

Registration number: 07713540

Learning Academy Partnership (South West)

(A company limited by guarantee)

Annual Report and Financial Statements

for the Year Ended 31 August 2023

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) (resigned 1 November 2022) EDEN (Deborah Eveleigh is the representative) (appointed 1 November 2022) MARJON (Gary Kinchin is the representative) Askel Veuer (Katie Fitzsimmons is the representative) (appointed 1 November 2022) G Booth (resigned 31 January 2023) P Cornish M Iddles
Trustees (Directors)	J Tisdall, (appointed to role of Chair 14 September 2023) R Vaughton, Chair of Trustees (resigned 31 August 2023) G Booth (appointed 1 February 2023) D Channon (appointed 27 September 2022 and resigned 31 August 2023) T Cleverly P Dean M Goodwin M Graves P Ireton A Isin H Smith (appointed 10 November 2022) H Taylor (appointed 30 March 2023) R Wyld, Vice Chair (appointed 30 March 2023)
Chief Executive Officer	T Cleverly
Senior Management Team	K Barnett, Chief Operating Officer (retired February 2023) E Bone, Deputy Chief Executive Officer T Cleverly, Chief Executive Officer E Clark, Chief Finance Officer (appointed 1 September 2022)
Principal and Registered Office	Zealley House Suite 4 Greenhill Way Kingsteignton Newton Abbot Devon TQ12 3SB
Company Registration Number	07713540

Learning Academy Partnership (South West)

Reference and administrative details (continued)

Auditors Thompson Jenner LLP
1 Colleton Crescent
Exeter
Devon
EX2 4DG

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 2023

The Directors of the Learning Academy Partnership (South West) present their report together with the financial statements and auditor's report of the charitable company for the period 1 September 2022 to 31 August 2023. The annual report serves the purposes of both a Trustees' report, and a directors' report under company law.

The Academy Trust operated 14 primary academies across the South West of England as of 31 August 2023.

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
- Warberry Church of England Academy
- West Alvington Church of England Academy
- Lifton Community Academy
- Jacobstow Community Academy (Joined September 2023)
- Marhamchurch Church of England Academy (Joined November 2022) **
- St Marks Church of England Academy (Joined January 2023) **

The academies had a combined pupil capacity* of 2,153 and a roll of 1,825 as at the October 2022 census date based on 12 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 2022

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 Trustees 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.

Learning Academy Partnership (South West)

Trustees' report for the Year Ended 31 August 2023 (continued)

Members' Liability

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

Trustees' Indemnities

In accordance with normal commercial practice, the 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

As a company limited by guarantee, the Trust has Members and Directors. The Members are stated on page 13. Members provide an independent oversight of the governance to the Trust and appoint the Directors in accordance with the Articles. 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. 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 Trustees 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. The Board strives to be inclusive by welcoming all backgrounds and diversity into education leadership as part of the Trust's wider approach to diversity and inclusion (People Strategy).

The Board also requires its Directors to have a broad range of skills to be effective in governance.

On January 1st, 2023, Askel Veur (Truro Diocese) became a corporate Member. Mr Gavin Booth resigned as a member on 31st January 2023 and then joined as a Trustee on 1st February 2023

New Director appointments included:

Henry Smith Non-Foundation Co-opted appointed 10th November 2022

David Channon – Non-Foundation appointed 27th September 2022

Gavin Booth – Foundation appointed 1st February 2023

Heather Taylor – Non-Foundation appointed 30th March 2023

Rebecca Wyld – Non-Foundation appointed 30th March 2023

Richard Vaughton resigned 31st August 2023

Policies and Procedures Adopted for the Induction and Training of Directors

Learning Academy Partnership (South West)

Trustees' report for the Year Ended 31 August 2023 (continued)

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 Directors complete annual training on compliance related areas e.g., Safeguarding, Prevent, GDPR etc.

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

Directors complete new to the role training through providers such as Confederation of School Trusts or National Association of Governance. All Foundation Directors must complete the Diocesan Foundation Director training.

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 programmes 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 sector 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, National Association of Governance 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.

There is clear separation at each level of governance.

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. The Board monitors the activities of the Committees through the minutes of their meetings, the Chairs Forum and local Ethos and Advisory Committee meetings. The Board may from time to time establish Working Groups to perform specific tasks over a limited timescale.

Learning Academy Partnership (South West)

Trustees' report for the Year Ended 31 August 2023 (continued)

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 Chairperson and/or Vice Chairperson, to appoint the CEO. The Directors are responsible for approving the Strategic Trust Development Plan and budget, approving the statutory accounts, monitoring the Trust using 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 to ensure the effective leadership and governance of the Academy Trust.

- Trust Board Committees
- Executive Leadership
- Local Ethos and Advisory Committee

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 required and are accountable to the Board.

Audit, Risk and Resources Committee

This Committee met 5 times in the year. 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. In 2022-23 this Committee combined with the HR/Remuneration/Appeals Committee and included personnel matters and so also monitors and evaluates practice and performance in relation to HR as well as reviewing and approving policy.

Education, Inclusion and Standards Committee

This Committee was established in September 2022 and met 3 times in the year. It is responsible for holding the Executive leaders to account for the impact of the school improvement and educational offer to all pupils. It monitors and evaluates impact of strategy on vulnerable pupils, including approval of Pupil Premium spend. It reviews, recommends and approves inclusion and safeguarding linked policies for Board approval.

Admissions Committee

This Committee met twice in the year. It is responsible for reviewing and recommending admissions policies and procedures to the Board.

Exclusion Committee

This Committee meets as required.

Ilsham English Hub Committee

This Committee is combined with the Education Inclusion and Standards Committee and is responsible for ensuring compliance with the English Hub requirements including correct use of funding and the external audit report.

Learning Academy Partnership (South West)

Trustees' report for the Year Ended 31 August 2023 (continued)

Local Ethos and Governance Committees (Hubs)

The Local Ethos and 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 parent representation, who sit at local level to ensure a broad parent voice. The Committees have the necessary skills to oversee, challenge and support academies and their communities, acting in the best interests of all young people.

During 2022-23 the Directors called a review of the Scheme of Delegation and Local Ethos and Governance Committees and a revised Scheme of Delegation and Terms of Reference were approved for the 2023-24 academic year to reflect the evolving nature of local governance.

The Trust Executive

The Directors devolve 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 Chief Executive Officer is the Accounting Officer.

The Trust Executive comprised: Chief Executive/Accounting Officer; Deputy CEO; Chief Finance Officer and Chief Operating Officer (until their retirement in February 2023). 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 Board of Directors through the work of the Audit Risk and Resources 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 Audit Risk and Resources 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.

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

The Trust has instructed an external partner to carry out a full executive pay exercise which includes benchmarking pay in other Trusts of a similar size and/or structure. The results will be presented to the Audit Risk and Resources Committee with recommendations going to the Full Board

The Directors received no remuneration in the year in respect of their role. Details of Directors' 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:

Learning Academy Partnership (South West)

Trustees' report for the Year Ended 31 August 2023 (continued)

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
<i>Provide the total pay bill</i>	<i>£10,760,914</i>
<i>Provide the percentage of the total pay bill spent on facility time, calculated as: (total cost of facility time ÷ total pay bill) x 100</i>	<i>0</i>

Paid trade union activities

<i>Time spent on paid trade union activities as a percentage of total paid facility time hours calculated as: (total hours spent on paid trade union activities by relevant union officials during the relevant period ÷ total paid facility time hours) x 100</i>	<i>0</i>
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Directors 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 (South West) 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 5th year of designation, the Hub has worked with schools across the South West region.

The Trust works alongside strategic partners including Exeter Diocese, Truro Diocese and SWIFT Teaching School Hub.

Learning Academy Partnership (South West)

Trustees' report for the Year Ended 31 August 2023 (continued)

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 their requirements with advice from occupational health and any adjustments required are 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 (EDI) and in order to increase understanding Trust Leaders have participated in an EDI programme and audit to support a meaningful and planned approach for 2023-24.

To ensure that colleagues achieve the best they can to benefit all children a new approach to appraisal was introduced with a single target 'To be the best I can be in my role' with success criteria linked to the core beliefs. The updated process is robust and linked to all the required standings whilst creating a space for aspirations and opportunities for all.

The Trust published its People Strategy which set out the commitment to equality, diversity and inclusion and the approach to wellbeing, workload, recruitment and retention. The Trust is committed to becoming the very best employer.

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 education for the public benefit 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.

Learning Academy Partnership (South West)

Trustees' report for the Year Ended 31 August 2023 (continued)

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".

Strategic Objectives:

1. **Stronger Together** - to nurture and grow our School Trust and increase the skills and expertise that we offer the children and communities we serve.
2. **A Sense of Belonging** - every child and every member of the school Trust will belong and be provided with opportunities to flourish and grow.
3. **Removing Barriers** - to make our most vulnerable pupils our highest priority and ensure they have access to the very best teachers.
4. **Realising the Possible** - provide an offer that makes social mobility a real possibility for all children.

Our Mission:

Flourishing Futures - John 10:10 "He came so that they may live and live life to the full".

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

Public Benefit

The Directors 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 Directors have carefully considered the Charity Commission's general guidance on public benefit.

Learning Academy Partnership (South West)

Trustees' report for the Year Ended 31 August 2023 (continued)

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

School Improvement Offer

Teaching and Learning

The tail end of the pandemic and break down of the social contract continues to be felt by all our pupils and families but most significantly by disadvantaged and vulnerable pupils. The focus of the Strategic Education Plan 2023-26 is to eradicate any variance in the quality of teaching through the implementation of an optimal learning approach (metacognition and self-regulation). It will ensure that teaching staff and pupils understand how the brain learns to improve the quality of the education offer to our children.

School Improvement Support

During 2022-23 the School Improvement Strategy was refined to reflect a growing Trust and increasing geographical span across Devon and Cornwall to ensure consistency and scalability. Evaluation and monitoring tools were refined to include a termly Health Check to evaluate the impact of support as well as to identify where an academy has capacity to offer and where it requires capacity (support).

During 2022-23 5 schools were evaluated at the Sustain Phase (able to provide school improvement capacity to other schools). 5 additional schools were emerging from the Improve Phase (some strong areas of practice and growing capacity to support). 4 schools were identified as being in the Repair Phase including the new schools which joined during 2022-23.

Capacity to provide school improvement support increased during 2022-23 with the appointment of two Regional Directors of Education. These roles are to support growth, geographical distance and to ensure regular, high-quality support for school leaders to ensure a strong educational offer.

In addition to this, in recognition of increased vulnerability amongst pupils, the Board of Directors approved the appointment of a Director of Vulnerable Pupils and Inclusion. This role develops, monitors and evaluates policy and practice with regards to attendance, safeguarding, SEND and Pupil Premium.

Developed by Heads and leaders, the Core Offers (aligned approaches to curriculum) are part of the School Improvement support that sets out researched, evidence-based approaches to teaching key areas of the curriculum. 2022-23 saw the introduction of core offers in:

- Early Reading
- Whole Class Reading in KS2
- Maths
- Incremental Coaching (updated)

Peer and External Support and Validation

During 2022-23 all schools were part of a Peer Review process, supported by an external advisor to evaluate Academy Development Plans and impact on pupils.

In Autumn 2022 an external SEND review was commissioned to identify current strengths of the Trust approach alongside areas to develop. This information will underpin the Trust SEND strategy being developed in 2023-24.