



London South East Academies Trust
(A Company Limited by Guarantee)
Annual Report and Financial Statements
for the Year Ended 31 August 2023

Company Registration Number: 9028122

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Reference and Administrative Details

List of Members & Directors/Trustees, London South East Academies Trust

London South East Academies Trust Members		
Name	Appointed	Resigned
LSEC	07/05/2014	
Stephen Howlett, CBE DL	01/08/2017	
Mark Burnett	01/08/2019	01/09/2023
Angela Hands	01/08/2019	
Marek Michalski	01/10/2020	08/12/2022
Jacky Tiotto	08/12/2022	
Rama Venchard, MBE	01/09/2023	

London South East Academies Trust Board			
Name	Appointed	Role	Resigned
Christine Whatford, CBE	01/08/2022	Chair	30/07/2023
Denise James-Mason	16/07/2019	Vice Chair	
Dr Sam Parrett, CBE	n/a	Trustee	
David Bailey	09/12/2020	Trustee	
Charles Yates	01/01/2021	Trustee	
Christopher Philpott	11/12/2019	Trustee	
Dr Sebastien Chapleau	21/01/2021	Trustee	04/03/2023
Prof Lynn Revell	12/05/2021	Trustee	
Nick Linford	01/09/2021	Trustee	26/05/2023
Errol Ince	01/09/2021	Co-opted Trustee	18/09/2023
Marek Michalski	08/12/2021	Trustee	
Sunil Chotal	22/03/2022	Trustee	01/09/2023
Danny Kwalombota	18/10/2022	Co-opted Trustee	
Sarah Servantes	21/03/2023	Trustee	
Beverley Eaglesfield	21/03/2023	Trustee	
Rama Venchard, MBE	01/09/2023	Chair	

Company Secretary	
Name	Appointed
Jennifer Pharo	04/04/2019

Key Management Personnel	
Name	Position
Dr Sam Parrett, CBE	Chief Executive Officer
John Hunt	Chief Financial Officer & Deputy CEO Trust
Neil Miller	Deputy CEO - Academies
Madelaine Caplin	Director School Improvement

Reference and Administrative Details (continued)

Company Name:	London South East Academies Trust
Principal and Registered Office	Rookery Lane Bromley, BR2 8HE
Company Registration Number	9028122
Independent Auditor	Buzzacott 130 Wood Street London, EC2V 6DL
Bankers	Barclays Bank Level 27, 1 Churchill Place London E14 5HP
Solicitors	Eversheds Sutherland LLP One Wood Street London, EC2V 7WS Winkworth Sherwood Minerva House 59 London Road 5 Montague Close London, SE1 9BB

Trustees' Report

The Board of Trustees presents their annual report together with the Financial Statements of the charitable company for the year 1 September 2022 to 31 August 2023. The annual report serves the purposes of both a trustees' and a directors' report under company law.

The academy Trust operates 9 academies including Special Schools, Alternative Provision, and Primary Schools, across South East London, Lambeth and Surrey. Its academies have a combined pupil capacity of 1,353 and had a roll of 1,270 in the school census in May 2023.

The Financial Statements have been prepared in accordance with the accounting policies on pages 44 to 48 of the attached Financial Statements and comply with the Trust's Memorandum and Articles of Association, applicable laws and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102) (Charities' SORP FRS 102).

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 Trustees of London South East Academies Trust are also the directors of the charitable company for the purposes of company law.

The Trust works closely with its sponsor, London South East Colleges (LSEC), and in April 2018 the independent boards of each entity agreed to work together to further their strategic aims as London & South East Education Group (LSEEG). Although not a legal entity, LSEEG had a collective turnover of £85m in 2022/23.

LSEEG is the umbrella organisation to co-ordinate the strategy of the organisations and to optimise and strengthen both governance and collaboration between group entities. This is achieved through schemes of delegation (subject to their non-delegable primary governance responsibilities and authority; their regulatory obligations; and management of potential conflicts of interest). The Group is not a legal entity and organisations as members of the Group are not subsidiary companies which are controlled or owned by LSEEG.

In January 2023, the College and Trust, as Founding Members approved the formation of a registered charity, London South East Region (LASER) Education Foundation. The charity, has been constituted with aligned charitable objectives to support the College and Trust through fundraising, philanthropy, sponsorship and research and to further enhance the reputation, reach and engagement of the College and Trust with local communities and key stakeholders.

The Group rationale is borne from a shared mission vision and values and seeks to optimise governance alignment through a Group Strategy and provide efficiencies across the organisations. Built on charitable principles and a co-incidence of interest, the Group ethos is founded upon high-quality teaching and learning, the development of curriculum models fitting each school and cohort and a core and bespoke school improvement strategy which focuses on our shared strength.

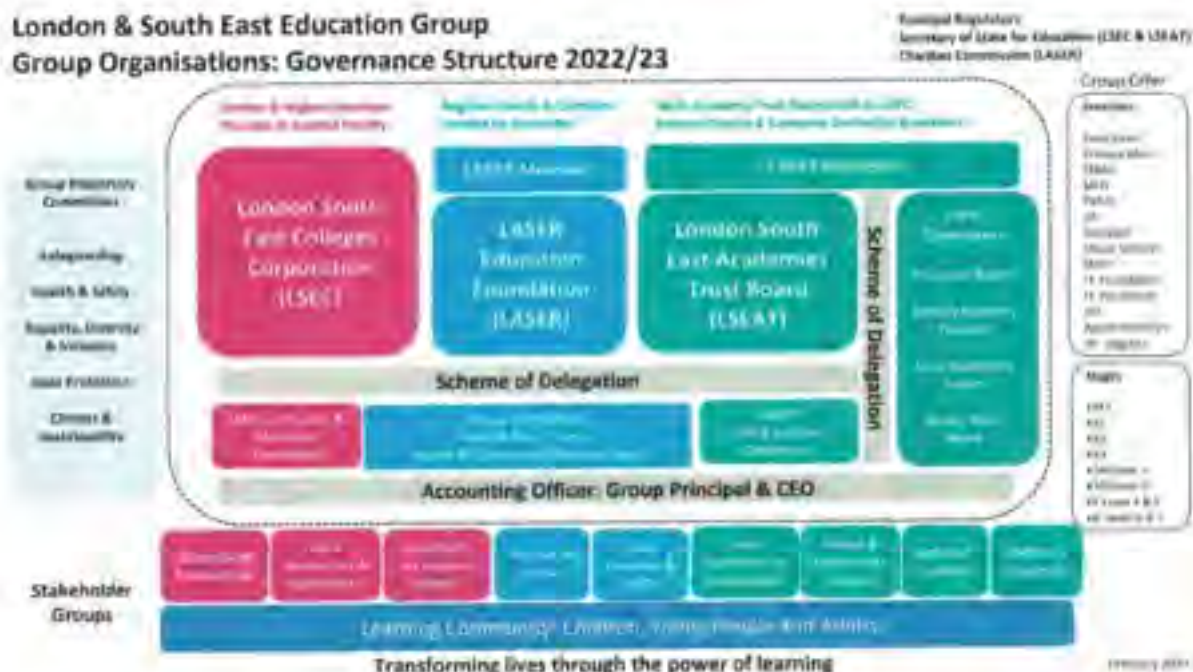
Governors and Trustees have been appointed to the Group Board, Independent Legal Boards and the Joint Group Co-ordinating Committees, ensuring that a balanced combination of Governors and Trustees are represented on the each of these, as defined by the relevant Articles of Association and the Group Organisation Scheme of Delegation. Details of the group governance arrangements in place for the year are shown below:

Trustees Report (continued)

Structure, Governance and Management (continued)

Constitution (continued)

Diagram A



Details of the Trustees who served on the Trust Board during the year are included in the Reference and Administrative Details on page 1. Business is conducted through full Board meetings, a Group Finance Committee and a Group Audit and Risk Committee. The membership of these Committees must include representation from LSEAT but may also include Group Governors or those from other legal entities within the group where this will improve governance through the provision of greater expertise and challenge. Minutes of meetings are maintained and a register of interests published on the Trust's website.

In 2020/21 The Trust set up Provision Based Boards and Academy Councils as local governance committees for each school. The design and development of this model are to ensure that the community and its parents are at the heart of the Trust. The Academy Councils are forums where the Trust can ensure community links remain in place, whilst also engaging with local stakeholders. Each school has one or more representative Local Community Governor from their Academy Council on the appropriate Provision Board.

The Trust Articles of Association permit the establishment of committees and the level of delegation and functions determined. Where the Trust Board does delegate, it remains responsible and accountable for decisions made. The Trust Board retains overall responsibility and a legal duty for the operation of the Academies and the delivery of education, with the level of delegation and autonomy, determined through a detailed Scheme of Delegation.

The role of the Provision Board is intrinsic to providing local governance and scrutiny, enabling and assisting the Board of Trustees in the fulfilment of their duties. The Provision Boards, chaired by a Trustee, play an active part in supporting and challenging the Leadership of the Academies on the quality and standard of education, monitoring risks and progress of pupils.

As an additional level of governance scrutiny, each individual Academy convened an Academy Council. Membership of Academy Councils will comprise Local Community Governors, Parent and Staff Local Community Governors. The Academy Councils will report up to the appropriate Provision Board based on the Academy provision type.

Trustees Report (continued)

Structure, Governance and Management (continued)

Constitution (continued)

The Trust Board approves the appointment of Provision Board Chairs and Local Community Governors. The Provision Boards provide focused governance for each Academy, covering up to five Academies within their remit and provides assurance that the Trust Board is connected to its local community and that a local and diverse range of perspectives support decision making.

Focused governance includes monitoring and challenging Academy Leaders on educational standards and academic performance, safeguarding, individual Academies' character and ethos and reviewing the Academies' Risk Register.

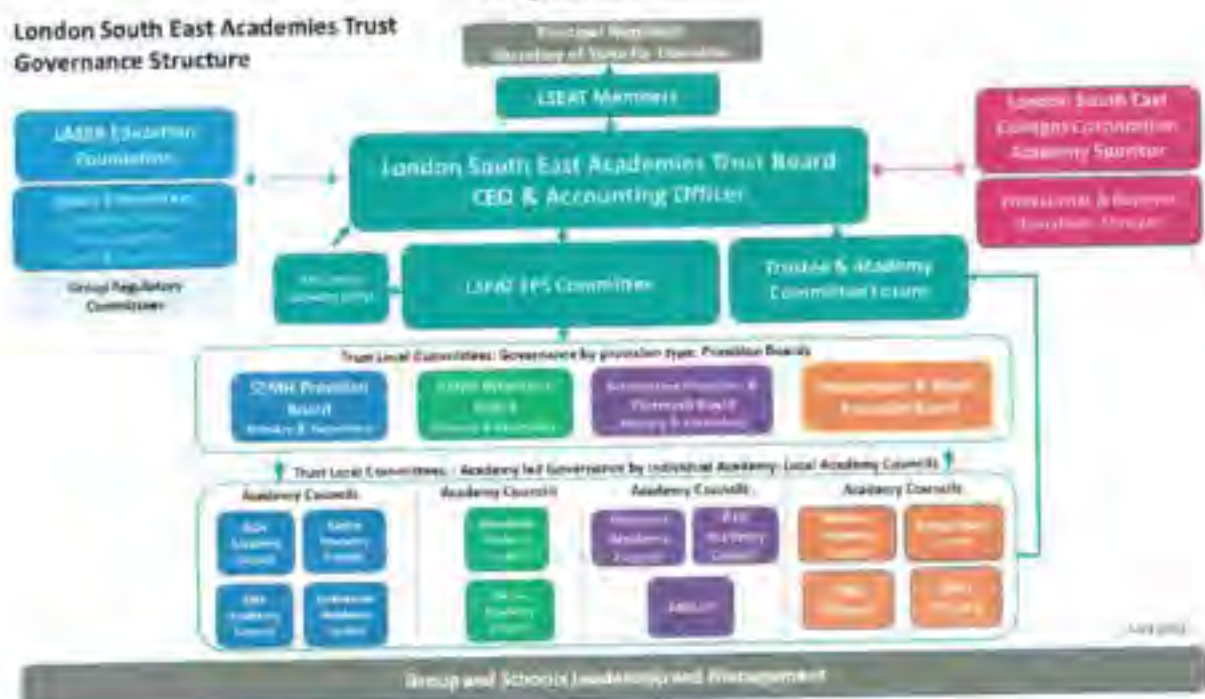
Diagram B provides details of the layers and levels of governance.

The Provision Boards will contribute most effectively to the Trust's vision and values by focusing on the following areas:

1. To provide a strategic view of the ethos and culture of each Academy.
2. To act as a critical friend to Academy Leaders, by providing support and advice to the Academies on School Improvement through the monitoring of School Development Plans, the curriculum offer, pupil progress and attainment, and overall pupil experience.
3. To hold the Academy to account for the educational standards it achieves and the quality of the education it provides as defined by Ofsted.
4. To ensure there are robust safeguarding procedures and associated policies in place to ensure the safety of all pupils.
5. To represent the parents and the local community, staying accessible and connected to the communities they serve.
6. To support, demonstrate and actively promote the Trust's vision and values.

Diagram B

London South East Academies Trust Governance Structure



Trustees Report (continued)

Structure, Governance and Management (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 he/she is 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 cease to be a member.

Trustees' Indemnities

As disclosed in note 10 professional indemnity insurance is paid on behalf of the directors and officers of the Academy as part of Department for Education Risk Protection Arrangement.

Method of Recruitment and Appointment or Election of Trustees

Potential new Trustees are identified either by the Board or the Group Board and can be recruited through recommendation, self-referral, response to an advertisement, or referral from a recruiting partner. The Trust always seeks to ensure that the skills and experience of new Trustees are complementary to those of existing Board members or respond to identified skills gaps. London South East Academies Trust's members appoint Trustees.

Policies and Procedures Adopted for the Induction and Training of Trustees

The training and induction provided for new Trustees will depend upon their existing experience. Where necessary the induction process will provide training on charity, educational, legal and financial matters. All new Trustees are welcome to visit the Academy Trust and to meet with staff and students.

All Trustees are provided with copies of procedures, minutes, accounts, budgets, plans and other documents that they will need to undertake their role as Trustees. Induction tends to be done informally and is tailored specifically to the individual Trustees.

Organisational Structure

The Key Management Personnel control the Trust at an operational level implementing the policies laid down by the Trustees and reporting back to them. As a group, these personnel are responsible for the authorisation of spending within delegated limits and agreed budgets.

Arrangements for setting pay and remuneration of key management personnel

The Board of Trustees considers the pay of the key management personnel on an annual basis in line with the Department of Education guidance on "Setting Executive Salaries" published in July 2019. In accordance with its Executive Pay Policy, the Trust is committed to pay and remuneration that is transparent, proportionate and justifiable. When setting rates of pay, the Board takes a number of factors into account in order to ensure pay is commensurate with the accountabilities and duties of employment. Other factors which are considered include the financial and academic performance of both the Trust and each member Academy, the performance of the staff involved, and sector recommendations of annual pay awards. The Board also considers external benchmarks and salaries offered by other Academies for similar staff where this information is available.

Trustees Report (continued)

Structure, Governance and Management (continued)

Trade union facility time

The Trade Union (Facility Time Publication Requirements) Regulations 2017 require the Academy Trust to publish information on facility time arrangements for trade union officials at the Academy Trust. The Academy Trust confirms that there were no employees acting as trade union officials within the meaning of these regulations during the year ended 31 August 2023.

Related Parties and other Connected Charities and Organisations

The Trust has a connection with Bromley College of Further & Higher Education (trading as London South East Colleges) as sponsor of the Academies within the Trust. As explained above, the Trust and its sponsor work closely together in furtherance of their strategic aims. Through the provision of a group central service setup, the sponsor also provides some back-office services to the Trust, but no charge is levied in respect of these services.

Communication across the Group is through all staff meetings, regular weekly staff bulletins, and communication via the Deputy CEO – Academies and Head Teachers. This is a two-way process with the Trust news publication being circulated with updates from the Deputy CEO, Headteachers, and the leads of core operational services such as H&S, Estate Safety, Safeguarding and HR, covering different initiatives and updates on their respective schools and wider Trust. Trust Senior Leadership meetings are held termly and senior leaders have the opportunity to share good practices and receive updates from key LSEC personnel.

The Trust recognises a range of trade unions and these are engaged as and when there are issues of negotiation and consultation with staff on a variety of staffing issues. Formal Joint Consultative Group meetings will be held with a Regional Trade Union Representative in the future to encourage their engagement with the development of Trust policies.

Staff within the Trust have been encouraged to partake in a Group-wide discussion on 'Engagement and Involvement in Equality, Diversity and Inclusion Matters' and to apply for a grant to fund a project, initiative or idea, or to become an Equality, Diversity and Inclusion champion. As a result of this, we now have Equality, Diversity and Inclusion Champions represented across all our Schools in the Trust.

The Trust considers all applications for employment from disabled persons, bearing in mind the aptitudes of the individuals concerned and, where disabled candidates disclose their disability to the Trust and meet the minimum selection criteria, an interview will be offered. Where an existing employee becomes disabled every effort is made to ensure that their employment with the Trust continues. The Trust's policy is to provide training, career development and opportunities for promotion, which are, as far as possible, identical to those for other employees.

Engagement with suppliers/customers/ others in a business relationship with the trust

The Trust acknowledges that its supply chain is an essential element to the successful and safe operation of its academies, together with the overall success of the company. The supply chain can impact significantly on the education of our pupils as customers and the importance of these relationships and those within the wider LSEEG group are recognised. The Trust values its supply chain and uses a mix of local SME's for small one-off or regular transactions, through to larger entities with tendered compliant contracts such as cleaning and catering. The Trust always ensures it achieves value for money.

Trustees Report (continued)

Objectives and Activities

Objects and Aims

In July 2022, the Trust reviewed its mission together with related strategic goals and priorities. This mission, which remains as important and relevant as it was a year ago, says that through being passionate about their potential, we promise to realise the unique talents and abilities of the children and young people entrusted to London South East Academies Trust. Ambitious for every child, we will work tirelessly to ensure that progression and their 'next step' is always within reach. We recognise and respect the diversity and strength that our different schools bring to our community, within the school and beyond.

Our mission is to create a network of outstanding schools that:

- promote excellence.
- celebrate diversity.
- enable personal development and achievement.
- foster social value in the communities they serve.

Alongside the mission, we have also developed a new set of Values and a Trust manifesto which set out our brand values and personality.

Our Values

Being part of London & South East Education Group means being part of a Group that is committed to transforming local communities for the better. Within our Trust we provide every young learner with the education, skills and opportunities to succeed in life. We do this by:

Leading Locally – we take our public responsibility very seriously. We serve communities and respond to their needs, generating social value and making a strong impact. We are more than education. We are leaders in the community.

Being Fearless Pioneers – one step ahead, we look courageously to the future and we stand out with confidence. We take the lead in shaping the local and national agenda and are true pioneers of the sector. We are never afraid to take things on.

Continuously Innovating – through our sector-leading research and evidence-based policies, we promote best practice that drives significant results. Our innovation creates a system for others to follow. We are a beacon of example.

People First – We are inclusive to everyone, yet we take a principled and personalised approach by learning, listening and treating everyone as individuals. All decisions are made with people at the centre.

Acting Responsibly – Acting responsibly is core to everything we do. We are ethical, we have integrity, and we operate responsibly, treating everyone with respect. We don't let people fail. We always do the right thing.

As an organisation we are:

Ambitious – we have high expectations for everyone and aspire to do things better. Being forward thinking is in our DNA. We think big and we aim to make a big impact. Anything is possible.

Proactive – we live on the front foot and relish making positive change. Dynamic, fast-paced and driven by bold new ideas, we lead with energy and are impatient for success. We never rest on our laurels.

Knowledgeable – we are experts in our field with the knowledge and can influence at a local and national level. Smart, intelligent and interesting – we have a proven track record of knowing what to do.

Trustees Report (continued)

Objectives and Activities (continued)

Collaborative – we work together, learn from each other and support one another, while sharing our expertise and experience. We are about partnerships where everyone pulls in the same direction. There is no ‘us’ and ‘them’.

Trustworthy – we act openly, honestly and responsibly in everything we do. We do what we say and believe in accountability. Thousands trust us with their future – being trustworthy is integral to who we are.

Supportive - We care deeply in all that we do and for everyone involved. No matter what background, we provide the strong support that is required to bring the best out in everybody.

Through our Trust values, we have developed the following manifesto:-

- We believe that education changes lives and communities for the better.
- We believe in addressing the effects of poverty and disadvantage, to achieve better outcomes.
- We believe that every child deserves the opportunity to fulfil their potential and create a successful future.
- We believe that the vital education and life skills our schools provide are at the heart of the solution.
- We believe that great teaching helps all children become confident and respectful young people.
- We believe in providing the best, the right, and sometimes the only choice for learners in our communities.
- We believe an inclusive, learner-centred approach empowers young people with the independence to succeed.
- We believe in forging partnerships with schools of all types to boost our collective knowledge and power.
- We believe in building on our proven track record, growing our influence and sharing our expertise with others.
- We believe in continuously learning, raising expectations, leading the way and setting new standards.
- We believe in creating sustainable impact and long-term social value that goes beyond education. We believe we can transform lives through the power of learning.

Objectives, Strategies and Activities

The main objectives of the Trust during the year ended on 31 August 2023 are summarised below:

- To raise the standard of educational achievement of all pupils;
- To provide value for money for the funds expended;
- To comply with all appropriate statutory requirements;
- To conduct the Trust’s business in accordance with the highest standards of integrity, probity and openness; and
- To set in motion initiatives to increase the number of Academies within the Trust.

The principal long-term objectives of the Trust are laid out in the Funding Agreement in addition to the points summarised above.

The Trust has adopted a scheme of delegation, which sets out the respective functions of the Trust, and its associated local advisory Boards. The Trust currently consists of nine Academies covering primary, specialist primary and secondary phases across sites in Bromley, Bexley, Lambeth and Surrey. The Academies have provision for mainstream primary pupils, together with pupils who have been excluded from mainstream education or pupils who are at risk of being excluded from such education. In addition, the Trust also provides provision for Social,

Trustees Report (continued)**Objectives, Strategies and Activities (continued)**

Emotional and Mental Health (SEMH), and Profound and Multiple Learning Disability (PMLD) students who all have an Education, Health and Care Plan (EHCP).

The Academies within the Trust together with their PAN and pupil numbers are as follows:-

Academy	PAN	Pupil Numbers
Aspire Academy Bexley	64	49
Belmont Academy	446	439
Bramley Oak Academy	61	57
Bromley Beacon Academy	168	167
Bromley Trust Academy	129	118
Endeavour Academy Bexley	80	80
Heron Academy	80	76
Horizons Academy Bexley	117	86
Woodside Academy	208	198

Heron Academy joined the Trust on 1 February 2023 and served a pupil population of 76 during the year with a PAN of 80.

Public Benefit

In setting objectives and planning activities, the Board of Directors has paid due regard to the published guidance from the Charity Commission on the operation of the Public Benefit requirement under the Charities Act 2011.

Covid-19

Although two years since the end of the pandemic, the impact is still being felt with our schools and society as a whole.

The Trust has continued to fund the Trust Recovery Support Fund for a second year to provide essential support across all Trust schools after recognizing huge gaps and issues when the schools returned in May 2021.

The Trust allocated £500,000 across two academic years – 2021/22 and 2022/23. The allocations of the funding were assessed against the following principles:

- focus on raising academic achievement levels in core subjects (English, Maths and science)
- focus on wellbeing and personal achievement.
- demonstrate some innovation over what is currently practiced – applicants should show how their idea is different, or an improvement on what is currently in place.
- be a sustained intervention (rather than a 'one-off') that can show potential improvements in educational and/or wellbeing outcomes over time.
- be cost-effective and offer value for money.
- can grow, scale or be replicated into other environments if successful – particularly working with other academies across LSEAT.

Over 43 applications were successful in the second round, with a total value exceeding £200,000. The applications ranged from outdoor sensory areas, extra support staff, renovating classrooms and library bus to theatre trips, counselling staff and playground play and gym equipment.

The impact of the Trust Recovery Fund will be fully reported to the Trust Board in the Autumn Term 2023.

Trustees Report (continued)

Objectives, Strategies and Activities (continued)

Covid-19 (continued)

Attendance has been a key issue for all schools across the country since returning from the pandemic. Both students and staff appear far less resilient and as a result absence levels have risen. As a Trust we focus on this key area with all our schools and are supportive of many different initiatives that have been initiated across the schools to increase attendance levels.

Mental health is another area that has been reported on hugely since the pandemic, a massive surge of mental health issues has developed for children, young people and the adult population in this country. This has been reflected in our schools and once again as a consequence we have provided extra support across the schools for all impacted stakeholders.

Parents since the pandemic have also demonstrated significantly higher levels of mental health issues, less resilience and the reliability on our schools to support them instead of other services. This has created a greater workload on our schools but at the same time has also created stronger relationships than were evident pre-pandemic. It is also evident that parental attitudes to attendance have significantly changed since the return from the pandemic and this has hindered progress to improve this key area.

Equal Opportunities

The Trustees recognise that equal opportunities are an integral part of good practice within the workplace. The Trust monitors the diversity of its staff and reviews its recruitment arrangements to support equality and diversity objectives.

Strategic Report

Achievements and Performance

SEMH Academies

Aspire Academy Bexley

Aspire Academy had a Section 5 inspection in March and was graded Good overall with outstanding in Personal Development and Behaviour and Attitudes.

This reflected the continued hard work and support provided from a very dedicated and experienced staff team. Key successes from 2022/23 include:

- Academic progress continued to be expected or above for the vast majority of pupils (Reading 89% Maths 83%, Writing 73%).
- 10 pupils completed KS2 SATS in the summer term, with 2 pupils achieving expected levels in reading and Maths and SPAG. 1 KS1 pupil achieved age expected levels in Maths and reading.
- Sports premium grant and pupil premium money were used to enhance the curriculum offer and develop pupils' cultural capital. This included a range of after school clubs, a residential trip to PGL, hire of the school minibus to enable pupils to attend trips and sporting events and curriculum workshops.
- Further work on the school building to further cater for the needs of the pupils included: a sensory room, a re-designed school library, outdoor reading area, outdoor play equipment, outdoor KS1 learning area and a forest school area.

Strategic Report

Achievements and Performance (continued)

SEMH Academies (continued)

Aspire Academy Bexley (continued)

- Attendance for the year was 92.5% which is significantly above special school National Average, showing pupils enjoy coming to school and the school has high expectations and robust systems in place for attendance.
- The continued focus of the staff team on behaviour as well as the introduction of a trauma informed approach including staff training has led to a further significant reduction in behaviour incidents across the year including 42% reduction in significant incidents and a further 72% reduction in suspensions when compared with figures from 2021/22.

Bramley Oak Academy

The school has completed 2 phases of a building renovation program and is now in possession of 8 purposeful classrooms which meet the needs of the SEMH pupils within the school. This has had a significant positive impact upon behaviour and attitudes within the school. The next phase is due to be delivered in November 2023.

Pupils with a variety of historic poor attendance and whom have a range of concurrent diagnosis have significantly increased their attendance at school and their attendance was in line with National Average for special schools.

Other key successes include:

- Teaching and Learning has significantly strengthened over the last year. Schemes of work are increasingly embedded. This has resulted in the strongest academic results in the school over the last 4 years.
- There was steady improvement each term in relation to student progress outcomes.
- Progress in Reading increased by 81% over the course of the year and 85% of pupils exceeded targeted progress.
- Progress in Phonics increased by 19% over the course of the year and 44% of pupils exceeded targeted progress in Phonics.
- SATS results and number of pupils accessing them increased across all areas.
- 76% of eligible pupils sat some/all of their year 6 SATS assessments, an improvement of 45%.
- 76 % of pupils received a scaled score in Maths, an increase of 70% from the previous year
- 53% received a scaled score in reading, a 22% increase from the previous year
- 24% children attaining 100+ in reading and/or Maths, an 8% increase from the previous year

Sports premium grant and pupil premium money were used to further enhance the curriculum offer and develop pupils' cultural capital. This included a range of different trips linked to curriculum as well as reward trips including sporting/ outdoor education experiences that many would never have had the opportunity to take part in.

Strategic Report (continued)

Achievements and Performance (continued)

SEMH Academies (continued)

Bromley Beacon Academy (BBA)

The 2022/23 Year 11 cohort of pupils' prior attainment data was comparatively lower than that of pupils in the 2018-2019 cohort. Contextual data for each pupil including social care status, attendance and issues in the wider community demonstrated how these factors impacted on their education. Despite these significant variables, the 2023 cohort achieved the school's best outcomes since opening in 2016. The number of pupils in the school has also increased year on year from inception with the Year 11 cohort in 2023 being the largest yet.

In summary, outcomes at KS4 demonstrated:

- The average number of qualifications achieved per pupil has increased by 2 to 9.
- The 5 4-9 passes percentage increased by 21% to 71% when comparing to last year and by 47% when comparing to 2019
- The 5 1-9 passes percentage increased to 90%
- All pupils achieved at least a Level 1 pass in both English and Maths.
- 42% of pupils gained GCSE Grades 4-9 or equivalent in English and 38% in Maths.

The Quality of Education at BBA across all keys stages was a priority area of focus for 2022/23 and key improvement headlines include:

- Teaching was deemed 100% good or better across the school.
- The curriculum is now embedded at KS5 with clear sequencing from KS1.
- There is now development for love for reading across the school with a newly refurbished modern library now in place for all KS2 and KS3 pupils.
- BBA achieved GOLD kitemarks for both Support for Mental Health and our SMSC curriculum.

There is strong ethos of Therapeutic support for all our pupils as well one to one tutoring in core subjects. This has proved a success especially for our transition year groups in preparation for adulthood with 0% NEET at KS4.

Pupils at BBA historically have poor attendance due to their previous school experience and special needs however the school's attendance last year was in line with National Average for special schools.

Endeavour Academy Bexley

Endeavour Academy has continued to focus on providing an inclusive curriculum that provides opportunities for success. Their KS4 summer outcomes were extremely positive in comparison to previous years and demonstrates a strong upward trajectory.

The main headlines for the school for 2022/23 include:

- The average number of qualifications gained per pupil has increased from 8 in previous years to 12
- Students that achieved 5 1-9 GCSE or equivalent increased by 29% (now 100%) when compared to 2021/2022
- Students gaining 5 GCSEs grades 4-9, including English and Maths, have increased by 18% from 2022 to 25%.
- 45% of students gained GCSE grades 4-9 or equivalent in English and Maths. (21% in 2022)
- 100% (86% in 2022) met their Fisher Family Trust (FFT) targets and 54% (46% in 2022) exceeded this target in both English and Maths.
- 100% of Year 11 pupils secured a route into post-16 education, training and employment through various routes including 6th form school, 6th form college, a professional football academy and supported internships

Strategic Report (continued)

Achievements and Performance (continued)

SEMH Academies (cont.)

Endeavour Academy Bexley (continued)

Analysis of vulnerable group data shows that there is no evidence of any gaps and nothing to suggest that disadvantaged pupils do less well than their counterparts.

Attendance for last year was in line with Special School National Average even though historically the vast majority of pupils would have been previously poor attenders due to previous school experience and their SEN needs.

Alternative Provision Academies

Bromley Trust Academy (BTA)

BTA had a Section 5 inspection in February 2023 and was recognised as a 'Good' school, with 'Outstanding' Personal Development of its pupils.

The 2022/23 Year 11 cohort of pupils experienced 2 years of disruption to their secondary education and their prior attainment data is comparatively lower than that of pupils in the 2018-2019 cohort. Contextual data for each pupil including social care status, attendance and issues in the wider community demonstrate the continued impact disruptive factors have had on their education; however, the positive outcomes achieved reflect the high expectations teaching staff have for pupils including:

- In total pupils gained 266 qualifications across BTAH and BTAB.
- 43% of pupils achieved at least 5x grade 4-9 or equivalent, an increase from the 2018-2019 cohort.
- 32% of pupils achieved at least 5x grade 4-9 or equivalent including English and Maths, an increase from the 2018-2019 cohort.
- 100% of pupils achieved at least 1 qualification, with 100% of pupils achieving at least a grade 1/equivalent in Maths.
- 19 pupils achieved a L2 pass in ICT FS which is the highest number of Level 2 passes to date for the school.
- 86% of pupils achieved the grade 4 or higher in Art and 66% of pupils got the grade 4 or higher in Textiles.
- 1x pupil in BTAB achieved a grade 9 in both GCSE Biology and GCSE English.
- 1 pupil achieved a grade 8 in GCSE French which was delivered as part of additional after school sessions.
- EETs remain at 100% across both BTA Hayes and BTA Midfield.
- Progress at Primary demonstrated the following percentage of pupils making at least expected progress. Reading – 93.76%. Writing - 84.99. Maths – 93.83%.
- At the primary site, pupils are assessed thoroughly so as to determine the most appropriate onward provision to meet their specific identified needs, this resulted in 81.48% of pupils who left during 2022-23 receiving an Educational Health Care Plan with 59.26% of pupils moving to an identified specialist provision.

Strategic Report (continued)

Achievements and Performance (continued)

Alternative Provision Academies (continued)

Horizons Academy Bexley

Despite issues with the performance of specific local schools who we take the vast majority of our pupils from and the ongoing problems with pupil attendance that is affecting schools nationally, our pupils produced some strong results over the course of the 2022/23 academic year.

- The number of pupils achieving 5x 1-9 passes or equivalent including English and Maths increased 3% to 76% when compared to 2021/22.
- 100% of pupils achieved a grade 1-9/L1 pass in English and 95% of pupils achieved the same outcome in Maths, which represents an increase of 4% and 2.5% respectively, when compared with 2021/22.
- 33% of pupils achieved a 4 -9 pass or equivalent in Maths across the academic year which is an increase of 22% when comparing with 2021/22.
- Our vocational curriculum is deemed as a real strength with subjects performing well in 2022/23, including:
 - 100% achievement in Level 1 Hair and Beauty, Level 1 Construction and Level 1 Sport
 - 90% of pupils achieved a Level 2 in Home cooking skills
- An analysis of disadvantaged pupils demonstrates that 78% of pupils eligible for Pupil premium achieved 5 1-9 passes including English and Maths in 2022/23. When comparing with NPP pupils there was no gaps.
- Over the course of the academic year, the Recovery premium was used to provide English, Maths and/or Reading interventions to support pupil progress and this remained similar in English and Maths to 2021/22.

Attendance for last year was significantly above AP National Average even though historically the vast majority of pupils would have been previously poor attenders due to previous school experience and their SEN needs.

Special Academies

Woodside Academy

Following a Section 8 Inspection, June 2023, Woodside Academy continues to be a good school with enough evidence of improved performance to suggest that the school could be judged outstanding. The school's self-evaluation supports this view.

This reflected the continued hard work and support provided from a very dedicated and experienced staff team.

Key successes from 2022/23 include:

- The curriculum is consistently well led and designed.
- Leaders are unrelentingly ambitious for pupils' learning and personal development.
- Leaders ensure there is a superb range of activities, clubs and experiences which are adapted to meet the wide range of pupils' needs.

The highly personalised curriculum and assessment processes are based on three principles:

- Personal Development
- Ambitious Academic learning
- Specialist provision to meet need and outcomes as identified in each child's Education and Health Care plan, (EHCP).

Strategic Report (continued)

Achievements and Performance (continued)

Special Academies (continued)

Woodside Academy (continued)

Almost all children made good or better progress in these areas across from Key Stage 1 to 5 during the year.

A range of primary statutory tests were applied for those children able to access them including the RBA, KS1 phonics, MPG, KS1 & 2 teacher assessment.

Pupils at Key Stage 4 and 5 are able to study the following nationally recognised Entry Level qualifications in

- English
- Maths
- Science
- Digital Skills

They are also able to study additional vocational qualification in:

- Art and Design
- Construction
- Independent Living Skills

Attainment was almost 100% achieving a qualification in the complete range detailed above with the exception of a very small number of students, (2) whose attainment was adversely affected through severe absence.

Heron Academy

Heron Academy joined the Trust on 1 February 2023, and prior to this, the school had been given an Inadequate judgement by Ofsted. Upon academisation, Trust leaders identified along with the new leadership of the school, key areas that needed immediate improvement.

The key areas included ensuring good teaching was being provided consistently throughout the school. Resources were made available to ensure the greatest access to the curriculum and that the curriculum was being delivered appropriately across the school.

The following achievements should be noted for 2022/23 Key Stage 4 pupils at the school:

- 100% of pupils gained a unit award. These awards were selected in line with pupil interest and ability. The themes selected this year were: Money skills and Art.
- All pupils in Year 11 automatically transfer into Heron post-16 – 0% NEETS.

The following achievements should be noted for 2022/23 Post-16 pupils:

- 100 % Post-16 pupils in year 12-13 completed one unit towards their personal progress accreditation in the summer term.
- This year we had nine leavers. 78% of Post 16 leavers went onto further education of which 56% went to Nido Volans Lambeth, 11% went to Lambeth college, 11% went to Beyond Autism and 22% are being supported by social care.

Catch-up funding was used to purchase weekly Occupational Therapy support for all pupils as well as to provide cover for the phonic lead to develop the phonics offer for all pupils.

Strategic Report (continued)

Achievements and Performance (continued)

Mainstream Primary Academies

Belmont Academy

A recent Ofsted inspection (July 2023) confirmed that the school remains 'good' providing a calm and safe environment where pupils learn and achieve well.

Belmont remains a popular school within the community offering 12 placements to pupils with a visual impairment and/or physical, medical need within its virtual resource provision with 11 places currently allocated.

Statutory outcomes remain above national and the following outcomes for 2022/23 should be noted:

- Attainment at the end of KS2 was above national in all areas with 78% meeting the expected standard in Reading (73% national); 78% meeting the expected standard in Writing (71% national) and 83% meeting the expected standard in Maths (73% national).
- End of KS2 combined Reading, Writing and Maths was above national with 70% meeting the standard compared to 59% nationally.
- KS1 outcomes for Reading, Writing and Maths remain above national (2022 national figures).
- 82% of pupils in Year 1 passing the Phonics Screening Check which remains above national (75% 2022)
- EYFS outcomes for year-end placed 78% of pupils at a Good Level of Development (GLD) which was a substantial increase from the initial 23% baseline assessment data and above national data (65% 2022).

Attendance continues to remain on an upward trajectory with weekly average attendance data remaining above the national average with a whole school attendance of 94% for the year 2022/23.

There continues to be no fixed term or permanent exclusions. Safeguarding remains effective in the school and this is evidenced in the recent Ofsted inspection (July 2023).

Summary of all Academies

All academies within the Trust, as clearly demonstrated above, are providing a good educational experience for their pupils where they are able to achieve.

School leaders and staff have continued to work hard to ensure that gaps are being reduced, even though the last year has been extremely challenging with COVID impacting on staff and student absence. Positives to be drawn are the increasing number of qualifications being delivered across our schools, the improved standards demonstrated by pupils' achievements and the low NEET data which demonstrates that the pupils are learning, making progress, achieving, and successfully transitioning into the next stages of their education, employment or training.

Going Concern

The Trust has funding agreements in place with the ESFA and has been commissioned by its Local Authorities to deliver provision for 2023/24 which is financed through top-up funding. The medium-term financial plan for the Trust has been prepared on a prudent basis with appropriate contingencies and assumptions. Despite the challenges presented by the current economic climate, the plan demonstrates that the Trust will have sufficient working capital to meet liabilities as they fall due.

After making appropriate enquiries, the Board of Trustees has a reasonable expectation that the Academy 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.

Strategic Report (continued)**Achievements and Performance** (continued)**Promoting the success of the company**

The directors recognise the potential long-term impact of its decisions and give appropriate due regard to this consideration in arriving at decisions.

The Trust has many stakeholders which include but are not limited to staff, pupils, parents and carers, funding agencies, local authorities, and the local community. These stakeholder relationships are very important to the Trust and significant senior staff time is invested in both building and maintaining relationships and partnerships. The Trust recognises the importance of such relationships to its future success and works to ensure that these remain strong.

The Trust and its member academies have a good reputation for high-quality education. The Special Provision Academies within the Trust attract out of borough placements funded by other Local Authorities. In this regard, maintaining a quality brand is essential for the Trust's success in attracting such placements and developing future external relationships.

Financial Review**Principal funding**

Much of the Trust's income is obtained from the Education and Skills Funding Agency (ESFA) in the form of recurrent grants, the use of which is restricted to the running of the Academy. The grants received from the ESFA during the year ended 31 August 2023, and the associated expenditure is shown as restricted funds in the Statement of Financial Activities.

The Trust also receives top-up funding grants from the relevant Local Authority in respect of the alternative and special provision it provides. The grants received together with the associated expenditure are shown as restricted funds in the Statement of Financial Activities.

Financial report for the year

The total income for the period was £53.1m. In accordance with correct disclosure requirements, the financial information which is presented in the statement of financial activities can obscure an overview of the annual operating performance of the Trust. Accordingly, such a view of the summarised operating performance of the Trust (which is extracted from the statement of financial activities) is re-stated below to exclude the inherited fixed assets:

	£'000
Overall net movements in funds	£21,541
Add: net expenditure attributable to the fixed assets fund	(£3,626)
Less: other non-recurring income for the year	(£17,221)
Add: LGPS actuarial loss	(£1,449)
Add: LGPS service cost adjustment	(£32)
Add: LGPS interest cost adjustment	£34
Add: LGPS admin costs	£71
Operating (deficit)/surplus (excluding inherited land and buildings)	(£682)

The overall financial performance of the Trust and most Academies for the year was strong, largely due to increased government grant funding. The deficit above reflects the transfers from revenue reserves to capital.

The Trust did receive some Covid-19 recovery premium funding to support pupils to catch up lost time after school closures and interrupted learning. This was deployed to provide additional support, lessons and interventions for those pupils who needed it most following the interruption to their learning.

On 31 August 2023, the net book value of fixed assets was £72.3m and movements in tangible fixed assets are shown in note 11 to the Financial Statements. The assets were used exclusively for providing education and the associated support services to the pupils within the Academies.