

Registration number: 07713540

Learning Academy Partnership (South West)

(A company limited by guarantee)

Annual Report and Financial Statements

for the Year Ended 31 August 2022

Thompson Jenner LLP
1 Colleton Crescent
Exeter
Devon
EX2 4DG

Learning Academy Partnership (South West)

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Learning Academy Partnership (South West)

Reference and administrative details

Members	EDEN (Sue Lockwood is the representative) MARJON (Ian Luke is the representative) (resigned 22 November 2021) MARJON (Gary Kinchin is the representative) (appointed 22 November 2021) P Cornish (appointed 11 May 2022) G Booth (appointed 14 October 2021) M Iddles
Trustees (Directors)	R Vaughton, Chair of Trustees R Ireton, Vice Chair T Cleverly (appointed 15 September 2021) P Dean M Graves M Miller (resigned 12 May 2022) N Discombe (resigned 24 May 2022) M Goodwin (appointed 22 September 2021) A Isin (appointed 1 September 2021) J Tisdall (appointed 1 September 2021) D Channon (appointed 27 September 2022)
Chief Executive Officer	T Cleverly
Senior Management Team	K Barnett, Chief Finance Officer/Operating Officer E Bone, Director of Education T Cleverly, Chief Executive Officer
Principal and Registered Office	Zealley House Suite 4 Greenhill Way Kingsteignton Newton Abbot Devon TQ12 3SB
Company Registration Number	07713540
Auditors	Thompson Jenner LLP 1 Colleton Crescent Exeter Devon EX2 4DG

Learning Academy Partnership (South West)

Reference and administrative details (continued)

Bankers

Lloyds Bank
51-52 Fleet Street
Torquay
Devon
TQ2 5DW

Solicitors

PHP Law
6 Atlantic Buildings
Queen Anne's Battery
Plymouth
PL4 0LP

Learning Academy Partnership (South West)

Trustees' report for the Year Ended 31 August 2022

The Directors of the Learning Academy Partnership present their report together with the financial statements and auditor's report of the charitable company for the period 1 September 2021 to 31 August 2022. The annual report serves the purposes of both a trustees' report, and a directors' report under company law.

The Academy Trust operated 11 primary academies across the South West of England as at 31 August 2022.

These included:

All Saints Marsh Church of England Academy

All Saints Thurlestone Church of England Academy

Charleton Church of England Academy

Dartington Church of England Academy

Dunsford Community Academy

Ellacombe Church of England Academy

Ilsham Church of England Academy

St Michaels Church of England Academy (Free school opened Sept 21)

Warberry Church of England Academy

West Alvington Church of England Academy

Lifton Community Academy (Joined April 2022) **

The academies had a combined pupil capacity* of 1843 and a roll of 1571 as at the October 2021 census date based on 10 academies.

* Capacity is based on the actual number of children (in Reception to Year 6) that all academies within the Trust can accommodate during the year. This includes the free school with reduced year groups.

** Not included as of October 2021

Structure, Governance and Management

Constitution

The Academy Trust is a company limited by guarantee and an exempt charity. The charitable company's memorandum and articles of association are the primary governing documents of the Academy Trust. The Directors of the Learning Academy Partnership (South West), Multi Academy Trust Limited are also the directors of the charitable company for the purposes of company law. The charitable company is known as Learning Academy Partnership (South West).

Details of the Directors who served during the year, and the date to which these accounts are approved are included in the Reference and Administrative Details.

Members' Liability

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

Learning Academy Partnership (South West)

Trustees' report for the Year Ended 31 August 2022 (continued)

Trustees' Indemnities

In accordance with normal commercial practice, the Trust purchased insurance to provide indemnity for Directors and Officers for claims arising from negligent acts, errors or omissions occurring whilst on Trust Business. All academies within the Trust are covered under a Zurich insurance policy, the cover applies to the central infrastructure as well as the individual academies. The cover provides indemnity for Directors to a maximum aggregated value of £5 million during any one membership year.

Method of Recruitment and Appointment or Election of Directors

The management of the Trust is the responsibility of the Directors who are appointed or co-opted under the terms of the Articles of Association and funding agreement. As both an exempt charity and a company registered at Companies House, the Trust has both Directors and Members. The Members are stated on page XX Members provide an independent oversight of the governance to the Trust with one of the core roles including the appointment of Directors in accordance with the Articles. In line with the Articles, the Directors Board and Members have a simple foundation majority.

All Directors upon their appointment or election and before exercising any duties as a Director give an undertaking to uphold the Object of the Company.

Directors (unless ex-officio) hold office for four years. Subject to remaining eligible, any Director may be reappointed or re-elected. The Members appoint by ordinary resolution a minimum of two Directors and Exeter Diocesan Education Network (EDEN) shall appoint no fewer than three Directors provided that the total number of Directors appointed under Article 50A shall not exceed a simple majority of the total number of Directors. The Chief Executive Officer is appointed as an ex-officio director.

The recruitment and succession planning of Directors reflects the governance needs of the Trust. Additionally, the Board of Directors is developing a programme of work to bring new representation into the trust board and committees. The Board aims to become more inclusive by welcoming all backgrounds and diversity into education leadership as part of the Trust's wider diversity and inclusion strategy.

The Board also requires it's Directors to have a broad range of skills in order to be effective in governance.

On 22 November 2021 the Member representation of Marjon changed from Professor Ian Luke to Professor Gary Kinchin. Two new Members appointments were made on 14 October 2021 and 11 May 2022, Mr Gavin Booth and Mr Paul Cornish, respectively, bringing the total number of Members to 5 in line with the recommendation of the Academy Trust Handbook.

New Director appointments included:

Mrs Joanne Tisdall – Foundation 1 September 2021

Dr Adnan Isin – Foundation 1 September 2021

Ms Maria Goodwin – Foundation 22 September 2021

On 11 May 2022 Mark Miller resigned as a Director and on 24 May 2022 Neil Discombe resigned as a Director.

Policies and Procedures Adopted for the Induction and Training of Directors

During the period under review, the Trust held 5 board meetings.

The training and induction provided for new Directors' will depend on their experience. All Director's complete annual training on compliance related areas e.g., Safeguarding, GDPR etc.

Learning Academy Partnership (South West)

Trustees' report for the Year Ended 31 August 2022 (continued)

An induction meeting is undertaken to set out the strategy and objectives of the Trust along with the values and vision.

All Directors are given the opportunity for a tour of at least one of the academies in the Trust, and a chance to meet with staff and children.

New directors are provided with documents which set out the strategy and objectives of the Trust. Trust policies, minutes, budgets, plans, strategy and risk frameworks and other documents that they will need to fulfil their role as directors of the Trust are available electronically. All Directors are also required to adhere to the Trust's Code of Conduct.

On-going governance reviews and training programs are encouraged for all Directors to ensure they continue to make an effective contribution and keep up to date with changes in legislation.

A Directors' Strategy event is held annually and there are training sessions to keep the Directors updated on relevant developments impacting on their roles and responsibilities including Finance, HR, Safeguarding and Prevent, GDPR and Data.

Directors have access to support provided by the Diocesan Board of Education, CST, Babcock Governor Services and other external training providers.

Organisational Structure

The Members of the Academy Trust have a distinct and separate role as guardians of the constitution and governance of the Trust, holding the Directors to account for the governance of the Trust and ensuring the purpose of the Trust is being met and its charitable purposes fulfilled.

There is a single Board of Directors which oversees the business of the Trust.

The Board of Directors have three strategic core functions:

1. ensuring clarity of vision, ethos and strategic direction
2. holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
3. overseeing and ensuring effective financial performance.

The Board establishes an overall framework for the governance of the Trust and determines membership, terms of reference and procedures of Committees and other groups. It receives reports including policies from its committees for ratification. It monitors the activities of the Committees through the minutes of their meetings, the Chairs Forum and Local Committee meetings. The Board may from time to time establish Working Groups to perform specific tasks over a limited timescale.

The following decisions are reserved to the Board of Directors: to consider any proposals for changes to the status or constitution of the Academy and its committee structure, to appoint or remove the Chairman and/or Vice Chairman, to appoint the CEO. The Directors are responsible for approving the Strategic Trust Development Plan and budget, approving the statutory accounts, monitoring the Trust by the use of budgets and other data, and making major decisions about the direction and growth of the Trust.

The Trust Board delegates authority to the following groups in order to ensure the effective leadership and governance of the Academy Trust.

- Trust Board Committees
- Executive Leadership
- Local Governance Advisory Committees

Learning Academy Partnership (South West)

Trustees' report for the Year Ended 31 August 2022 (continued)

The Articles of Association, Scheme of Delegation and Terms of Reference provide clarity as to who the decision makers are for different levels of decisions.

The committees of the trust Board meet as needed and are accountable to the Board.

- Finance, Audit/Fraud & Estates Committee

This committee met 5 times in the year, and it is responsible for the trust's programme of internal scrutiny, receiving reports from the internal auditors, risk, monitoring, evaluating and reviewing policy and performance in relation to financial management, compliance with reporting and regulatory requirements and reporting, and drafting the annual budget. The committee also deals with Estates and Services issues including Health & Safety.

- HR/Remuneration Committee and Appeals

This committee met 4 times in the year and deals with personnel matters, and will monitor, evaluate and review policy, practice and performance in relation to Personnel and staffing issues.

- Admissions Committee
- Exclusion Committee
- Ilsham English Hub Committee
- Local Ethos & Governance Hub Committees: these operate for each regional hub where this is appropriate.

The Local Governance Committees are advisory committees and are a local voice and a link with local communities. They consist of representative local stakeholders, including foundation members and parents, with the necessary skills to oversee, challenge and support academies, acting in the best interests of all young people.

The Directors have devolved responsibility for day-to-day management of the Trust to the Chief Executive Officer and Trust Executive implementing the policies laid down by the Directors.

The Board of Directors are creating a new committee for 2022-2023, Education Inclusion and Standards.

The Chief Executive Officer is the Accounting Officer.

The Trust Executive comprised: Chief Executive/Accounting Officer; Deputy CEO; and Chief Finance/Operating Officer. The Trust Executive is accountable for the delivery of the Trust Strategy through the Trust Strategic Priorities and related operational plans.

Arrangements for setting pay and remuneration of key management personnel

The Trust's Key Management Personnel in the period 1 September 2021 to August 2022 included the Trust Lead, Deputy Trust Lead, Chief Finance Officer.

The Board of Trustees through the work of the HR Committee review the leadership scales and pay policy for the Trust. The remuneration of key educational personnel is based on evidence of sustained high-quality performance with regard to leadership, management and pupil outcomes. The Board and HR Committee review and authorise salaries for all leadership roles. In line with the Appraisal policy a framework was set for a clear and consistent assessment of the overall performance of teachers and leaders including the Trust Lead and for supporting their development within the context of the Trust's plan for improving educational provision and performance and the standards expected of teachers and leaders. It also sets out the process by which performance would be directly linked to pay progression. Performance and Pay recommendations of key management personnel are reviewed annually by the directors and an external consultant having regard to a number of factors including performance.

Learning Academy Partnership (South West)

Trustees' report for the Year Ended 31 August 2022 (continued)

The Trust benchmarks against pay levels in other Trust of a similar size and/or structure, NGA and refers to the Executive Pay Benchmarking survey for leaders (CST)

In order to further develop pay benchmarking the Trust will be undertaking an exercise covering the leadership roles with the support an external consultant and will be reviewed by the Audit Resource & Risk committee with recommendations going to the Full Board

The Trustees received no remuneration in the year in respect of their role as a Trustee. Details of Trustee expenses and related party transactions are disclosed in the financial statements

Trade union facility time

The Trust entered into a Facilities Agreement in April 2022

Under the provisions of the Trade Union (Facility Time Publication Requirements) Regulations 2017, where an academy trust has more than 49 full time equivalent employees throughout any 7 months within the reporting period, it must include information included in Schedule 2 of the Regulations. The information to be published consists of four tables covering:

Relevant union officials

Number of employees who were relevant union officials during the relevant period	Full-time equivalent employee number
0	0

Percentage of time spent on facility time

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

Percentage of pay bill spent on facility time

Provide the total cost of facility time	0
Provide the total pay bill	£7,944,976
Provide the percentage of the total pay bill spent on facility time, calculated as: <i>(total cost of facility time ÷ total pay bill) x 100</i>	0

Paid trade union activities

Time spent on paid trade union activities as a percentage of total paid facility time hours calculated as: <i>(total hours spent on paid trade union activities by relevant union officials during the relevant period ÷ total paid facility time hours) x 100</i>	0
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Learning Academy Partnership (South West)

Trustees' report for the Year Ended 31 August 2022 (continued)

Trustees should refer to Statutory Instrument 2017 No. 328, The Trade Union (Facility Time Publication Requirements Regulations 2017) for calculation details.

Related Parties and other Connected Charities and Organisations

The Learning Academy Partnership Southwest promotes the sharing and development of School Improvement and excellent practice across schools in the South West.

The Trust incorporates and leads Ilsham English Hub. Now entering its 4th year of designation, the Hub has worked with more than 400 schools across the Southwest region.

The Trust works alongside strategic partners including Exeter Diocese, South Devon College, SWIFT Teaching School Hub, (sitting as a strategic board both as an English Hub and a school improvement partner as a MAT) and the University of St Mark and St John. The Deputy Trust Lead also facilitates the Primary Leadership Conference for SWIFT.

Engagement with employees (including disabled persons)

The Trust strives to ensure that no employee or potential employee will receive less favourable treatment due to disability. The Trust applies equal opportunities to all selection and recruitment procedures and operates within the context of the Equality Act 2010. Applicants are asked to complete and return an online Equal Opportunities Monitoring Form, which is separate to their application. Applicants are encouraged to disclose any disability at the application stage. The Trust explores jointly with candidates whether there are any ways a job can be changed to meet specific requirements related to a disability.

Where adjustments are required for a disabled applicant to attend an interview, these are made in discussion with the applicant by a member of the Trust's People Team. As part of the post- recruitment process and following any pre-employment occupational health advice, reasonable and practical adjustments for employees with disabilities are made in discussions with Managers and/or a People Team representative or and the employee.

Where an employee becomes disabled, assessment is made of the requirements with advice from occupational health and any adjustments required implemented.

The Trust treats all employees equally and fairly in relation to pay and career development. To ensure fair access to development, the Trust has an extensive CPD offer, and all employees are encouraged and supported to develop professionally regardless of their role. The Trust has committed to the development of Equality Diversity & Inclusion and will be undertaking Trust wide auditing, strategic planning and training in 2022-23.

The Trust has a robust appraisal process, and all employees are given an opportunity to discuss aspirations and opportunity across the Trust.

The Trust is currently working on the implementation of a Trust wide People Strategy and focusing on further developing its current Well Being offer which includes agile working opportunities.

Learning Academy Partnership (South West)

Trustees' report for the Year Ended 31 August 2022 (continued)

Engagement with Suppliers, Customers and Others in a Business Relationship with the Trust

The Trust works with a range of suppliers both local and centrally whilst aiming to put control and responsibility as near as possible to the point of need of an Academy. The Trust has policies and procedures in place to ensure the Trust can obtain works, goods and services based on the achievement of value for money through good procurement practice. At the same time as seeking value for money from suppliers, the Trust seeks to manage risk appropriately, ensure acceptable quality of goods and services whilst protecting the reputation of the trust in its business relationships. The Trust additionally seeks to ensure fairness as a key objective within business relationships during tendering and procurement processes – ensuring all parties are treated in a fair and equitable manner. The Trust requires all suppliers to comply with current legislation to ensure goods and services are free of exploitation, including Equality and Race Relations, Modern Slavery Act and all other relevant legislation.

Objectives, Strategies and Activities

The principal object and activity of the Trust is to advance for the public benefit education in the United Kingdom, but without prejudice to the generality of the foregoing, by establishing, maintaining, carrying on, managing and developing schools offering a broad and balanced curriculum and other incidental educational facilities and resources for the benefit of the community.

The Trust is fully inclusive and in relation to each of the Academies recognises and supports the individual ethos, whether, or not, designated Church of England. In relation to all Church Academies these are to be conducted in accordance with the principles, practices and tenets of the Church of England both generally and in relation to arranging for religious education and daily acts of worship (as required by the Master Funding Agreement) and in having regard to the advice of the Diocesan Board of Education. The Trust mission is rooted in John 10:10 "He came so that they may live and live life to the full"

Our Mission: Flourishing Futures.

Our Vision: We will be an exceptional School Trust. We are committed to social mobility and a culture of belonging. We do this by investing in people enabling every child to be taught by the very best teachers so that we can achieve social change and all children flourish.

Our Values: Together, Empower, Excel

Our Beliefs:

Our strategic actions and direction is underpinned by 4 core beliefs.

- We are Stronger Together – we deliver and achieve more than we could ever do individually.
- A Sense of Belonging – every member of our School Trust matters and knows that they belong
- Removing Barriers – ensuring that where you begin does not limit your horizons.
- In Realising the Possible – you cannot be what you cannot see.

The Trustees determine the strategic direction and key objectives for achieving the mission and vision. The Strategic Direction and Priorities document is further developed into detailed operational plans implemented by the Trust Executive team.

The Trustees regularly review the Trust's performance data and the financial position. Furthermore, oversight of pupil performance is supported by the work of the Chairs Forum and Local Governance Committees. The Trustees also keep under review the governance structure to ensure it continues to meet the anticipated additional needs caused by the Trust's growth.

Learning Academy Partnership (South West)

Trustees' report for the Year Ended 31 August 2022 (continued)

Public Benefit

The Trustees confirm that they have complied with the duty in Section 17(5) of the Charities Act 2011 to have due regard to the Charity Commission's general guidance on public benefit in exercising their powers or duties.

In setting objectives and planning activities the Trustees have carefully considered the Charity Commission's general guidance on public benefit.

The Trust aims to advance for the public benefit, continued high quality education in each academy and provide educational services to all children in their local area and the surrounding areas. The Trust also supports children in other areas through its work as a National Support School and Ilsham English Hub.

Strategic Report

Support For Schools

Across 2021-2022 the core educational offer and school improvement support was reviewed and refined to enable leaders and teachers to gain access to support which would enhance the quality of education and outcomes for children. The areas which were reviewed, refined or implemented are documented below.

Professional Development

Aspirant and future leaders, as identified through the Trust Succession Planning document, were invited to apply for NPQs to further support their progress towards their next step promotion.

A partnership with the AIM Group was formed which has provided access to free Level 2 and Level 3 qualifications for support staff and parents. These also include specific qualifications for becoming a teaching assistant as well as specific areas of need e.g., understanding mental health, autism etc.

93 courses were completed by parents and support staff.

Core Offer: Approach to Teaching Writing

At the beginning of 2021 the Trust Lead for English took up post with a clear aim to devise a trust wide approach to teaching writing which provided support for teachers and the highest quality writing outcomes which would close the gap and also raise attainment for all groups.

A clear approach has been created and implemented in each school in the Trust.

Core Offer: Trust Charter

One of the core beliefs is: Realising the Possible. It is a belief that social mobility is a possibility for our children and a belief that, alongside academic excellence, exposure to business, experience and events will enhance children's horizon and support their own aspirations. As a result of a Headteachers development group, a clear approach to a minimum expectation of experiences has been created – Trust Charter. This was completed in July 2022 for implementation from September 2022 which also includes funding.

Core Offer: Vulnerable Pupils and Inclusion

To address the ongoing challenges that disadvantaged children suffer in the South West, the Trust appointed, in July 2022, a Director for Vulnerable Pupils and Inclusion. Their role will be to support and challenge schools to close the gap whilst providing an inclusive educational offer. This will also include safeguarding.

Learning Academy Partnership (South West)

Trustees' report for the Year Ended 31 August 2022 (continued)

Core Offer: Safeguarding and Harmful Sexual Behaviour

In response to the Ofsted report, during 2021-22 a working group for Harmful Sexual Behaviour was put together to explore responses that our Trust could have to a zero-tolerance policy with regards to HSB. This is in addition to the requirements in KCSIE. The working party identified a strategic plan and identified how this would link with the RHE core offer. The group identified policy enhancements and tools and training which would need to be implemented in 2022 to ensure a consistent approach for all children in the Trust.

Core Offer: Incremental Coaching

Incremental Coaching as a CPD tool for teachers has been in place in the Trust for a number of years. To ensure equity of offer to staff and clarity of incremental coaching as a tool, the approach was refined and codified to ensure that all schools offer all staff a consistent offer. The outcomes being excellent teaching in all classrooms within the Trust.

Achievements and Performance

Pupil Numbers (October 2021 Census)

Local Authorities in both Devon and Cornwall shared pupil projection numbers which show a surplus of places up to and over 30% until 2025/26 in the early years. The impact will be existent in year groups up until 2030 based on current projections.

	NOR	Capacity	% Capacity
All Saints Marsh C of E Academy	110	119	92.44%
All Saints Thurlestone C of E Academy	139	133	104.51%
Charleton C of E Academy	56	56	100%
Dartington C of E Academy	238	350	68%
Dunsford Community Academy	70	84	83.33%
Ellacombe C of E Academy	337	420	80.23%
Ilsham C of E Academy	177	175	101.14%
Lifton Community Academy (April 22)			
St Michael's C of E Academy (Free school)	15	30	50%
Warberry C of E Academy	399	420	95%
West Alvington C of E Academy	30	56	53.57%

Learning Academy Partnership (South West)

Trustees' report for the Year Ended 31 August 2022 (continued)

Ofsted Gradings (Grades received by the Trust)

All Saints Marsh C of E Academy	Good
All Saints Thurlestone C of E Academy	Good
Charleton C of E Academy	Good
Dartington C of E Academy	Not Yet Inspected
Dunsford Community Academy	Good
Ellacombe C of E Academy	Good
Ilsham C of E Academy	Good
Lifton Community Academy	Not Yet Inspected
St Michael's C of E Academy (Free school)	Pre Ofsted-Inspection – Free school Open
Warberry C of E Academy	Good
West Alvington C of E Academy	Good

Contextual Information: Pupils

Learning Academy Partnership	Total and % of whole
FSM	25.3%
Girls	51%
Boys	49%
SEND	11%
Minority Ethnic Group	14%
EAL	6%

SIAMS Gradings of Church Schools

All Saints Marsh C of E Academy	Good
All Saints Thurlestone C of E Academy	Outstanding
Charleton C of E Academy	Satisfactory
Dartington C of E Academy	Not yet inspected
Ellacombe C of E Academy	Excellent
Ilsham C of E Academy	Outstanding
St Michael's C of E Academy (Free school)	Not yet inspected
Warberry C of E Academy	Outstanding
West Alvington C of E Academy	Good