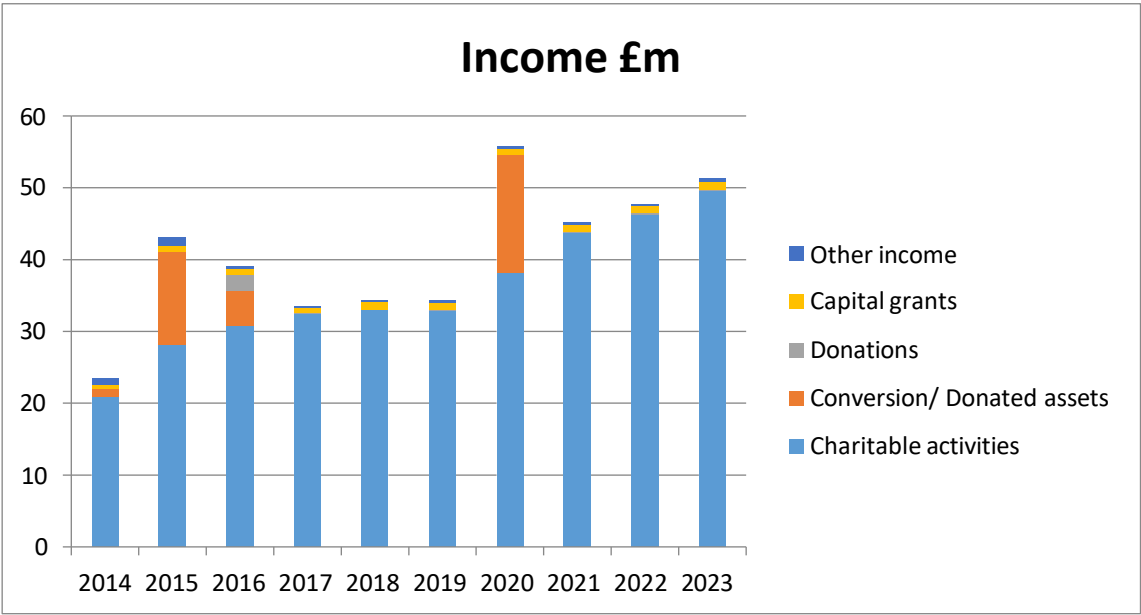
	2023	2022
	£m	£m
Income	50.2	46.6
Expenses	<u>(49.2)</u>	<u>(45.0)</u>
Results prior to pension and asset movement	1.0	1.6
Pension net result	2.6	20.9
Capital Income	1.1	0.9
Capital Depreciation	<u>(2.2)</u>	<u>(1.7)</u>
Total	<u>2.5</u>	<u>21.7</u>

Our surplus of £1m provides us with a strong reserve position to support additional expenditure and investment in schools in 2023/24.

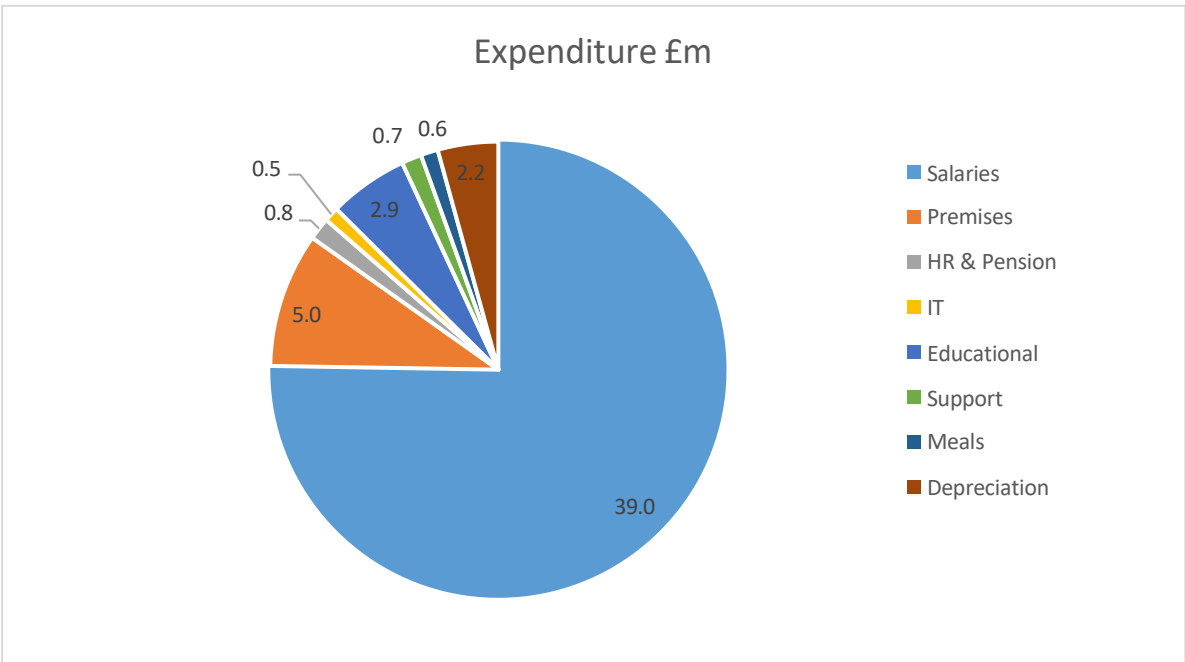
Staff costs increased by 7.2% in the year due to increased payrises to our staff. The UK inflation was high in the year particularly for energy costs. Our non-staff costs increased by 14.7% overall, within this energy costs increased by 25%.

We received extra mainstream funding £0.6m, and supplementary funding of £1.1m (2022: £0.5m) in the year which was to assist in future inflationary and pay costs in the current and future years. Note 3 to the financial statements provides more detail on the grants received in the year.

The Pension result includes a gain of £3.1 (due to changes in the discount rate) and cost of £0.5m (being an extra year pension accrued by members plus interest less contributions).



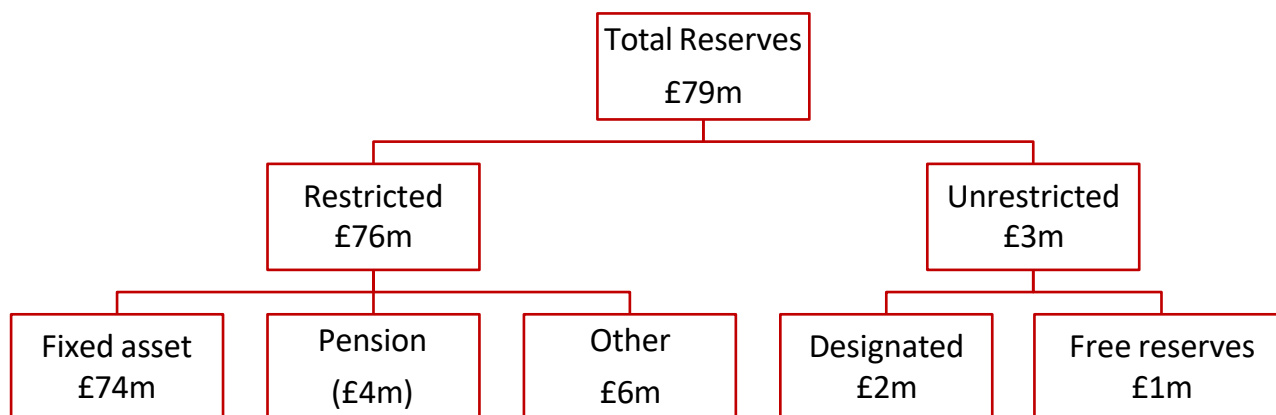
The majority of our income continues to be from government and local authority funding.



Staff costs continue to be 75% of our total costs. Our premises costs also include the staff of the premises (PFI) providers for Bradfield and Tapton schools

Our financial performance is monitored by the Trust board, finance and resources subcommittee, the executive team and local governing boards. Detailed budgets are approved by the Trust board and actual and forecast results are monitored to ensure value for money and to ensure spend is in line with the Trust strategic priorities.

Reserves and Going Concern



Restricted reserves relate to funds which have specific requirements on how they are used.

Designated reserves include £1m school improvement and £1m sustainability / capital fund.

Unrestricted free reserves support fluctuations in income or unexpected expenditure, such as urgent maintenance.

Our reserves policy sets out the level of unrestricted reserves required for prudent financial management, taking into consideration the trust strategy and risks identified. We monitor the level of free plus other restricted reserves (which includes the per pupil funding). At £9m this provides us with 2 months (2022: 2) of cover for our running costs. This is in excess of our reserves policy of 0.5 – 1.5 months. In line with our reserves policy this level is acceptable given the strategic investment we are making in schools in future years and also as it provides us with stability to cope with the pay and inflationary pressures in 23/24.

The financial position, projections and reserve policy ensure we are in a strong cash and reserve position and remain a going concern.

After making appropriate enquiries, the board of trustees has a reasonable expectation that the trust has adequate resources to continue in operational existence for the foreseeable future. For this reason, it continues to adopt the going concern basis in preparing the financial statements.

Remuneration

We established a remuneration committee to review and approve the pay policy and executive pay. Previously this was done by other sub committees.

Pay and benefits recognise the value of the role and the level of responsibility and comply with national teachers' pay and conditions, local government pay scales (for support staff) or benchmarked to similar roles.

Trade Union

At 31 March 2023 8 (2022: 12) employees were relevant union officials on an FTE basis this is 7 (2022: 11). Of these 1 (2022: 0) spent 0% of union facility time and 7 (2022: 12) spent 1-50% on union facility time. The total cost of facility time is £5,973 (2022: £7,939) which is 0% of the total pay.

Related party relationships

We do not operate any formal federation relationships but work collaboratively with other organisations. Related parties are disclosed in Note 13 of the financial statements.

Fundraising

Our fundraising complies with fundraising and data protection legislation. We do not use professional fundraisers and have not received any complaints about fundraising. We work closely with the Parent Teacher Associations and thank all those who support us in this way.

Investments

We have approved investments in higher rate deposit accounts to provide investment income.

Governance

We are a charitable company limited by guarantee and an exempt charity. The memorandum and articles of association are the primary governing documents.

Our [governance structure, scheme of delegation and terms of reference of the committees](#) set out the levels of responsibilities and accountability. Everyone undertakes an induction, ongoing training, skills and effectiveness reviews.

Every school within TSAT now has its own local governing board. This is a critical part of our approach in ensuring that all schools both represent and engage effectively with the local community around each school. This has been facilitated by strong support from Directors of Education and a significant commitment of resource from Trust governance lead. Each chair of LGB has a termly meeting with a member of Core executive team to review and evaluate effectiveness, training needs and further support. The rich dialogue between school leaders, governors and link trustees as well as participation in Advisory Council are continuing to address the risk of democratic deficit and local accountability.

Members

Members hold trustees to account for effective governance and ensuring that the trust is fulfilling its purpose and charitable objectives. Each member undertakes to contribute up to £10 in the event of the Trust being wound up.

Trustees

Trustees are directors for the purpose of company law. They are responsible for the strategic direction, governance, financial and educational performance. They hold the executive team to account.

Trustees are appointed by the members or co-opted by the trustees. There must be at least 3 trustees but there is no legal maximum. Up to 5 trustees may be appointed by an ordinary resolution and up to 2 parent trustees if there are no parent representatives on the local governing boards. The number of trustees who are employees shall not exceed one third of the total trustees, however the Trust does not have any employees on the Trust board.

Committees

- Risk & Governance oversee governance, risk management and internal control.
- Finance & Resources ensure the efficient use of assets, trust solvency and HR.
- Learner Experience Quality of Education ensures excellent standards, scrutinises quality assurance documents, data reports and school reviews.
- Learner Experience Inclusion focuses on inclusion, disadvantaged, safeguarding and SEN.
- The Remuneration Committee approves the pay policy and scrutinises executive pay.

Local Governance

The Advisory Council advises the Trust board on school issues and priorities. This ensures our schools play a key role in the strategy and that governance at schools is aligned effectively with the overall governance of the Trust. The advisory membership is the chairs of the local governing boards.

Local governing boards monitor, support and challenge school leadership in the delivery of the strategy and on the overall quality and effectiveness of learner experience. They have a delegated responsibility to ensure each school engages effectively with its local community and that the voice of local stakeholders, particularly parents and learners, is heard and taken into account.

They will consist of at least two parents, one staff, one community and one co-opted member and membership is ratified by the trustees. The term of office will be a maximum of 4 years. The chair will be appointed in September for a one-year term by the members of the local governing board.

We have strengthened local governance in the year by the introduction of new boards, ensuring each school now has a local governing board. We thank all involved for their passion and skills.

Executive team

The trustees delegate the operational and strategic management to the executive team. The key management personnel are defined on page 32.

Risk management

Our risk register identifies the risks, controls and actions required. We assess the likelihood and potential impacts and ensure controls are in place to mitigate against those risks. The Trust sub committees consider risks on a quarterly basis.

Health and Safety and Safeguarding

A priority is to ensure all our learners and staff are safe and have a healthy environment. We have appropriate health and safety and safeguarding policies, audits and training in place to ensure this risk is mitigated.

Recruitment & Retention

Recruitment and retention is a national challenge for schools. We, along with other schools, are facing particular challenges in recruiting support staff.

Financial

Political uncertainty, the lack of a governmental long term plan for school funding, inflationary and pay pressures increase financial risk. We mitigate this risk by improving how we deliver education, ensuring value for money and budgetary controls. Our income is largely based upon pupil numbers and therefore dependent upon demand for places and population trends.

Student outcomes and Ofsted

High standards are a prerequisite to maintaining pupil numbers and funding, hence actions are

in place to mitigate these risks. The impact of Covid-19 on some of our students, particularly in the more deprived areas of the city, has been significant. We continue to focus on removing barriers and creating opportunities for students. The Ofsted judgement of Chaucer and the termination warning notice is a severe challenge. The Ofsted monitoring visits are showing the school is making improvements

Data Risk

We have procedures in place to ensure that all our data is secure and we have continued to increase our controls around data security.

Governance

It is essential to have clear independent oversight from trustees and members and strong governance at a local level in schools. We mitigate this risk through our annual reviews of governance.

Disclosure of information to auditor

In so far as the trustees are aware:

- There is no relevant audit information of which the company's auditor is unaware, and
- We have taken all the steps that ought to have been taken as a trustee in order to be aware of any relevant audit information and to establish that the auditor is aware of that information.

Approved by the Board of Trustees on 12 December 2023



S Draper

Chair of Trustees

Administrative Details

Members	E Smart C Bagley S Lumb K Platts R Dunlop	Chair of Members To 12 December 2023
Trustees	S Draper T Ashford J Acklam D Beaumont C Beardmore C Bagley C Twyman D Marrison D Sanders L Winders J Cullen	Chair of Trustees Vice Chair Chair of Finance & Resources from 1 Sept 23 Chair of Learner Experience Quality of Education Chair of Learner Experience Inclusion SEND Trustee Chair of Finance & Resources to 31 Aug 2023 to 31 August 2023 Chair of Risk & Governance Safeguarding Trustee Health & Safety Trustee
Executive Team	D Dennis L Barber J Delaney S Burnside M Finch J Dean L Askin B Purvis	Chief Executive Officer, Accounting Officer To 31 August 2024 Chief Executive Officer, Accounting Officer From 1 September 2024 Deputy CEO Director of Secondary Education Director of Primary Education Director of Operations Director of IT HR and Compliance Manager
Registered Office	Tapton School, Darwin Lane, Sheffield, S10 5RG	
Company Secretary	J Delaney	
Independent Auditor	BHP LLP, Chartered Accountants, Sheffield S10 2PD	
Internal Auditor	Hart Shaw, Europa Link, Sheffield, S9 1XU	
Bankers	Royal Bank of Scotland, Sheffield, S9 3RF Close Brothers, London EC2A 4FT	
Solicitors	Browne Jacobson, Nottingham NG2 1BJ	
Data Protection Officer	Bruce & Butler, Sheffield, S3 8BX	

Governance Statement

We have overall responsibility for ensuring the Trust has effective systems of control which are designed to manage the risk, achieve our objectives, and provide reasonable and not absolute assurance against material misstatement or loss. We have delegated the day-to-day responsibility to the CEO, as Accounting Officer, for ensuring financial controls conform to the requirements of propriety and good financial management and in accordance with the requirements of our funding agreements. The CEO is responsible for reporting to the board any material weaknesses or breakdowns in internal control.

The information on governance included here supplements that described in the trustees' Strategic report and in the Statement of Trustees' responsibilities.

The changes to trustees and members are detailed on page 30.

The Risk and Governance subcommittee assists the Trust board in fulfilling its oversight responsibilities for internal control and for addressing issues identified through the internal audit process. The Board and sub committees meet to discuss all issues of relevance to strategy and operations, scrutinising and approving the budget, agreeing finance and HR policies, reviewing risks and any conflicts of interest.

We maintain a register of interests and declare any interests at the start of each meeting where they may impact on any decision making. Policies are in place to ensure conflicts and related party transactions are managed effectively.

Each year we perform both a review of board effectiveness and a skills audit. This is done for both Trust board and local governing boards. We use the results of these assessment to establish the training plan for the year, update our risk register on the effectiveness of governance and plan our recruitment for new trustees and governors. In particular we are introducing more cross Trust training and conferences which will include trustees, members and local governors. Our annual Strategy Day includes sessions on School Improvement and Risks.

The trustees attendance at meetings was as follows (*percentage attended for the period they were a Trustee or member of each committee*):

Trustee	Board	Learner Experience – Inclusion	Learner Experience – Quality	Finance & Resources	Risk & Governance	Remuneration Committee %
Number of meetings	5	3	3	3	3	2
	% attended					
C Bagley	40%	100%	100%	n/a	100%	n/a
C Beardmore	40%	n/a	33%	100%	n/a	n/a
D Sanders	60%	33%	n/a	n/a	100%	100%
D Marrison	100%	67%	n/a	100%	n/a	100%
D Beaumont	100%	100%	n/a	n/a	67%	n/a
J Acklam	40%	n/a	100%	67%	n/a	n/a
J Cullen	100%	n/a	100%	100%	n/a	n/a
L Winders	80%	100%	n/a	n/a	33%	n/a
S Draper	100%	67%	100%	67%	n/a	100%
T Ashford	60%	n/a	67%	n/a	67%	n/a

The Trustees maintain effective oversight of the Trust through both the 5 Board meetings in the year and the 14 sub committee meetings.

Advisory Council Attendance

The attendance at meetings was as follows (percentage attended for the period they were a member of the Advisory Council:

	%
C Bagley (Chair)	100%
A Green	100%
A Hards	0%
C Jewkes	67%
J Crawshaw	67%
J Burkinshaw	33%
J Paton	33%
J Rushton	100%
L Bawden	67%
P Jannaway	33%

Secondary School Local Governing Board Attendance

The attendance at meetings was as follows (*percentage attended for the period they were a governor*):

	Forge	%	Bradfield	%	Chaucer	%	Tapton	%
Chair:	J Crawshaw	82	P Jannaway	94	L Bawden	100	J Rushton	100
Members:	A Sweet	43	D Warman	86	A Poultney	0	A Hamilton	75
	C Eaton	100	H Mathison	0	B Winter	0	B Stroud	89
	D Smith	100	J Price	94	F Belbin	89	C Axtell	25
	J Stringer	64	R Billingsley	5	J Clephan	78	C Fowler	100
	S Egerton	62	S Eglinton	87	J Buckley	78	D Bannister	100
			S Taylor	37	J Sutton	100	H Bower	100
			V Hughes	50	S Kirton	84	M Swift	100
			Z Shoaib	94			N James	100
							R Leadbetter	75
							R Lowe	100

Primary School Local Governing Body Attendance

The attendance at meetings was as follows (*percentage attended for the period they were a governor*):

	Hallam	%	Hillsborough	%	Meynell	%	Southey Green	%	Wisewood	%
Chair	A Green	83	C Jewkes	80	A Hards	100	J Burkinshaw	100	J Paton	83
Members:	A Gillett	100	H Hartley-Crofts	60	A Hogg	40	D Breslin	67	C Bagley	100
	A Matthews	100	J Wilson	100	C Gray	100	J Nwagwu	33	E Nicholls	80
	B Fielding	100	J Smith	60	L McInnis	75	K Holland	100	K Eyre	100
	C Whitchurch	83	L Shaw	0	P Hulme	60	L Shaw	100	L Skipworth	67
	E Glover	50	M Bennett	100	R Wynne	75			L Swindells	83
	I MacAskill	83	R Hawkes	67	V Taylor	100			R Southern	100
	M Belmonte	67	S Coley	80						
	P Harris	83								

Hillsborough, Southey Green and Meynell previously had a combined governing Board. We have since strengthened governance by reforming individual Boards for each school.

The combined governing Board can 100% attendance in the year and the governors were J Burkinshaw, A Hards, C Gray, C Jewkes and J Wilson.

Review of Value for Money

As Accounting Officer, the Chief Executive has responsibility for ensuring good value in the use of public resources. This refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received. The Accounting Officer considers how the use of resources has provided value for money and reports to the Trust board where improvements can be made. Continued value areas in the year include:

- A review of the curriculum planning and its delivery.
- Value for money review on capital and estates expenditure
- Negotiation and contract reviews for services including central buying power.
- Effective cash management.

Purpose of Internal Controls

Internal controls are 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. Internal control is an ongoing process designed to identify the risks to the achievement of strategy, to evaluate the likelihood and impact, and to manage them effectively. The system of internal control has been in place for the year ended 31 August 2023 and up to the date of approval of the annual report and financial statements.

Risk and Control Framework

Our system of internal control is based on a framework of regular management information, effective policies, segregation of duties and a system of delegation and accountability. In particular, it includes:

- A Risk and Governance subcommittee with responsibility for monitoring risks and controls.
- A Scheme of Delegation.
- An internal scrutiny and internal audit programme agreed by, and results reported, to the Risk and Governance subcommittee.
- Regular reviews by the Finance & Resources committee of financial performance and budgets.
- Our finance policy and segregation of duties.
- Terms of reference and standard agenda items for committees, Advisory Council and LGBs.
- Identification and management of risks including regular reviews of the risk register.

The internal audit included income, expenditure, executive pay and budgeting (2022: Bank and Cash, Anti Fraud, Academy Handbook review, Internal Delegation, Census, Covid recovery and tutoring funding, recommendations from prior years). No material control issues have been raised by internal audit during the period being reported.

As a Trust we perform internal audit testing on areas such as safeguarding, Health and Safety and premises compliance to ensure our schools are safe places to be and comply with legislation.

Capacity to Handle Risk

We reviewed the key risks together with the controls that have been implemented to mitigate those risks. There is a formal ongoing process for identifying, evaluating and managing significant risks that has been in place for the year ended 31 August 2023 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Risk & Governance subcommittee of trust board. We have a risk appetite statement which sets out the levels of acceptable risk in key strategic areas. The areas of risk also form part of the assessment for the internal control framework and internal scrutiny report.

Review of Effectiveness


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

- The work of the internal and external auditor;
- The financial management and governance process;
- The work of the managers who have responsibility for the internal control framework.

The Accounting Officer has been advised of the implications of the result of the Trustees review of the internal controls and plans to ensure continuous improvement of the system is in place.

Approved by the Board on 12 December 2023 and signed on their behalf, by:


S Draper
Chair of Trustees


D Dennis
Accounting Officer

Statement on Regularity, Propriety and Compliance

As Accounting Officer of Tapton School Academy Trust, I have considered my responsibility to notify the Trustees and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and noncompliance with ESFA terms and conditions of funding, including for estates and management, under the funding agreement in place between the Trust and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academies Handbook, including responsibilities for estates safety and management.

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

I confirm that no instances of material irregularity, impropriety or funding noncompliance have been discovered to date, other than the matter noted below. If any instances are identified after the date of this statement, these will be notified to the board of trustees and ESFA.

Shaped provides alternative provision services to the Trust. It became a related party in June 2022 when its managing director became a governor of Bradfield School. In September 2022, as part of approving £70,000 of transactions for 22/23, the Trust identified that a contract of £4,860 had been entered into without following the policy of prior approval by the Board or the ESFA. Prior approval from ESFA was necessary because the total spend with Shaped in 2022/23 was expected to exceed £20,000. Trust Board and the ESFA were immediately advised of the omission and asked to provide approval. ESFA responded that it could not give respective approval for the transaction with a value of £4,860 because it was a breach of the Academy Trust Handbook, by not getting advance approval, but that the decision did not prevent the Trust from entering into or continuing with the contract or other agreement.



D Dennis
Accounting Officer

Date: 12 December 2023

Statement of Trustees Responsibilities

The trustees (who are also the directors) are responsible for preparing the Trustees' Strategic report and the financial statements in accordance with the Annual Accounts Direction issued 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. 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;
- Make judgments and accounting estimates that are reasonable and prudent;
- State whether applicable UK Accounting Standards (FRS 102) 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 operation.

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 the 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 the Board of Trustees on 12 December 2023 and signed on its behalf by:



S Draper
Chair of Trustees

Independent Auditor's Report to the Members of Tapton School Academy Trust

Opinion

We have audited the financial statements of Tapton School Academy Trust (the 'academy trust') for the year ended 31 August 2023 which comprise statement of financial activities, the net asset statement, the statement of cash flows and notes to the financial statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and 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 & Skills Funding Agency.

In our opinion the financial statements:

- give a true and fair view of the state of the academy 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 auditor responsibilities for the audit of the financial statements section of our report. We are independent of the academy trust in accordance with the ethical requirements that are relevant to our audit of the financial statements in the UK, including the FRC'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 academy trust's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

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

Other information

The other information comprises the information included in the trustees' annual report², other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information.

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.

Opinions 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, which includes the strategic report and the directors' report prepared for the purposes of company law, for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the strategic report and the directors' report included within the trustees' report have been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the academy trust and its environment obtained in the course of the audit, we have not identified material misstatements in the strategic report or the directors' report included within the trustees' report.

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

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

Responsibilities of trustees

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

Auditor responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise

from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

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

We gained an understanding of the legal and regulatory framework applicable to the trust and the sector in which it operates, and considered the risk of such regulations, including fraud. We designed audit procedures to respond to the risk, recognising that the risk of not detecting a material misstatement due to fraud is higher than the risk of not detecting one resulting from error.

We focussed on laws and regulations relevant to the trust which could give rise to a material misstatement in the financial statements. These laws and regulations include, but are not limited to, those issued by or relating to Ofsted, ESFA, GDPR, Safeguarding and Health and Safety. Our testing included discussions with management and directors with direct responsibility for the compliance of laws and regulations, agreeing financial statement disclosures to underlying supporting documentation, reviewing legal expenses and reviewing Ofsted reports. We also reviewed the trust's website to ensure the required disclosures had been made in line with the Academies Trust Handbook. There are inherent limitations in the audit procedures described and, the further removed non-compliance with laws and regulations is from the events and transactions reflected in the financial statements, the less likely we would become aware of it.

As part of our audit, we addressed the risk of management override of internal controls, including testing of journals and review of the nominal ledger. We evaluated whether there was evidence of bias by the directors that represented a risk of material misstatement due to 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 is available on the FRC's website at: www.frc.org.uk This description forms part of our auditor's report.

Use of our report

This report is made solely to the charitable company'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 company's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.

BHP LLP

Philip Allsop (Senior statutory auditor)

For and on behalf of BHP LLP, Statutory Auditor, 2 Rutland Park, Sheffield, S10 2PD

Date: 21 December 2023

Independent Reporting Accountant's Assurance Report

on Regularity to Tapton School Academy Trust and the Education Funding and Skills Agency

In accordance with the terms of our engagement letter dated 19 October 2022 and further to the requirements of the Education & 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 Tapton School Academy Trust during the period 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 Tapton School Academy Trust and ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Tapton School Academy 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 Tapton School Academy Trust and ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of Tapton School Academy Trust's accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of Tapton School Academy Trust's funding agreement with the Secretary of State for Education dated 30 March 2012 and the Academies 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 period 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 Academies Accounts Direction 2022 to 2023 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 academy trust's income and expenditure.

The work undertaken to draw our conclusions includes:

- Detailed testing on a sample basis to assess the nature of expenditure and whether funds have been used appropriately;
- Review the academy trust's internal financial procedures to ensure that controls are in place to prevent or identify regularity issues;
- Ensure that ESFA approval has been obtained for relevant transactions;
- Discussions with trustees, senior leadership team and the accounting officer throughout the audit process to ensure that all regularity threats have been addressed.

Conclusion

In the course of our work nothing has come to our attention, except for the matter noted below, which suggests that in all material respects the expenditure disbursed and income received during the period 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.

Shaped provides alternative provision services to the Trust. It became a related party in June 2022 when its managing director became a governor of Bradfield School. In September 2022, as part of approving £70,000 of transactions for 22/23, the Trust identified that a contract of £4,860 had been entered into without following the policy of prior approval by the Board or the ESFA. Prior approval from ESFA was necessary because the total spend with Shaped in 2022/23 was expected to exceed £20,000. Trust Board and the ESFA were immediately advised of the omission and asked to provide approval. ESFA responded that it could not give respective approval for the transaction with a value of £4,860 because it was a breach of the Academy Trust Handbook, by not getting advance approval, but that the decision did not prevent the Trust from entering into or continuing with the contract or other agreement.

BHP LLP

Philip Allsop
Reporting Accountant
BHP LLP
2 Rutland Park, Sheffield, S10 2PD
Date: 21 December 2023

Statement of Financial Activities

for the year ended 31 August 2023

	Note	2023					2022				
		Un Restricted	Restricted			Total	Un Restricted	Restricted			Total
		Fund £000	Funds £000	Pension £000	Asset £000		Fund £000	Funds £000	Pension £000	Asset £000	
Donations and capital grants	2	19	39	-	1055	1113	45	4	-	895	944
Charitable	3	613	49040	-	-	49653	710	45606	-	-	46316
Teaching school		-	-	-	-	-	-	-22	-	-	-22
Trading		157	66	-	-	223	172	35	-	-	207
Investments		329	-	-	-	329	42	-	-	-	42
Total income		1118	49145	-	1055	51318	969	45623	-	895	47487
Charitable & governance		-672	-48490	-461	-2233	-51856	-984	-43926	-2897	-1771	-49578
Raising voluntary income		-13	-19	-	-	-32	-30	-18	-	-	-48
Total expenditure	4	-685	-48509	-461	-2233	-51888	-1014	-43944	-2897	-1771	-49626
Net income		433	636	-461	-1178	-570	-45	1679	-2897	-876	-2139
Transfers between funds		-169	-384	-	553	-	-	-428	-	428	-
Actuarial pension gain	15	-	-	3087	-	3087	-	-	23797	-	23797
Net movement in funds		264	252	2626	-625	2517	-45	1251	20900	-448	21658
Total funds brought forward		3138	5421	-7034	75003	76528	3183	4170	-27934	75451	54870
Total funds		3402	5673	-4408	74378	79045	3138	5421	-7034	75003	76528

All amounts relate to continuing activities.

All gains and losses recognised in the year are included in the statement of financial activities.

The notes on pages 45 to 58 part of these financial statements.

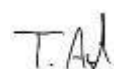
Net Asset Statement

As at 31 August 2023

Registered company number: 07697171

	Note	2023 £000	2022 £000
Fixed assets	6	73669	74408
Current assets			
Debtors	7	1547	2315
Cash at bank and in hand		12986	11295
		14533	13610
Liabilities			
Creditors due within one year	8	-4643	-4350
Net current assets		9890	9260
Total assets less current liabilities		83559	83668
Creditors: greater than one year	13	-106	-106
Defined benefit pension liability	15	-4408	-7034
Long term liabilities		-4514	-7140
		79045	76528
Funds			
Designated		2050	2050
General		1352	1088
Total unrestricted		3402	3138
Restricted income		5673	5421
Asset		74378	75003
Pension		-4408	-7034
Total Restricted		75643	73390
Total funds	9,10,15	79045	76528

The financial statements were approved by the Trustees on 12 December 2023 and signed on their behalf, by:

S Draper
Chair of Trustees

T Ashford
Vice Chair of Trustees

The notes on pages 45 to 58 form part of these financial statements.

Cash Flow Statement

for the Period Ended 31 August 2023

	Note	2023 £000	2022 £000
Net cashflow from operating activities		1801	2448
Interest		329	42
Purchase of fixed assets		-1494	-1493
Capital Grants		1055	895
Net cash used in investing activities		-110	-556
Change in cash		1691	1892
Cash at 1 September		11295	9403
Change in cash		1691	1892
Cash at 31 August		12986	11295
Reconciliation of net (expenditure) to net cash flow from operating activities			
Net expenditure		-570	-2137
Depreciation		2222	1771
Capital grants		-1055	-895
Interest		-329	-42
Pension scheme service cost		159	2402
Pension scheme finance cost		302	495
Loss on the sale of fixed assets		11	
Decrease in debtors		768	93
Increase in creditors		293	761
Net cash from operating activities		1801	2448
Cash in Bank		4937	5468
Cash in Deposit		8049	5827
Total cash and cash equivalents		12986	11295

Notes to the Financial Statements

Year ended 31 August 2023

1. Accounting Policies

The principal accounting policies (which have been applied consistently), judgements and key sources of estimation uncertainty, are set out below.

Basis of preparation of financial statements

The financial statements have been prepared under the historical cost convention in accordance with the Financial Reporting Standard (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice (Charities SORP (FRS 102)), the Academies Accounts Direction issued by ESFA, the Charities Act 2011 and the Companies Act 2006. Tapton School Academy Trust constitutes a public benefit entity as defined by FRS 102.

Fund accounting

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

Restricted fixed asset funds are resources which are to be applied to specific capital purposes. Restricted general funds comprise all other funds received with restrictions imposed by the funder and include grants from the Department for Education.

Income

All income is recognised once the Trust has entitlement to the income, it is probable that the income will be received and the amount of income receivable can be measured reliably.

Grants are accounted for on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the Balance sheet. Where income is received in advance of entitlement of receipt, its recognition is deferred and included in creditors as deferred income. Where entitlement occurs before income is received, the income is accrued. Capital grants are recognised in full when there is an unconditional entitlement to the grant and are not deferred over the life of the asset on which they are expended. Unspent capital grants are reflected in the balance sheet in the restricted fixed asset fund.

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

Under the funding agreement with the Secretary of State the academy trust was subject to limits on the amount of GAG that could be carried forward from one year to the next. An amount equal to 12% of GAG could be carried forward, of which up to 2% could be used for general recurrent purposes, with any balance being available for premises or capital purposes. Any additional grant may be carried forward without limitation. The academy trust has not exceeded these limits during the year.

Transfer of an Academy Trust

Assets received on the transfer in of an academy are measured at fair value and recognised on the date of the transfer agreement, being the date the risks and rewards of ownership pass to the Trust. An equal amount of income is recognised for the transfer within donations.

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.

Costs are classified by activity. 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.

Operating lease costs are charged on a straight-line basis over the term of the lease.

All resources expended are inclusive of irrecoverable VAT.

Going concern

The financial statements are prepared on a going concern basis. We have assessed that this is appropriate in respect of a period of at least one year from the date of the approval 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 ability to continue as a going concern.

Tangible fixed assets and depreciation

Fixed assets are accounted for at cost (or fair value) and depreciated over their expected useful economic life. Depreciation is charged

directly to the restricted fixed asset fund in the Statement of financial activities.

Additions or improvements funded by the Local Authority are accounted for at fair value (when it can be measured reliably). The increase in value or value of the item donated is accounted for as a donation.

Depreciation is accounted for on a straight-line basis as follows:

- | | |
|---|--------------------------------------|
| • Freehold land – 0% | Long-term Leasehold Property – 2-10% |
| • Motor vehicles And Computer Equipment – 20% | Fixtures and fittings – 10% |

Taxation

The Trust is considered to meet the definition of a charitable company for UK corporation tax purposes under Paragraph 1 Schedule 6 of the Finance Act 2010. Accordingly, the Trust is potentially exempt from taxation to the extent that such income or gains are applied exclusively to charitable purposes.

Debtors

Debtors are recognised at the settlement amount. Prepayments are valued at the amount prepaid.

Liabilities and provisions

Liabilities are recognised when there is an obligation (as a result of a past event) resulting in a transfer of funds and the amount can be measured reliably. Provisions are measured at the best estimate of the amounts required to settle the obligation.

Financial instruments

The Trust only holds basic financial instruments (i.e. cash) which are initially recognised at transaction value and subsequently measured at their settlement value.

Pensions

Retirement benefits are provided by the Teachers' Pension Scheme ("TPS") and the Local Government Pension Scheme ("LGPS"). These are defined benefit schemes and the assets are held separately from those of the Trust.

Teachers Pension Scheme (TPS)

The TPS is an unfunded scheme and contributions are calculated to spread the cost of pensions over employees' working lives so the cost is a level percentage of pensionable payroll. The contributions are determined by the Government Actuary on the basis of quadrennial valuations using a prospective unit credit method. The TPS is a multi-employer scheme and there is insufficient information available to use defined benefit accounting. It is therefore accounted for as a defined contribution scheme and the contributions recognised in the period to which they relate.

Local Government Pension Scheme (LGPS)

The LGPS is a funded scheme and the assets are held separately from those of the Trust.

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 each year at the balance sheet date.

The current service cost reflects the amount of money that would need to be paid at the start of the reporting period in order to meet the cost of benefit accrual during the period based on projected salaries at retirement or earlier leaving. This is charged to operating surplus along with the costs of scheme introductions, benefit changes, settlements and curtailments.

Net interest on the pension scheme liability 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 and the actual return on the scheme assets is included in other recognised gains and losses. Actuarial gains and losses are recognised immediately in other recognised gains and losses.

Critical accounting estimates and areas of judgement

Estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances. The estimates and assumptions that have a significant risk of causing a material adjustment are as follows.

The 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 (income) for pensions include the discount rate. Any changes in these assumptions, will impact the value of the pension liability. Furthermore, a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2016 has been used by the actuary in valuing the pensions liability at 31 August 2022. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

2. Donations and capital grants

	2023				2022			
	Un Restricted £000	Restricted £000	Asset £000	Total £000	Un Restricted £000	Restricted £000	Asset £000	Total £000
Capital grants	-	-	903	903	-	-	599	599
Devolved capital grants	-	-	152	152	-	-	152	152
Capital donations	-	-	-	-	-	-	143	143
	-	-	1055	1055	-	-	895	895
Donations	19	39	-	58	45	4	-	49
	19	39	1055	1113	45	4	895	944

3. Income - Charitable Activities

	2023				2022			
	Un Restricted £000	Restricted £000	Asset £000	Total £000	Un Restricted £000	Restricted £000	Asset £000	Total £000
GAG	-	36847	-	36847	-	35771	-	35771
6th form	-	3564	-	3564	-	3310	-	3310
Total GAG	-	40411	-	40411	-	39081	-	39081
Pupil Premium	-	2604	-	2604	-	2440	-	2440
Supplementary	-	1135	-	1135	-	527	-	527
Mainstream	-	571	-	571	-	-	-	-
Covid Recovery	-	481	-	481	-	293	-	293
Tutoring	-	184	-	184	-	270	-	270
Teachers pay	-	166	-	166	-	50	-	50
Pension	-	-	-	-	-	143	-	143
Universal Free school meal	-	201	-	201	-	198	-	198
PE	-	98	-	98	-	98	-	98
Rates	-	161	-	161	-	156	-	156
Covid testing	-	-	-	-	-	46	-	46
Other	24	80	-	104	-	19	-	19
Total DFE& ESFA	24	46092	-	46116	-	43321	-	43321
Early years	-	859	-	859	-	819	-	819
LA grant	80	156	-	236	-	216	-	216
Other	-	22	-	22	-	-	-	-
Special educational needs	-	719	-	719	-	410	-	410
Total Local Authority	80	1756	-	1836	-	1445	-	1445
School meals	-	461	-	461	-	400	-	400
Trips	-	334	-	334	-	295	-	295
Other educational	509	397	-	906	710	145	-	855
Non Government	509	1192	-	1701	710	840	-	1550
	613	49040	-	49653	710	45606	-	46316

Note 10 details the movement on restricted funds.

Tutoring and recovery funding is to support student's education which has been impacted throughout the Covid pandemic.

4. Expenditure

	2023				2022			
	Direct £000	Support £000	Raising Funds £000	Total £000	Direct £000	Support £000	Raising Funds £000	Total £000
Staff	29551	9467	-	39018	28027	8402	-	36429
Premises	-	4953	-	4953	-	3766	-	3766
Depreciation	2222	-	-	2222	1771	-	-	1771
Educational	2920	-	-	2920	2591	-	-	2591
Catering	632	-	-	632	452	-	-	452
Support	-	635	-	635	-	596	-	596
IT	-	542	-	542	-	607	-	607
HR & Pension	-	710	-	710	-	3132	-	3132
Training	111	-	-	111	94	-	-	94
Audit	-	25	-	25	-	23	-	23
Other audit fees	-	5	-	5	-	14	-	14
Other	23	60	32	115	17	86	48	151
	35459	16397	32	51888	32952	16626	48	49626
Unrestricted				685				1014
Restricted Other				48509				43944
Restricted Pension				461				2897
Restricted Assets				2233				1771
				51888				49626

Insurance is in place to protect trustees and officers from claims. The insurance provides cover up to £10,000,000 on any one claim. The cost of this insurance is included in the total insurance cost.

Expenses by School

	2023					2022				
	Education Staff £000	Other Staff £000	Education Costs £000	Other costs £000	Total £000	Education Staff £000	Other Staff £000	Education Costs £000	Other costs £000	Total £000
Bradfield	4173	921	419	2157	7670	3994	746	193	2001	6934
Chaucer	3778	1231	475	1514	6998	3751	1040	254	1188	6233
Forge	5649	1687	589	1950	9875	5085	1545	227	1739	8596
Hallam	2109	520	134	782	3545	1871	463	204	748	3286
Hillsborough	1401	419	76	453	2349	1421	386	73	431	2311
Meynell	1835	479	100	576	2990	1772	480	84	543	2879
Southey	2756	769	143	901	4569	2745	658	156	855	4414
Tapton	7229	1097	529	3029	11884	6796	1019	291	2912	11018
Trust	942	1134	65	-1623	518	829	985	53	989	2856
Wisewood	700	188	49	553	1490	655	158	36	250	1099
	30572	8445	2579	10292	51888	28919	7480	1571	11656	49626

Trust service

The Trust service charge includes Governance, Finance, IT, Facilities, Premises, Catering, HR, Data & Curriculum and School Improvement. Costs are charged to the schools on a basis to reflect the services provided to the schools.

	2023	2022
	£000	£000
Bradfield	335	308
Chaucer	416	375
Forge	457	406
Hallam	236	235
Hillsborough	153	149
Meynell	177	179
Southey	293	284
Tapton	546	483
Wisewood	79	82
	2692	2501

5. Staff costs

	2023	2022
	£000	£000
Salaries	28238	26506
National insurance	2757	2585
Pension contributions	5918	5308
Pension deficit contributions	327	561
Apprenticeship Levy	126	117
	37366	35077
Supply	1616	1287
	38982	36364
Equal Pay	-	20
Restructuring	35	16
	39017	36400
Pension analysis		
TPS	4124	3930
LGPS - deficit	327	561
LGPS	1794	1378
	6245	5869

Two Employees (2022: One) received a severance payment between 0-£25,000. This included an amount £0-£5000 non contractual for one employee (2022:Nil)

Staff Numbers

	2023	2022
	Number	Number
Teachers	430	420
Support	499	498
Accounting Officer	1	1
Management	15	15
	945	934
	FTE	FTE
Teachers	386	379
Support	376	365
Accounting Officer	1	1
Management	15	15
	778	760

Pay Bands over £60,000 (excludes pension & NI)

	2023	2022
	Number	Number
60-70	21	19
70-80	6	6
80-90	3	0
90-100	0	1
100-110	2	3
110-120	0	1
120-130	3	0
130-140	0	2*
140-150	1	0
150-160	1*	0
	37	32

Plus payments in lieu of pension of £30,000 (2022: £32,000) for one employee

Key management staff costs

	2023	2022
	£000	£000
Pay	722	646
National Insurance	96	87
Pension	140	124
	958	857

Key management staff numbers

	2023	2022
	FTE	FTE
	7	7

6. Fixed assets

	2023				2022				Net book value	
	Cost				Depreciation					
	2022	Additions	Disposals	2023	2022	Disposals	Charge	2023	2023	2022
	£000	£000	£000	£000	£000	£000	£000	£000	£000	£000
Land & Buildings	87216	791	-	88007	14363	-	1676	16039	71968	72853
Vehicles	61	-	-	61	61	-	-	61	-	-
Fixtures	1569	276	-	1845	867	-	164	1031	814	702
IT	2899	427	-593	2733	2046	-582	382	1846	887	853
	91745	1494	-593	92646	17337	-582	2222	18977	73669	74408

7. Debtors

	2023 £000	2022 £000
Debtors	119	70
Accrued income	574	596
VAT	349	890
Prepayments	501	747
Other debtors	4	12
	1547	2315

Prepayments include pension deficit contributions of £Nil (2022 £0.3m) for the period to 31 March 2023.

8. Creditors: Amounts falling due within one year

	2023 £000	2022 £000
Trade creditors	1376	1528
Social security and other taxes	660	627
Accrued expenses	1153	908
Deferred income	737	500
Pension creditor	714	612
Other creditors	2	176
	4643	4350

All Deferred income from the prior year has been released in the year.

Deferred income includes Growth, Rates, High needs and Universal Free School Meals funding.

9. Analysis of net assets by fund

	Un Restricted	Restricted	2023			2022
	£000	£000	Asset £000	Pension £000	Total £000	Total £000
Fixed assets	-	-	73669	-	73669	74408
Net current assets	3402	5779	709	-	9890	9260
Non current liabilities	-	-106	-	-	-106	-106
Pension scheme liability	-	-	-	-4408	-4408	-7034
	3402	5673	74378	-4408	79045	76528

10. Statement of funds

	2023 £000	Net movement £000	2022 £000
Unrestricted	3402	264	3138
GAG and DFE	5310	326	4984
Covid Recovery	46	9	37
School Fund	67	17	50
PE	22	20	2
Pupil Prem	93	-69	162
Mentors & Tutor	15	13	2
SEN	32	-121	153
Other restricted	88	57	31
Restricted	5673	252	5421
	9075	516	8559
Assets	74378	-625	75003
Pension	-4408	2626	-7034
	79045	2517	76528

We have designated £1.1m for school improvement & covid recovery and £1m sustainable & capital strategic fund.

Statement of funds by school

	2023 £000	2022 £000
Bradfield	264	280
Chaucer	1012	1058
Forge Valley	1589	1410
Hallam	529	653
Hillsborough	542	540
Meynell	590	548
Southey Green	1418	1412
Tapton	2112	1947
Wisewood	73	76
Trust	946	635
	9075	8559

12. Related party transactions

Transactions are in accordance with financial regulations and the academies handbook ensuring transactions are value for money.

J Dean, (Key Management personnel) is a Trustee of Sheffield Wednesday Community Fund who provide staff for activities in school.

J Crawshaw (Governor, Forge Valley School) is the Young Peoples Library Officer at Sheffield Library Service which provides the library service to primary schools.

C Eaton (Governor, Forge Valley School) is the Chair of governors at Shooters Grove Primary School. We provide catering and IT services to Shooters Grove.

D Warman (Governor Bradfield School) is the CEO at Shaped which provide alternative provision.

Local governors are related to Oasis Watermead, St Marys Primary and Windmill Hill Primary (ended 2022) which both buy into our sports packages for schools.

J Rushton (Governor Tapton School) is related to Hallam Rangers football who hire the pitch at Hallam Primary School.

	2023		2022	
	(Income)/ Expense £	Debtor/ (Creditor) £	(Income)/ Expense £	Debtor/ (Creditor) £
SWFC - Income	-1,340	252	-	-
SWFC - Spend	21918	-6,971	35,200	-
Sheff Council Library (to 31 August 23)	13,392	0	16,000	-
Shooters Grove	-23,906	8,452	-21,618	1,050
Shaped (from June 2022)	67,216	-	-	-
St Marys Primary (to 31 August 2022)	0	0	-2,498	275
Windmill Hill Primary	-7,064	5,525	-1,534	0
Oasis Watermead (from July 2022)	-3,237	220	0	-
Hallam Rangers	-2620	-	-4000	-

Trustees did not receive any remuneration. During the year one Trustee received travel and accommodation expenses were £684 (2022: £288).

J Cadman-Dennis, son of D Dennis (CEO) is employed by the trust. The appointment was made in open competition, with normal terms and conditions and D Dennis was not involved in the decision-making process regarding appointment.

13. Commitments

The Trust has no capital commitments (2022: Nil).

Tapton School and Bradfield School are subject to PFI contracts including facilities & energy cost
Tapton annual commitment £1.2m until 2026. The outstanding commitment £3.6m (2022: £4.9m).
Bradfield annual commitment £0.9m until 2037. The outstanding commitment £12.3m (2022: £13.2m).

Tapton has an amount of £0.1m (2022 £0.1m) due at the end of the contract.

14. Operating lease commitments payable

	2023 £000	2022 £000
Within one year	50	69
Between two and five years	6	90
	<u>56</u>	<u>159</u>

Operating lease expenditure in the year was £61,000 (2022:£47,000)

15. Pension commitments and liability

The Trust's employees belong to two principal pension schemes: The Teacher's Pension Scheme for England and Wales (TPS) for academic and related staff; and the Local Government Pension Scheme (LGPS) for non-teaching staff, which is managed by South Yorkshire Pension Fund.

There was £Nil (2022 £0.3m) prepaid and £0.7m (2022: £0.6m) outstanding contributions at 31 August.

The Trust paid three years deficit contributions in advance during the year ended 31 August 2020 to achieve a 6% reduction in cost.

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 teachers in academy trusts. All teachers have the option to opt-out of the TPS following enrolment. 61 The TPS is an unfunded scheme to which both the member and employer makes contributions, as a percentage of salary - these contributions are credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament

The Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the Teachers Pension Scheme (TPS) in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury (HMT) 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 31 March 2016 actuarial valuation of the TPS, which applies for this accounting period, was published by the Department for Education on 5 March 2019. teacherspensions.co.uk

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 discount 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 valuation result, as at March 2020, were released in October 2023 and are due to be implemented from 1 April 2024. 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 academy trust has accounted for its contributions to the scheme as if it were a defined contribution scheme. The academy trust has set out above the information available on the scheme.

Local Government Pension Scheme

The LGPS is a funded defined benefit scheme, with assets held in separate trustee-administered funds. The agreed contribution rates for future years are 12-17% for employers and 5.5% to 12.5% for employees. The latest actuarial valuation was as at 31 March 2022 and is available on the South Yorkshire Pension Authority website <https://www.sypensions.org.uk/Investments/Actuarial-Valuations>.

Parliament agreed in July 2013, at the request of the Secretary of State for Education, to a guarantee that, in the event of academy closure, outstanding Scheme liabilities would be met by the Department for Education. On 21 July 2022, the Department for Education reaffirmed its commitment to the guarantee, with a parliamentary minute published on GOV.UK. [DfE local government pension scheme guarantee](#)

Amounts recognised in the Statement of financial activities and Pension liability

	2023	2022
	£000	£000
At 1 September	-7034	-27934
Current service cost	-1951	-3634
Net Interest cost	-302	-495
Employer contributions	1792	1232
Actuarial gain / (loss)	3087	23797
At 31 August	-4408	-7034

Share of the market value of pension assets

	2023	2022
	%	%
Equities	69	70
Gilts	21	20
Property	9	9
Cash	1	1
	100	100

Movements in the present value of the defined benefit obligation and fair value of assets

	2023	2022
	£000	£000
Changes in present value of obligation	£000	£000
At 1 September	32346	52329
Current service cost	1951	3634
Interest cost	1415	921
employee contributions	584	475
Actuarial (gain) loss and other	-3419	-24723
Other	-	78
benefits paid	-560	-368
	32317	32346
Changes in fair value of assets		
At 1 September	25312	24395
return on assets and interest less admin fee	-332	-848
employee contributions	584	475
employer contributions	1792	1232
Interest on assets	1113	426
benefits paid	-560	-368
	27909	25312
Net Liability	-4408	-7034

The actual return on scheme assets was -2.8% (2022: -1.7%).

Sensitivity Analysis

	2023	2022	2023
	£000	£000	Increase in Liability
Discount rate decrease 0.1%	750	748	2%
Mortality rate 1 year increase	1293	1294	4%
Salary rate up 0.1%	62	109	0%
Pension Increase CPI rate +0.1%	702	645	2%

Principal actuarial assumptions

	2023	2022
	%	%
Salaries	3.60	4.05
Pensions CPI	3.00	3.05
Discount rate	5.20	4.25
Life expectancy at 65		
Male retiring today	20.60	22.60
Female retiring today	23.60	25.40
Male retiring in 20 years	21.40	24.10
Female retiring in 20 years	25.00	27.30

16. Prior year Statement of funds

	1 Sept	Moveme nt in year	31 Aug
	£m	£m	£m
Undesignated	1.1	(0.1)	1.0
Designated	2.1	-	2.1
Total Unrestricted	3.2	(0.1)	3.1
General annual grant – per pupil funding	3.6	1.4	5.0
Pupil premium – based on disadvantaged students	0.1	-	0.1
Covid Recovery	0.2	(0.1)	0.1
School funds	0.1	-	0.1
Other restricted	0.1	(0.1)	-
Local Authority – Special Educational Needs funding	0.1	-	0.1
	4.2	1.2	5.4
Pension	(27.9)	20.9	(7.0)
Asset	75.4	(0.4)	75.0
Total Restricted	51.7	21.7	73.4
Total	54.9	21.6	76.5