

Registered number: 06544825 (England and Wales)

SENTAMU ACADEMY LEARNING TRUST
(A Company Limited by Guarantee)

ANNUAL REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 AUGUST 2016

SENTAMU ACADEMY LEARNING TRUST
(A Company Limited by Guarantee)

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SENTAMU ACADEMY LEARNING TRUST
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**REFERENCE AND ADMINISTRATIVE DETAILS OF THE TRUST, ITS MEMBERS, DIRECTORS AND
ADVISERS
FOR THE YEAR ENDED 31 AUGUST 2016**

Members

P P Ashton
J C Downing
The Right Reverend P Ferguson
The Most Revd and Rt Hon Dr John Sentamu

Directors

J C Downing, Chair¹
Dr R A Lees, Vice Chair (resigned 17 November 2016)
A N Chubb, Executive Principal and Accounting Officer¹
C J Coulter
J L Daniels
R A Davies
P D Duffield¹
E A McGuire (appointed 9 June 2016, resigned 26 September 2016)
R A Pritchard (resigned 4 February 2016)

¹ members of the Audit committee

Company registered number

06544825

Company name

Sentamu Academy Learning Trust

Principal and registered office

1 Bilton Grove
Hull
East Yorkshire
HU9 5YB

SENTAMU ACADEMY LEARNING TRUST
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**REFERENCE AND ADMINISTRATIVE DETAILS OF THE TRUST, ITS MEMBERS, DIRECTORS AND
ADVISERS
FOR THE YEAR ENDED 31 AUGUST 2016**

Company secretary

M Watson

Senior leadership team

A N Chubb, Executive Principal
C Bell, Associate Principal
C Mulqueen, Principal (Aspire)
C J Coulter, Principal (Stockwell)
S Wilson, Principal (Newland St John's)
J L Daniels, Principal (St James)
K Matchett, Chief Financial Officer

Independent auditors

Clive Owen LLP
Chartered Accountants
Statutory Auditors
140 Coniscliffe Road
Darlington
Co Durham
DL3 7RT

Bankers

Yorkshire Bank
46 Coney Street
York
North Yorkshire
YO1 9NQ

Solicitors

Rollits LLP
Citadel House
58 High Street
Hull
East Yorkshire
HU1 1QE

SENTAMU ACADEMY LEARNING TRUST
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DIRECTORS' REPORT
FOR THE YEAR ENDED 31 AUGUST 2016

The Directors present their annual report together with the financial statements and auditors' report of the charitable company for the year 1 September 2015 to 31 August 2016. The Annual Report serves the purposes of both a Trustees' Report, and a Directors' report under company law.

The Trust operates 3 primaries, 1 secondary and 1 alternative provision academy in Hull. Its academies have a combined pupil capacity of 2,532 and had a roll of 2,415 in the school census on 8 June 2016.

The Trust has adopted SORP (FRS102) for the first time which has led to remapping of certain items of income and expenditure. Further details are given in note 30.

OBJECTIVES AND ACTIVITIES

The vision of the Trust is: "Be Extraordinary".

Our mission statement sets out how we intend to achieve this for our young people:

We believe that young people achieve their fullest potential when they have a vision of everything their lives could become. The Bible (John 10:10) quotes Jesus as saying, "I have come that they may have life and may have it in all its fullness". As the Trust's academies, we commit ourselves to inspiring our students, and equipping them with the resilience and determination to unlock their unique gifts and realise their highest aspirations. We aim to achieve this through following distinctly Christian principles and focusing on four key areas: service, achievement, leadership and teamwork.

Objects and Aims

The principal object and activity of the charitable company is the operation of 3 primary academies (Stockwell, St. James' and Newland St John's), an Alternative Provision (AP) academy (ASPIRE), and an 11-19 academy (Archbishop Sentamu Academy) to provide education for students of different abilities.

Two of the academies (Stockwell and Aspire) are without a religious designation.

In accordance with the articles of association, the charitable company has adopted a 'Scheme of Government' approved by the Secretary of State for Education. The Scheme of Government specifies, amongst other things, the basis for admitting students to the academy, the catchment area from which the students are drawn, and that the curriculum should comply with the substance of the national curriculum.

The main objective of the Trust during the year ended 31 August 2016 is summarised below:

To advance for the public benefit education in the United Kingdom, within the context of a Christian ethos and practice, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing a group of academies that offer a broad curriculum enabling all students to flourish and reach their full potential.

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DIRECTORS' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2016

OBJECTIVES AND ACTIVITIES (CONTINUED)

Objectives, strategies and activities

The Trust's main objectives are based on its mission statement which is "Be Extraordinary". To this end the objectives and the strategies used to achieve them include:

Service:

We serve our local communities by committing to welcome all young people local to our academies, including those who present the most challenge. We welcome those who need a "second chance", in line with the city-wide agreed Fair Access Policy, and will encourage other schools and academies to do the same, that those young people being so welcomed will meet each other as equals in God's love.

We serve our young people by providing them with a disciplined and rigorous academic environment, in which they are able to flourish spiritually, emotionally, academically and physically. We model graciousness and forgiveness to them, and expect them to exhibit the same attitudes towards each other. We make every effort to develop their skills so that they can become outstanding learners who are highly ambitious and capable of self-direction and highly ambitious to serve our local, national and global communities.

We serve our staff by providing them with the support, challenge and training that they need to flourish as professionals, focusing in particular on enabling all to become reflective, proactive practitioners so that we create a self-improving system across the Trust.

Achievement:

Our academies demonstrate a relentless drive to raise standards, year on year, ensuring that each young person is supported to reach his or her full potential as children of Christ. This encompasses achievement in all areas - academic, sporting, practical and artistic, as well as the aim of developing well-rounded individuals, who are ready to serve each other and to take their place in society.

We aim to inspire all our young people through a rich curriculum, which includes a range of memorable activities, stretching them to achieve the highest levels of progress in relation to their individual starting points. Our commitment to the highest levels of pastoral care ensures that we nurture them so that they may fulfill the unique purpose God has intended for them.

Leadership:

Each of our academies is characterised by a determination to identify the causes of under-achievement, and to put into place strategies that lead to breakthroughs in the performance of its young people. To achieve this, leadership development is at the heart of our staff training programmes.

Equally, our young people are shown the importance of providing leadership themselves, and are given a wide range of opportunities to do so.

Teamwork:

Whilst stressing the importance of personal accountability, our young people are taught the TEAM principle: "Together, Everyone Achieves More"; our academies are characterised by giving them a range of opportunities to do so.

By the same token, our Performance Management systems for staff emphasise the centrality and value of staff supporting each other in teams; as well as being accountable for their own performance, colleagues are also developed to be accountable to each other.

The activities undertaken to achieve these objectives are all intended to provide the highest quality of education in the public sector for students between the ages of 3 and 19.

SENTAMU ACADEMY LEARNING TRUST
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DIRECTORS' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2016

OBJECTIVES AND ACTIVITIES (CONTINUED)

Public benefit

The Trust's aims and achievements are set out within this report and have been undertaken to further its charitable purposes for the public benefit. The Directors have complied with the duty under Section 4 of the Charities Act 2011 to have due regard to public benefit guidance published by the Charity Commission for England and Wales and the Directors have considered this guidance in deciding what activities the Trust should undertake.

STRATEGIC REPORT

ACHIEVEMENTS AND PERFORMANCE

The Trust has had a mixed year. Exam results at ASPIRE were excellent, and the DfE monitoring visit confirmed that the academy should achieve at least "Good", and probably "Outstanding" when they have their Ofsted inspection. The 3 primary academies achieved KS2 results that were broadly in line with the national average. ASA's A and A/S level results improved significantly over the previous year's, as did its first-entry GCSE grades. However, in May, a no-notice inspection resulted in a judgement of Special Measures by Ofsted. A recovery plan was immediately put into place, and the academy is working hard to be judged "Good" again in the shortest time-frame possible.

Key Performance Indicators

Aspire has achieved the following GCSE and equivalent results:

	No. of end of KS4 pupils	% entered for 5+ GCSEs or equiv	% 5+ GCSE at A*-C or equiv	% 5+ GCSE at A*-C inc eng and maths GCSE	5+ GCSE at A*-G or equiv
Aspire 14/15	31	100	3	3	87
Aspire 15/16 Predicted	36	100	35	26	97
Aspire 15/16 Actual	33	100	33	33	97
Yorkshire and the Humber	1008	35.4	10.8	3.4	27.5
Kingston upon Hull	266	62.4	35	11.3	55.6
AP National	9,750	32.8	5.4	1.5	24.4
Mainstream National	632,676	95.7	81.8	59.2	94.3

	Level 2 English and maths skills	Level 1 English and maths skills	A pass in any qual	Av GCSE/equiv point score per pupil end of KS4
Aspire 14/15	3	87	100	159
Aspire 15/16 Predicted	26	97	100	
Aspire 15/16 Actual	33	97	100	190
Yorkshire and the Humber	6.4	36.6	82.7	117.9
Kingston upon Hull	13.5	47.7	94.7	239.6
AP National	5.2	35.4	81	95.2
Mainstream National	61	92	99.6	458.9

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DIRECTORS' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2016

ACHIEVEMENTS AND PERFORMANCE (continued)

Archbishop Sentamu Academy has achieved the following Post 16 results:

	National 2016 %	ASA 2016 %	Difference	Percentage Points Improvement
A*	8.1	2	-6.1	2.1
A*-A	25.8	14	-11.8	10.1
A*-B	52.9	38	-14.9	22.9
A*-C	77.6	78	.4	33.7
A*-D	91.6	90	-1.6	25.4
A*-E	97.4	98	0.6	10.1

Archbishop Sentamu Academy has achieved the following AS Level results:

Measure	2016	2015	Change 2015-2016
A	8	6	2
B	16	9	7
C	23	21	2
D	22	16	6
E	9	18	-9
U	22	30	-8

Archbishop Sentamu Academy has achieved the following GCSE results:

	2016	2015
5A* to C inc. Maths & English	34%	16%
English Maths Cross Over	36%	15%
P8	-0.17	-0.94
A8	4.3	3.47

Significant improvers for ASA include:

	2016	2015	+ / -
English Literature	57%	47%	10%
GCSE Food	39%	17%	22%
GCSE Business	67%	0%	67%
Chinese	100%	58%	42%
GCSE Music	50%	0%	50%
RE	70%	43%	27%
French	76%	46%	30%

Progress measures for each of the primary schools for KS1 to KS2

Criteria	Newlands	St James	Stockwell
% of eligible pupils included in the reading progress measure	79%	96%	88%
% of eligible pupils included in the writing progress measure	82%	100%	97%
% of eligible pupils included in the maths progress measure	79%	100%	91%

Average scaled score per pupil

Criteria	Newlands	St James	Stockwell
Average scaled score in reading	103	100	102
Average scaled score in grammar, punctuation and spelling	104	102	102
Average scaled score in maths	102	100	101

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DIRECTORS' REPORT (continued)
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ACHIEVEMENTS AND PERFORMANCE (CONTINUED)

Individual subjects - attainment

Criteria	Newlands	St James	Stockwell
Reading: % of pupils achieving expected standard	67%	52%	64%
Reading: % of pupils achieving a high standard	26%	7%	9%
Reading: % of pupils absent or unable to access the test	3%	0%	3%
Writing: % of pupils achieving expected standard	74%	78%	76%
Writing: % of pupils working at greater depth within the expected standard	18%	15%	9%
Writing: % of pupils absent or disapplied	0%	0%	0%
Mathematics: % of pupils achieving expected standard	62%	67%	61%
Mathematics: % of pupils achieving a high standard	15%	4%	9%
Mathematics: % of pupils absent or unable to access the test	3%	0%	3%
Grammar, punctuation & spelling: % of pupils achieving the expected standard	72%	67%	61%
Grammar, punctuation & spelling: % of pupils achieving a high standard	23%	7%	15%
Grammar, punctuation & spelling: % of pupils absent or unable to access the test	3%	0%	3%

Going concern

After making appropriate enquiries, the Board of Directors 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. Further details regarding the adoption of the going concern basis can be found in the Statement of Accounting Policies.

SENTAMU ACADEMY LEARNING TRUST
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DIRECTORS' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2016

FINANCIAL REVIEW

Financial Report for the Year

Most of the Trust's income is obtained from the Department of Education (DfE) via the Education Funding Agency (EFA) in the form of recurrent grants, the use of which is restricted to particular purposes. The grants received from the DfE/EFA during the year ended 31 August 2016 and the associated expenditure are shown as restricted funds in the Statement of Financial Activities.

The Trust also receives grants for fixed assets from the DfE/EFA. In accordance with The Charities SORP (FRS102), such grants are shown in the Statement of Financial Activities as restricted income in the fixed asset fund. The restricted fixed asset fund balance is reduced by annual depreciation charges over the expected useful life of the assets concerned.

In addition to local and national government funding, the Trust received contributions of £115,000 towards catering costs, £246,000 in additional funding towards salaries and £149,000 in general income relating to trips, donations and sales of uniform and equipment.

During the year ended 31 August 2016, total expenditure of £17,495,000 exceeded recurrent grant funding from the DfE/EFA together with other incoming resources. The excess of income over expenditure for the year (before transfers and actuarial gains, and excluding restricted fixed asset funds) was £100,000.

All of the expenditure shown in the Statement of Financial Activities is in furtherance of the Trust's objectives.

At 31 August 2016 the net book value of fixed assets was £35,796,000 and movements in tangible fixed assets are shown in note 15 to the Financial Statements. The assets were used exclusively for providing education and the associated support services to the students of the Trust.

The provisions of Financial Reporting Standard (FRS) 102 have been applied in full in respect of the LGPS pensions scheme, resulting in a deficit of £3,953,000 recognised on the balance sheet.

The Academy Trust held fund balances at 31 August 2016 of £33,626,000 comprising £32,974,000 of restricted funds and £389,000 of unrestricted funds.

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DIRECTORS' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2016

FINANCIAL REVIEW (continued)

Reserves policy

The Trust holds endowment, restricted and unrestricted funds (the attached financial statements detail these funds). Unrestricted funds are held:

- To provide funds which can be designated to specific areas such as raise attainment, develop teaching and learning and achieve positive outcomes for all students.
- To cover on-going costs in relation to the running of the Trust, including catering provision, school trip and uniform costs.

The level of reserves is reviewed by the Directors regularly throughout the year. The minimum level of reserves for the on-going needs of the Trust is reviewed by the Directors on an annual basis. This review encompasses the nature of income and expenditure streams, the need to match income with commitments and the nature of reserves. The Directors therefore consider it prudent to hold reserves of £850,000 made up of restricted and unrestricted reserves.

This is considered sufficient to provide the ability to assist any or all the constituent academies through a period of deficit outturns for a period of three years

When setting the reserve policy the Trust considers the combined balance of both restricted (£1,131,000) and unrestricted reserves (£389,000) as one fund. The rationale for this is that the conditions of the restricted funds are the same as the purpose and objective of the Trust; the furtherance of education.

The Directors continue to consider additional activities, related to the Trust's objectives, to which the excess reserves may be applied including:

- a) Buildings condition and the teaching environment
- b) Central services – for the benefit of all students within the Trust.

Disabled persons

Lifts, ramps and disabled toilets are installed and door widths are adequate to enable wheelchair access to all main areas of the Trust. The policy of the Trust is to support recruitment and retention of students and employees with disabilities. The Trust does this by adapting the physical environment by making support resources available and through training and career development.

Investment policy

The Trust takes advantage of savings and investment accounts available within the pre-approved banking structure. Money is invested to maximise returns in products which cannot return less than the capital invested, protecting the Trust's reserves. The decision to invest only in products which are offered by the Trust's pre-approved banks gives the Executive Principal and the Chief Financial Officer the flexibility to invest funds quickly, maximising returns on short term products.

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DIRECTORS' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2016

FINANCIAL REVIEW (continued)

Principal risks and uncertainties

The principal risks and uncertainties are centred on changes in the level of funding from the DfE/EFA. In addition the Trust is a member of the Local Government Pension Scheme (LGPS), which results in the recognition of a significant deficit on the Trust balance sheet.

The Directors have assessed the major risks to which the Trust is exposed, in particular those relating specifically to teaching provision, facilities and other operational areas of the academy, and its finances. The Directors have implemented a number of systems to assess risks that the school faces, especially in the operational areas (e.g. in relation to teaching, health and safety, bullying and school visits) and in relation to the control of finance. Where significant financial risk still remains they have ensured they have adequate insurance cover. The Trust has an effective system of internal financial controls and this is explained in more detail in the Governance Statement.

The Trust has fully implemented the requirements of the Safer Recruitment procedures and all staff have received training in this area, in addition to training on Child Protection.

The Trust is subject to a number of risks and uncertainties, in common with other academies. The Trust has in place procedures to identify and mitigate financial risks.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Constitution

The 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 Trust. The Trustees of Sentamu Academy Learning Trust are also the Directors of the charitable company for the purposes of company law. The charitable company is known as Sentamu Academy Learning Trust.

Details of the Directors who served during the year are included in the Reference and Administrative Details on page 1.

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.

Method of recruitment and appointment or election of Directors

The articles require that the members shall appoint a minimum of six Directors and may appoint up to two Academy Principals, in addition to the Executive Principal, as Directors. The number of Directors employed by the company cannot exceed one third of the total number of Directors. The six Directors appointed by the members may also co-opt up to two co-opted Directors with the consent of the members. The term of office for any Director shall be 4 years (other than co-opted Directors), save that this time limit shall not apply to the Executive Principal or any Academy Principal. Subject to remaining eligible to be a particular type of Director, any Director may be re-appointed or re-elected. When a vacancy arises, any new Directors are recruited by Directors/members based on needs as determined by a skills audit.

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DIRECTORS' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2016

STRUCTURE, GOVERNANCE AND MANAGEMENT (continued)

Policies and procedures adopted for the induction and training of Directors

The training and induction provided for new Directors depends partly on their existing experience. Where necessary, induction and training is provided on charity, educational, legal and financial matters. All new Directors are given a tour and the chance to meet with staff and students. All Directors are provided with copies of policies, procedures, minutes, accounts, budgets, plans and other documents that they will need in order to undertake their role as Directors. As there are normally only one or two new Directors a year, induction tends to be done informally and is tailored specifically to the individual. However, the Trust also organises an ongoing and structured programme of training for all directors, to enable them to provide appropriate levels of challenge to the Executive Principal on the performance of each of the academies.

Pay policy for key management personnel

The Trust has a central pay policy which clearly sets out the processes and criteria which must be adhered to in taking any pay related decisions.

The Executive Principal's, the Chief Financial Officer's and the Director of Human Resource's remuneration is reviewed and decided by the Trust board.

Principals and key members of SLT's salaries are set by the respective LGCs, as per the applicable scheme of delegation.

Teachers' pay and progression is assessed in the first instance by a department head or SLT link against their performance in the year and how they have performed against their targets. This is then reviewed by SLT and a recommendation is made to a panel made up of the relevant academy's governors and Principal. Where appropriate the Director of Human Resources also attends.

All non-teaching employees are employed on a four point grade on the administration pay scales. With satisfactory performance and behaviour they progress along their scale each April until they reach the top of the scale.

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DIRECTORS' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2016

STRUCTURE, GOVERNANCE AND MANAGEMENT (continued)

Organisational structure

During the year, the Trust continued to operate a unified management structure. The structure consists of a Board of Directors, who run each of the five academies through a local governing committee for each academy, that operates under a scheme of delegation, setting out clearly their roles and responsibilities and powers to act. Each academy in turn has a senior leadership team and a middle management team. The aim of the management structure is to devolve responsibility and encourage involvement in decision making at all levels.

The Directors meet at least seven times a year (including the AGM) to discuss the management information provided by the executive group, make recommendations on their findings, set the strategic vision and direction of the Trust and review the performance of the Executive Principal and the overall effectiveness of the Trust's senior leaders and key positions. The Trust board consists of the Executive Principal, two primary Principals, a primary Chair of Governors and three non-executives with legal, financial and educational expertise.

The executive group consists of the Executive Principal (who is also the Principal of one of the academies), the four other academy Principals, the Chief Financial Officer and the Director of Human Resources. These roles are the key personnel within the Trust who deliver the board's vision and goals, provide the management information system for Directors to assess the effectiveness of the Trust, and guide them in their decision-making.

There is a senior leadership team (SLT) at each academy which (including Principals) totals around thirty across the Trust. SLTs have the role of administering and managing their respective academies, developing teaching and learning, increasing positive outcomes for all learners and reporting on and reviewing the effectiveness of their academy, for the purposes of continual improvement.

The middle leadership of each academy is centred on subject directors, department heads and key roles for specific development strategies, such as numeracy and literacy. The role of these personnel is to deliver the functional day-to-day requirements of teaching through the direction provided by the levels of management above.

Connected organisations, including related party relationships

The Trust is a Church of England Trust that works closely with the Diocese of York Board of Education to deliver modern education, underpinned by religious education, whilst respecting other beliefs and faiths.

Further details are stated in note 27 to the Financial Statements.

Directors' indemnities

The Trust has purchased insurance to protect governors, directors and members from claims arising against negligent acts, errors or omissions occurring whilst on academy business. Further details are provided in note 13.

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DIRECTORS' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2016

PLANS FOR FUTURE PERIODS

Future developments

The Trust plans to continue to develop and deliver the best levels of education for all students in the future by continuing to commit increased levels of funding to working with established and successful school improvement partners to improve outcomes across the Trust.


A review of facilities and site development issues will lead to the Trust expending surplus reserves in order to maintain and develop the furtherance of education, whilst maintaining sufficient levels of reserves to safeguard all operations in the future.

DISCLOSURE OF INFORMATION TO AUDITORS

Insofar as the Directors are aware:

- there is no relevant audit information of which the Trust's auditor is unaware; and
- the Directors have taken all the steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

This report was approved by the Board of Directors on 5 December 2016 and signed on its behalf by:



J C Downing
Chair