

CASTLE PHOENIX TRUST
(A COMPANY LIMITED BY GUARANTEE)

ANNUAL REPORT AND FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2015

**CASTLE PHOENIX TRUST
(A COMPANY LIMITED BY GUARANTEE)**

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**CASTLE PHOENIX TRUST
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**REFERENCE AND ADMINISTRATIVE DETAILS OF THE MULTI ACADEMY TRUST, ITS MEMBERS/
TRUSTEES AND ADVISERS
FOR THE YEAR ENDED 31 AUGUST 2015**

Trustees M Friday, Chair¹
C Saunders
L Hancock¹
I Boyce¹
M Marr¹
P Simpson
W Taylor-Dowson

¹ Member

All the Trustees listed above are also Directors of the Company Limited by Guarantee.

**Company registered
number** 08331385

**Principal and registered
office** Castle Phoenix Trust
Axholme Road
Wyken
Coventry
CV2 5BD

Company secretary H Harrison

Chief executive officer M Marr

**Senior leadership
team** CALUDON CASTLE
M Marr, CEO
A Dudgeon, Associate Head
C Waring, Deputy Head
A Rayns, Deputy Head
A Morgan, Deputy Head
A Gallagher, Senior Assistant Head

**Strategic leadership
team** HILL FARM
C Jones, Headteacher
V Muir, Associate Deputy Head
L Page, Interim Deputy Head
E Leetch, Assistant Head
A Taylor, Assistant Head
F Halliday, Assistant Head
T Hitchcox, Assistant Head
N Scattergood, Assistant Head
S Darlington, Assistant Head

Independent auditors Bishop Fleming LLP
Chartered Accountants
Statutory Auditors
1-3 College Yard
Worcester
WR1 2LB

Bankers Lloyds Bank PLC
30 High Street
Coventry
West Midlands
CV1 5RA

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**REFERENCE AND ADMINISTRATIVE DETAILS OF THE MULTI ACADEMY TRUST, ITS MEMBERS/
TRUSTEES AND ADVISERS
FOR THE YEAR ENDED 31 AUGUST 2015**

Administrative details (continued)

Solicitors	Browne Jacobson LLP Mowbray House Castle Meadow Road Nottingham NG2 1BJ
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**CASTLE PHOENIX TRUST
(A COMPANY LIMITED BY GUARANTEE)**

**TRUSTEES' REPORT
FOR THE YEAR ENDED 31 AUGUST 2015**

The Trustees present their annual report together with the financial statements and auditors' report of the Charitable Company for the year ended 31 August 2015. The annual report serves the purpose of both a Trustees' report, and a Directors' report under company law.

The Trust operates 1 primary and 1 secondary academy in Coventry. Its academies have a combined pupil capacity of 2,153 and had a roll of 2,145 in the school census on 1 October 2015.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Constitution

The Multi Academy Trust was incorporated on 19 December 2012 and opened as an Academy on 1 February 2013. It 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 Multi Academy Trust.

The Trustees of Castle Phoenix Trust are also the directors of the Charitable Company for the purposes of company law. The Charitable Company is known as Castle Phoenix Trust.

Details of the Trustees who served throughout the year, except as noted, are included in the Reference and Administrative Details on pages 1 to 2.

Members' liability

Each member of the Charitable Company undertakes to contribute to the assets of the Company in the event of it being wound up while he/she is a member, or within one year after he/she ceases 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

Trustees benefit from indemnity insurance purchased at Castle Phoenix Trust's expense to cover the liability of the Trustees which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default or breach of trust or breach of duty of which they may be guilty in relation to Castle Phoenix Trust, provided that any such insurance shall not extend to any claim arising from any act or omission which the Trustees knew to be a breach of trust or breach of duty or which was committed by the Trustees in reckless disregard to whether it was a breach of trust or breach of duty or not and provided also that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against the Trustees in their capacity as Directors of Castle Phoenix Trust. The limit of this indemnity is £5 million.

TRUSTEES

Method of recruitment and appointment or election of Trustees

On 1 September 2013 the Board of Trustees appointed all those Governors that served the predecessor school to be Governors of the newly formed Castle Phoenix Trust. These Governors were appointed for a term of office that would end when their original term at the predecessor school would have ended, thus ensuring a staggered re-election or replacement process.

Castle Phoenix Trust's Board of Directors and other Governors Committees shall comprise of the following, as set out in the Term of Reference, Articles of Association and Funding Agreement:

- Up to 7 Parent Governors who are elected by parents of registered pupils at Caludon Castle School or Hill Farm Primary.
- Up to 2 staff Governors appointed by the Board of Directors.
- Up to 7 Community Governors who are appointed by the Board of Directors.
- The Chief Executive who is treated for all purposes as being an ex officio Governor.
- The Members may appoint up to 1 Governor save that no more than one third of the total number of individuals appointed as Governors shall be employees of the Multi Academy Trust (including the Chief Executive).

Trustees/Governors are appointed for a four year period, except that this time limit does not apply to the Chief

**TRUSTEES' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2015**

Executive. Subject to remaining eligible to be a particular type of Governor, any Governor can be re-appointed or re-elected.

When appointing new Governors, the Board of Directors will give consideration to the skills and experience mix of existing Governors in order to ensure that the Trustees/Governors, have the necessary skills to contribute fully to Castle Phoenix Trust development.

Policies and Procedures adopted for the Induction and Training of Trustees

The training and induction provided for new Trustees/Governors will depend upon their existing experience but would always include a tour of the Academy and a chance to meet staff and pupils. All Trustees/Governors are provided with copies of policies, procedures, minutes, accounts, budgets, plans and other documents that they will need to undertake their role as Trustees/Governors. As there are normally only two or three new Trustees/Governors a year, induction tends to be done informally and is tailored specifically to the individual. Advantage is taken of specific courses offered by the Local Authority and other bodies.

Organisational Structure

The Board of Directors will meet three times a year. The Board establishes an overall framework for the governance of the Academies and determines membership, terms of reference and procedures of Committees and other groups. It receives reports including policies from its Committees for ratification. It monitors the activities of the Committees through the minutes of their meetings. The Board may from time to time establish working groups to perform specific tasks over a limited timescale.

There are 3 committees as follows:

Finance and Resources Committee - this meets at least three times a year and has an overall purpose of:

- Setting the standards for the delivery of all financial and business support services across the Multi Academy Trust and keeping them under review.
- Agreeing all financial and business support policies and keeping them under review monitoring key financial and business support services performance indicators across the Multi Academy Trust adding an additional level of more detailed scrutiny to the Board of Directors' responsibility for setting and reviewing performance, benchmarking internally and externally, and directing corrective action where necessary.
- Considering and making recommendations to the Board of Directors on compliance with all regulatory and other financial reporting requirements.

The core functions of the Committee are:

- Finance –
 - Reviewing and recommending to the Board of Directors the budget strategy for the coming year.
 - Monitoring the Multi Academy Trust's performance against budget and alert the Board of Directors to any significant variances.
 - Ensuring that the Multi Academy Trust's assets are protected by the maintenance of adequate insurance cover.
 - Keeping the bank mandate and banking provision under review.
 - Reviewing and recommending Treasury Management Policy to the Board of Directors.
 - Maintaining the stability of the Multi Academy Trust's financial position by monitoring the cash flow and ensuring the effectiveness of financial controls.
- Procurement and Value for Money –
 - Developing and agreeing the Multi Academy Trust's strategies for procurement and value for money.
 - Agreeing procurement policies in relation to pre-tender, tender, and post tender processes.
 - Monitoring compliance in relation to procurement and measure the effectiveness of procurement processes and other efficiency measures in delivering value for money.

**CASTLE PHOENIX TRUST
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**TRUSTEES' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2015**

- Communications –
 - Developing and agreeing the Multi Academy Trust's strategies for information technology, internal communications and public relations.
 - Considering and agreeing any capital investments in IT ensuring that there is a robust business case which demonstrates value for money and a clear project management structure.
 - Reviewing the Multi Academy Trust's business continuity plan, risk management and disaster recovery arrangements.
- Health and Safety –
 - Developing and recommending to the Board of Directors the Multi Academy Trust's statutory health and safety policy.
 - Establishing and monitoring the implementation of the Multi Academy Trust's health and safety framework.
 - Ensuring that the Multi Academy Trust is meeting its statutory obligations concerning health and safety.
 - Nominating a member of the committee to be the health and safety champion for the Multi Academy Trust who will play an active advisory role to support the Executive Management Team in their leadership of staff health and safety forums; ensuring that the processes designed to support Directors in discharging their health and safety duties are robust and implemented effectively.
- Facilities Management –
 - Ensuring that the Multi Academy Trust is accommodated, equipped and administered to provide efficient, effective and economic services.

HR & Governance Committee - this meets at least three times a year and has an overall purpose of:

- Developing a strategy for the employment of staff and all strategic issues relating to staff salary and benefit packages;
- To consider issues relating to the contracts of employment for the Chief Executive, Headteacher, and other members of each academy's senior leadership team including the review of salary, benefits and appraisal;
- To oversee processes for the recruitment, induction, appraisal and training of all directors, governors and committee members;
- To keep under review the skills, knowledge and experience on the Board, Local Governing Bodies and all Board Committees and advise the Board of Directors on succession planning and renewal;
- To oversee the Multi Academy Trust's strategy in relation to equality, diversity and inclusion;
- To support the Board of Directors in providing an added level of scrutiny in the monitoring of finance and resources;
- To keep the Board of Directors regularly informed of the committee's activities and key decisions.

The core functions of the Committee are:

- Human Resources – General –
 - Developing and recommending to the Board of Directors for approval, the Multi Academy Trust's strategies for employment and organisational development.
 - Recommending to the Board of Directors any changes to the staffing establishment which are outside budget or may result in redundancies.
 - Keeping the Multi Academy Trust pension arrangements under review and making recommendations on any changes or key issues to the Board of Directors.
 - Overseeing the establishment of, and keeping under review, formal and informal arrangements for negotiation and consultation with staff and trade unions.
 - Agreeing terms and conditions of service for staff.
 - Staff remuneration.
 - Establishing and keeping under review a job evaluation scheme.

TRUSTEES' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2015

- Developing and recommending remuneration strategy and policy to the Board of Directors within the context of national and local agreements, contractual arrangements and TUPE; recognising the need to recruit and retain high calibre teaching and support staff to deliver the Multi Academy Trust's mission and meet the strategic plan objectives.
- Considering and recommending to the Board of Directors the proposed annual pay review for staff; taking into account agreed strategy and policy, local and national circumstances and taking professional advice as required.
- Reviewing and recommending the salary reviews of the Executive Headteacher / Chief Executive and other members of the Executive Management Team to the Board of Directors having taken external advice on market salaries and benefits and having regard to contractual terms.
- Reviewing and recommending to the Board of Directors the form and content of contracts for the Executive Headteacher / Chief Executive and other members of the Executive Management Team.
- Performance –
 - Establishing performance management/review schemes for staff to reflect the operational needs of the Multi Academy Trust.
 - Overseeing a process for the regular appraisal of performance and effectiveness of the Executive Headteacher / Chief Executive and other members of the Executive Management Team, ensuring that the necessary assurances and outcome reports are presented to the Board of Directors and action plans developed to address any improvements required.
 - Establishing a panel for the appraisal of the Executive Headteacher / Chief Executive and Headteacher of Hill Farm.
- Equality, Diversity and Inclusion –
 - Developing and recommending to the Board of Directors, the Multi Academy Trust's strategy for equality, diversity and inclusion.
 - Ensuring that the Multi Academy Trust is meeting its statutory and regulatory obligations concerning equality, diversity and inclusion and is actively developing structures, services, and policies which are responsive to the needs of individuals, groups and communities and free from discrimination.
- Board and Committee Membership –
 - Reviewing and recommending the membership of the Board of Directors, the Local Governing Bodies and Multi Academy Trust wide committees taking into account their terms of reference and seeking to ensure that there is an appropriate balance of skills, knowledge, experience and competencies on each body, enabling them to properly fulfil their purpose and exercise their core functions.
 - Overseeing the implementation of director, governor and other committee member recruitment and selection processes across the Multi Academy Trust.
 - Board and Committee Member Skills, Performance and Development:
Carrying out regular skills audits and maintaining up to date succession plans for directors, governors and other committee members taking account of the challenges and opportunities facing the federation and the balance of skills, knowledge and experience required on the Board of Directors, the Local Governing Bodies and the Multi Academy Trust wide committees.
 - Overseeing a process for the regular appraisal of performance and effectiveness of the Board of Directors, Local Governing Bodies and Multi Academy Trust wide committees and individual directors, governors and other committee members, ensuring that outcome reports are presented to the Board of Directors and action plans developed to address any improvements required.
 - Reviewing annually the commitment of all directors, governors and other committee members ensuring that attendance and contribution is consistent with the proper exercising of their roles and responsibilities.
 - Developing and overseeing the implementation of a governance development programme which addresses issues identified in collective and individual appraisals as well as emerging priorities such as changes in services, legislation or regulation, or new business.
 - Developing and overseeing the implementation of an induction programme for new directors, governors and other committee members.

TRUSTEES' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2015

- Non-Executive Remuneration and Expenses –
 - Keeping the issue of non-executive director and governor remuneration under review within the context of developing trends in the sector, charity law and regulation, and issues relating to the recruitment of directors, governors and committee members.
 - Reviewing and recommending to the Board of Directors any proposals for payment of non-executive directors for services within the parameters of the Articles of Association.
 - Reviewing the expenses policy for directors, governors and other committee members.

Local Governing Body - this meets at least three times a year and has an overall purpose of:

- Ensuring all students within the Multi Academy Trust have access to a high quality education provision in line with the shared mission and vision.
 - To monitor the implementation of each individual academy's development/improvement plan ensuring that it is delivering against agreed strategic and local objectives; moving the academy and Multi Academy Trust as a whole towards achieving and sustaining a regulatory judgement of outstanding in all areas.
 - To ensure that the academic and wellbeing needs of Multi Academy Trust students' are being met effectively through the design and delivery of a broad and balanced curriculum which, through use of personalised, developmental support helps to maximise each student's success and enjoyment.
 - To ensure all students are safeguarded.
 - To ensure the Multi Academy Trust collective published admission number (PAN) is full.
- The core functions of the Committee are:
- Governance –
 - To promote high expectations for standards and student outcomes.
 - Drive continuous improvement and ensuring rigorous processes of personalised target setting.
 - Ensure consistency, diversity and inclusion within the Multi Academy Trust through implementation of the Multi Academy Trust's strategies, policies and procedures.
 - Review annually and recommend for the consideration of the Board of Directors any amendments to the Local Governing Body's agreed terms of reference.
 - Ensure the academies and Multi Academy Trust complies with the requirement for every learner to receive any statutory curriculum content in accordance with government directives for academies.
 - In conjunction with the Director of Finance, ensure governors are kept up to date about the national educational and regulatory developments affecting the Multi Academy Trust's approved curriculum and pedagogy; ensuring that changes are built into strategic planning and monitoring processes and reported to the Board of Directors and the Finance & Resources Committee to inform strategic decision making.
 - In conjunction with the Director of Finance, review relevant policies in line with the policy review schedule and make appropriate recommendations for change to the Board of Directors, monitoring the effectiveness of implementation and level of congruence between policy and practice particularly in relation to; the behaviour policy and all strategies relating to behaviour, social and emotional aspects of learning (SEAL), sanctions and rewards, diversity and inclusion and robustly challenge any discrimination against learners on the grounds of gender (including gender reassignment), race disability, sexual orientation, religion and belief, marital / civil partnership status or age where applicable.
 - Ensure all statutory assessments, including the administration and invigilation of exams, are conducted effectively in line with the Multi Academy Trust's policy and adhere to examining body criteria/specifications, seeking assurances that all results have been forwarded in a timely manner to students, parent/carers and the appropriate bodies.
 - Liaising with the Board of Directors to consider and respond as appropriate to Ofsted's regulatory judgements and reporting.

TRUSTEES' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2015

• Strategic Planning –

- Contribute to the development of the Multi Academy Trust's long term strategic plan; ensuring that the academy is working towards the shared mission and vision through overseeing the development, implementation and monitoring of the academies development/improvement plans; delivering against strategic objectives, targets and key performance indicators in relation to its remit.
- In conjunction with the Director of Finance, ensure that the Local Governing Body's agenda planning enables effective scrutiny of data and reporting which focuses activity upon the strategic and local priorities identified for the forthcoming year.
- Recommend an annual attendance target for students for the approval of the Board of Directors, ensuring that proper procedures are in place for recording absence of students and the impact of any follow up action taken.
- Recommend the annual student performance targets for the approval of the Board of Directors.
- Liaising with the Board of Directors and its committees as required and considering any matters which are outside the strategy but which may contribute to the longer term sustainability and viability of the Multi Academy Trust.

• Performance Review –

- Conducting in-depth scrutiny of data and the reporting of standards, examination results, assessments and progress in order to ensure accountability.
- Carrying out regular reviews of student progress and attainment data to ensure performance and outcomes are in line with agreed objectives, targets and indicators.
- Tracking and monitoring of students' progress and assessing the impact of interventions where progress is low.
- Ensuring, measuring and benchmarking quality assurance and evaluation processes to drive continuous improvement and secure high levels of student attainment and achievement.

• Education Provision and Service Delivery –

- Monitoring the implementation of Multi Academy Trust standards to ensure the delivery of a high quality of education provision and services for students of the academies and keeping them under review.
- Ensuring the provision of a broad and well balanced curriculum, assessing its impact upon student learning and encouraging innovative teaching practice to achieve consistently good or better teaching standards.
- Ensuring a high quality of careers information, advice, guidance & support (CIAGS) so that students' interests and abilities are matched to appropriate pathways in order for them to achieve the best possible outcomes.
- Overseeing the quality of learning, progress and attainment for students with special educational needs and/or disabilities (SEND) and other identified vulnerable groups including: gifted and talented; black and other minority ethnic; travellers; looked after children and free school meals.

• Stakeholder Engagement –

- Promoting the Multi Academy Trust's strategy for involving stakeholders and outward facing student activity.
- Ensuring that the academies sufficiently engages with a cross section of groups to secure its full published admission number (PAN) and enable strategies, policies and standards to be set, and decisions to be made, which properly take into account the perspective of key stakeholder groups.

• General –

- Recommending for Audit & Risk Committee consideration and approval by the Board of Directors, any changes to policies and ratification of decisions on all matters that might create significant financial or other risk to the federation or any academy or which raise material issues of principle.
- In conjunction with the Director of Finance, designate a panel to hear formal complaints about areas falling under the committee's remit (i.e. curriculum, teaching and learning / behaviour or wellbeing of students) according to school policy and DfE guidance (where appropriate).
- In conjunction with the Director of Finance, designate a panel to hear any appeal to lift or change the statutory requirements for a child.

**CASTLE PHOENIX TRUST
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**TRUSTEES' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2015**

The Board of Directors are responsible for setting general policy, adopting an annual plan and budget, approving the statutory accounts, monitoring the academies by the use of budgets and other data, and making major decisions about the direction of the academies, capital expenditure and staff appointments.

The Trustees and Board of Directors have devolved responsibility for day to day management of each academy to the Headteachers.

Castle Phoenix Trust has a leadership structure which consists of the Board of Directors and the Senior Leadership Team of each academy. The aim of the leadership structure is to devolve responsibility and encourage involvement in decision making at all levels.

Caludon Castle Senior Leadership Team (SLT) consists of the Headteacher, Associate Head, Senior Deputy Head, three Deputy Head's and a Senior Assistant Head. Hill Farm Strategic Leadership Team consists of the Headteacher, Associate Deputy Head, Interim Deputy Head and six Assistant Heads.

The Chief Executive, Headteacher of Hill Farm, Finance, & Resources Committee and Director of Finance, are responsible for the authorisation of spending within agreed budgets. Some spending control is devolved to Budget Holders which must be authorised in line with the Finance Policy and Budget Holders Responsibilities. The Chief Executive / Headteacher ensures that recruitment and selection decisions are made effectively and fairly with or through the HR Business Manager when appropriate. The SLT controls the academies at an executive level, implementing the policies laid down by the Trustees and reporting back to them.

The Chief Executive is the Accounting Officer.

Connected Organisations, including Related Party Relationships

Caludon Castle School was rebuilt in 2008 as a PFI project.

The PFI agreement is between Coventry Education Partnerships and Coventry City Council dated 7 December 2004. Other parties involved are:

- Integral; the facilities management company.
- ALM; have shared use of the leisure centre during the school day and sole use out of school hours.
- Library; Coventry City Council Community library shares the library facility with Caludon Castle School.

There are no related parties which either control or significantly influence the decisions and operations of Castle Phoenix Trust.

OBJECTIVES AND ACTIVITIES

Objects and Aims

The principal object and activity of the Multi Academy Trust is to advance for the public benefit education in the United Kingdom, in particular by establishing, maintaining, carrying on, managing and developing schools, offering a broad range of curriculum for students of different abilities. Castle Phoenix Trust working values are:

- Trust
- Honesty
- Respect
- Empowerment
- Excellence

TRUSTEES' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2015

The key aims of Castle Phoenix Trust during the year ended 31 August 2015 are:

- To provide support and challenge to schools within the Trust.
- To constructively, positively and collaboratively work with head teachers within the Trust to develop consistently outstanding practice.
- To share outstanding practice throughout the Trust.
- To identify strengths and 'even better if's' based on in depth knowledge of each school and to ensure that challenging and achievable targets are set.
- To ensure that staff within the Academies understand the ethos and vision of the Trust and practice reflects this.
- To ensure that head teachers are seen as the leading professional in their schools and keep their autonomy.
- To ensure excellent provision for CPD including leadership development.
- To provide central services for finance, premises management, HR and governance to enable school leaders to focus on teaching and learning.
- The Chair of each Trust committees reports to the Board of Directors on a termly basis and their reports include:
 - Committee approvals
 - Key agenda items discussed
 - Challenges ahead
 - Strengths / Successes
 - Next steps

Castle Phoenix Trust strives to ensure that pupils are motivated and independent learners through the provision of a wide range of learning choices to extend their learning.

We consistently encourage pupils to become lifelong learners who value themselves, others and learning.

We promote social responsibility, resilience, perseverance, creativity and independence to effectively prepare our pupils for an ever changing world.

Objectives, Strategies and Activities

Caludon Castle School

Key priorities as set out in the improvement plans 2014 - 2015 are:

- Priority 1 - Achievement
The proportion of students making expected progress and the proportions exceeding expected progress in English and Maths are high compared to national figures. The standards of attainment of almost all groups are at least in line with national averages with many students attaining above this.

Key performance indicators:

- 80% of students to make expected progress in English and Maths.
- 40% of students to exceed expected progress in English and Maths.
- 70% attaining 5+A*-C GCSE's including English and Maths.
- 70% attaining grades A*-C in English and Maths GCSEs.
- Students achieve at least half a grade more than the national average grade per student (progress 8).

Key actions:

- Teachers to set challenging and appropriate home learning using Firefly and to mark it regularly.
- Ensure that all year 11 complete at least 45 minutes weekly home learning for English and Maths.
- Additional intervention targeted for students not making sufficient progress.

TRUSTEES' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2015

• Priority 2 - Achievement of Potentially Vulnerable Students

The proportion of vulnerable students making expected progress in English and Maths is high compared to national figures and in line for more than expected progress. The within school gap for progress closes. The percentage of pupil premium students gaining at least 5 GCSE grades A*-C including English and Maths increases year on year so that the within school gap reduces.

The standards of attainment of SEN students are in line with national comparators for English and Maths with many students attaining above this.

Key performance indicators:

- 80% of pupil premium students to make expected progress in English and 60% in Maths.
- 40% of pupil premium students to exceed expected progress in English and 30% in Maths.
- 70% of low attaining students to make expected progress in English and 40% to exceed.
- 55% of low attaining students to make expected progress in Maths and 30% to exceed.

Key actions:

- Intervention groups introduced for pupil premium students with a target grade of B but with a history of amber, blue or red and all C grade students.
- LAC to have 1-1 tuition in both English and Maths to prepare for early entry in both subjects.

• Priority 3 - Achievement of the Most Able

The proportion of high attaining students making expected progress and the proportions exceeding expected progress in English and Maths are high compared to national figures.

The standards of attainment of the most able are at least in line with similar schools with many students attaining above this.

Key performance indicators:

- Attainment – 5+A*/A (all) 20%, high attainers 50%
3+A*/A (all) 35%, high attainers 70%
- Progress of high attainers - English and Maths; 3 levels of progress 85%, 4 levels 55%.
- Progress of high attainers is carefully monitored, particularly regarding English and Maths conversion. The gap in conversion rates between KS2 5a and 5c students is narrowed.
- Year 10 and 11 progress data is analysed in detail for the high attainers and an appropriate level of intervention employed.
- Take it Further strategies are employed in lessons. All students are encouraged to 'take it further' high attainers are expected to engage in these activities.
- Faculty leaders and teachers have a solid understanding of the A*/A criteria for their subject and convey this to the students.
- High attainers aspire to achieve the top grades and are mutually supportive of one another in achieving this.

Key actions:

- Ensure that all year 11 high attainers complete at least 45 minutes weekly home learning for English and Maths and that there is an expectation that this will include take it further activities.
- Additional intervention targeted for students not making sufficient progress.

• Priority 4 - Achievement of Post 16 Students

Students in years 12, 13 and 14 achieve grades with positive value added scores by following appropriate programmes of study, enabling progression to appropriate next steps.

Key performance indicators:

- 46% of students achieve A*-B at A2 level.
- 73% of students achieve A*-C at A2 level.
- 100% of students achieve A*-E at A2 level.
- 100% of students in year 13 have an appropriate destination (university, year 14, apprenticeship, employment).
- 100% of students in year 12 have an appropriate programme of study or alternative pathways following individual reviews, including one year sixth students.

TRUSTEES' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2015

- All students in year 12 complete an internship/experience of work.
- All students in year 12 complete an enrichment experience.
- Subjects with significant negative value added at AS level reduce the negative value at A2 level.

Key actions:

- Checking of all Programmes of Study.
- Early assessments in place for year 12.
- Additional intervention targeted for students retaking Maths and English.
- UCAS process complete.
- Year 12 students organise work placements.

• Priority 5 - Literacy and Numeracy

Students read widely and across all subjects to a high standard. Students develop and apply a wide range of skills to great effect in reading, writing, communication and maths.

Key performance indicators:

- The majority of year 7 and 8 students to accelerate their reading age beyond their chronological age.
- All students can show half termly examples of extended writing within subjects with high literacy content. The writing demonstrates conformity with the literacy essentials.
- Students' skills in measurement and estimation are good and they have strategies for checking the reasonableness of their answers. Students can make and use sensible estimates of a range of measures in Maths, Science, technology and Sport.
- At least 80% of 'catch up' students in year 7 and 8 to make expected progress in English and Maths.

Key actions:

- Ensure that all year 7 to 9 students read for at least an hour per week.
- All students take part in the DEAR (Drop Everything and Read) and SALAD (speaking and listening activity development) sessions within the curriculum.
- Literacy and numeracy sessions give staff strategies for reading, writing, communication and numeracy.

• Priority 6 - Learning and Teaching

All teaching is consistently good and much is outstanding. The learning of students is at least good and they make at least good progress.

Key performance indicators:

- 100% of teachers are able to teach lessons which are graded consistently as at least 'good' by the end of the academic year.
- 75% of teachers are able to teach lessons which are graded as 'outstanding' by the end of the academic year.
- 100% of teachers use questioning effectively in order to challenge and deepen students' thinking. Questioning is instrumental in assessing learning.
- 100% of lessons focus on learning.
- Students are consistently given work which challenges them and progresses their learning.
- Behaviour for learning is consistently good, leading to a calm, learning-focused environment.

Key actions:

- DRICE (Deepening thinking, Role modelling learning, Impact on progress, Challenging expectations, Engaging in learning) is understood as a tool for consistently and typically improving the quality of teaching. It is evidenced in lessons, with a focus on challenge and deepening thinking.
- Schemes of learning demonstrate challenge and deepening thinking.
- Teachers have completed at least 4 substantive progress checks using STAR marking, with feedback which is formative, challenging and progresses learning.
- Learning partnerships are established and have focused on improving challenge and deepening thinking in lessons.

TRUSTEES' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2015

- Priority 7 – Behaviour for learning

Students continue to display a thirst for knowledge and a love of learning. Students' attitudes to learning are consistently of a high standard.

Key performance indicators:

- Increased positive view of student behaviour, management of it, clarity and consistency.
- Decrease in number of incidents, students and days for fixed term exclusion and isolations.
- Decrease in number of issues raised by parents about bullying.
- Decrease in internal lates and truancy.

Key actions:

- New behaviour for learning policy introduced to all staff and students.
- Behaviour for learning School Improvement Group monitor data monthly and play key role in identifying issues and delivering required support.

Hill Farm Primary

Priorities for the year ending 31 August 2015 were:

- Leadership and Management

To ensure that leaders at all levels play a significant role in driving and securing improvement across the school by:

- Embedding a culture of accountability based on an uncompromising drive to strongly improve outcomes for all groups of pupils.
- Developing the role of senior and middle leaders in leading school self-evaluation and using the outcomes of this to impact on school improvement.
- Developing the role of senior and middle leaders in improving the quality of teaching and learning and developing staff within their teams.
- Developing the role of the local governing body in monitoring and evaluation and holding senior leaders to account for all aspects of the school's performance.
- Beginning to develop the role of senior leaders in promoting improvement beyond Hill Farm.

Planned impact:

- 50%+ of all children will make better than expected progress in reading, writing and maths over time (whole school average).
- 85%+ of teaching in each year group and Key Stage will be at least good.
- Senior and middle leaders will demonstrate:
 - A clear understanding of strengths and weaknesses within their areas of responsibility and the school as a whole.
 - Examples of where they have acted to address areas of underperformance and where this action has resulted in improved outcomes for children.
 - Improved quality of teaching and learning within their year group and/or area of responsibility.
- The local governing body will:
 - Be involved in three pieces of monitoring and evaluate each term, to include at least one work scrutiny; one learning walk and one set of pupil interviews.
- Be able to identify key strengths and weaknesses of the school, drawing upon their findings from the first hand self-evaluation.

- Quality of teaching and learning

To further improve the quality and consistency of teaching and learning across the school by:

- Making effective use of formative and summative assessment to accurately match work to pupils needs, enabling them to learn well in lessons and over time.
- Developing the use of assessment for learning strategies to monitor progress, reshape teaching and improve learning in lessons.
- Choosing appropriate teaching and learning strategies to enable all groups to make at least good progress in lessons.
- Developing the way in which teachers question pupils in order to deepen knowledge and

TRUSTEES' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2015

understanding.

- Developing the way in which teachers provide pupils with feedback about their learning so that they know how well they have done and what they need to do next to improve.
- Developing teachers subject knowledge in English and Maths.

Planned impact:

- 85%+ of teaching across the school will be consistently good or better (20 out of 23 teachers).
- 50%+ of all children will make better than expected progress in reading; writing and maths over time (whole school average).
- All planning and teaching in Literacy and Mathematics will demonstrate appropriate pitch and expectation for all groups of children.
- Teachers will use a range of well chosen strategies to extend and deepen learning and secure good progress within lessons and over time.
- Effective questioning will enable all pupils to make at least good progress within lessons.
- Children will demonstrate at least good behaviour and attitudes to learning.

- Raising achievement

To accelerate progress and raise attainment in reading, writing and maths for all groups of pupils by:

- Ensuring appropriate pitch and expectation in all lessons.
- Ensuring that lessons are well matched to the needs and abilities of all individuals/groups of pupils.
- Providing sufficient challenge in all activities for all groups of pupils, including the most and least able.
- Providing children with accurate and timely feedback about their learning so that they know how well they have done and what they need to do to improve.
- Making effective use of teaching assistants to impact on the learning and progress of identified individuals/groups of pupils.

Planned impact:

- 98% of children will make expected progress in reading; 90%+ in writing and 95+ in maths over time (whole school average).
- 50%+ of all children will make better than expected progress in reading; writing and maths over time (whole school average).
- Whole school attainment will rise by 10%+ in reading (80%); 17%+ in writing (70%) and 11%+ in maths (80%).
- The school will meet its KS1 targets of 80% at Level 2B+ in reading; 68% in writing and 80% in maths. At Level 3 – 25% in reading; 12% in writing and 24% in maths.
- The school will meet its KS2 targets of 75% reading, writing and maths combined Level 4+. At Level 4+ - 90% in reading; 75% in writing and 90% in maths. At Level 5+ - 45% in reading; 20% in writing; 34% in maths.
- In each class/year group, lesson observations, work scrutiny and discussions with children will show that at least 80% of children make at least good progress within lessons and across units of work.

- Removing barriers to learning

To ensure that all groups of children make at least good (better than expected) progress by:

- Ensuring that all children's needs are accurately identified.
- Further improving the quality of individual targets for SEND and EAL children to secure good progress in reading, writing and maths.
- Providing high quality and tightly focused intervention/acceleration programs for identified individuals and groups of children – focus on SEND; EAL; PP and under-achieving pupils.
- Developing provision for EAL children to ensure that their needs are addressed across the curriculum.
- Developing provision for the most able children to ensure they are sufficiently challenged.

Planned impact:

- The proportion of SEND; EAL and PP children making expected and better than expected progress will be at least in line with national averages.
- The proportion of SEND; EAL and PP children achieving in line with age related expectations will rise to be in line with national averages.

TRUSTEES' REPORT (continued)
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- Planning and teaching will show that staff are making effective use of all the information available to meet the needs of all groups of children, particularly those identified as SEND, EAL and PP.
- The attainment gap between children identified as SEND, EAL and PP will be reduced – particular focus on SEND and EAL children in Year 5.
- Children's work and attitudes to learning will show that IPPs, ILPs and pupil premium funding have resulted in a rise in attainment and better than expected+ progress for SEND; EAL and PP children within year progress for SEND, EAL, PP and MA children will be better than expected+ in all year groups in reading; writing and maths.
- Progress over time for SEND, EAL, PP and MA children will be better than expected+ in all year groups in reading; writing and maths – particular focus on EAL writing in Year 5 and 6; EAL Maths in Year 5.
- *Behaviour, safety and well being*
To enable all children to take a full, positive and active role in all aspects of school life by:
 - Maintaining high expectations of behaviour and attitudes to learning.
 - Raising levels of attendance and punctuality.
 - Developing pupil voice.
 - Developing a comprehensive program of extra-curricular provision for children in all year groups.Planned impact:
 - Children's behaviour and attitude to learning will be outstanding.
 - Attendance for the school will be 96.8%.
 - Persistent absence will be reduced to 3% or below.
 - 95%+ of children will consistently arrive at school on time (YR – Y6).
 - School and Class Councils will be actively involved in directing aspects of the school's work.
 - 50% of children in year 3 – 6 will take part in an extra-curricular activity at some point during the year.
 - There will be a good representation of vulnerable groups at extra-curricular activities Early Years.
- *Early Years Foundation Stage*
To develop practice and provision in Nursery and Reception to secure at least good outcomes for all children by:
 - Improving the quality and consistency of teaching and learning across the phase.
 - Developing approaches to differentiation to ensure that children are sufficiently challenged and make at least good progress in their learning in all parts of the school day.
 - Developing approaches to assessment to inform provision and ensure that every child is sufficiently challenged.
 - Developing the role of the adult in supporting and challenging learning in adult led sessions and continuous provision.
 - Developing the use of questioning to secure at least good progress in learning within adult led sessions, continuous provision and over time.Planned impact:
 - 100% of teaching within the EYFS will be consistently good or better.
 - All groups of children will demonstrate better than expected progress within year and over time.
 - 60%+ of children will achieve a good level of development at the end of their Reception year.
 - Attainment at ARE at the end of Reception will rise to 70% in reading; 60% in writing and 75% in number.
 - Ongoing assessment will be used as an effective tool to inform provision and ensure that this is closely matched to children's needs.
 - All planning and teaching will demonstrate appropriate pitch and expectation for all groups of children.
 - Staff will make use of effective questioning to secure at least good progress in learning within adult led sessions, continuous provision and over time.
 - All aspects of the learning environment will offer appropriate challenge in learning.

**TRUSTEES' REPORT (continued)
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Public Benefit

The Trustees confirm that they have complied with the duty in Section 17(5) of the Charities Act 2011 to have due regard to the Charity Commission's general guidance on public benefit in exercising their powers or duties. They have referred to this guidance when reviewing the Multi Academy Trust's aims and objectives and in planning its future activities.

STRATEGIC REPORT

Achievements and Performance

The Castle Phoenix Multi Academy Trust is now in its third year and both schools benefit from the partnership. 2015 was a very successful year as Hill Farm Primary School received a well-deserved good inspection outcome in April 2015. Ofsted remarked "The Castle Phoenix Academy Trust board provides effective challenge and support for the school and holds leaders to account regularly for the progress pupils make".

Caludon Castle Results 2015

Post 16 Exam Results

Caludon Castle was delighted with the successful results of the Year 13 students this year. The overall pass rate was 99.5%; 51% of all entries received A*-B grades and 79% got A*-C grades. Over 80 students gained places at university and over a third of these included places at the top 30% of universities. 28% went to Russell Group universities, which are a group of 26 leading universities including Oxford and Cambridge. The few remaining students have started apprenticeships, jobs or college courses.

KS4 Exam Results

Students were continued to be guided to study a majority of GCSE subjects rather than too many equivalent subjects such as BTEC. They were restricted to opting for no more than two vocational subjects except in exceptional cases and encouraged to also study the five EBACC subjects – Maths, English, Science, History or Geography and a Language.

This year the new government accountability measures have been adopted:

- Attainment in their best 8 qualifications
Students received an overall grade C. The percentage of A*/A grades increased this year including English, Maths and Science. 20% of our students gained A*/A grades in Maths, 22% gained A*/A grades in English and 19% gained A*/A grades in Science.
- % of students achieving C or above in English and Maths 62% of students achieved this which is above the national average. The Mathematics results A*-C were 65%, the English results A*-C were 82% and the Science results were 67%.
- % of students achieving the English Baccalaureate (EBACC) 21% of students achieved this which has risen from last year.
- Overall Progress 8 (progress over 8 subjects) is positive.

Hill Farm Primary Results 2015

In 2014/15, a new approach was developed to assess children's learning and development during their Reception year. This enabled accurate tracking of children's progress from their individual starting points and supported staff in planning learning to match children's needs more closely.

Along with this, there was a particular focus on developing provision in reading, writing and number in order to accelerate progress and raise attainment. This drive led to an increase in the percentage of children achieving in line with Age Related Expectation in these three areas. As a result, there was an overall rise in the proportion of children achieving a good level of development at the end of the Early Years Foundation Stage, helping to close the gap with the national average.

Good Level of Development Percentage

2013	44.4%
2014	45.8%
2015	54.2%

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Years 1 – 6

Raising attainment and accelerating pupil progress in reading, writing and maths continued to be the key priorities for Hill Farm in 2014/15. Attainment and progress were measured every 8 weeks and the information collected was used to inform provision for the children.

Using the outcomes of data tracking, a range of intervention programs for individuals and groups of children were developed as the year progressed, with a particular focus on writing. As a result of the focus on writing, the percentage of children making expected and more than expected progress across the schools was higher than the national averages.

Due to the large proportion of children who are eligible for Pupil Premium funding and those who speak English as an additional language, specific interventions were also put in place for these children to help ensure that they achieve as well as their peers.

Key Stage 1

Following a focus on improving the quality of teaching and learning in phonics and the successful implementation of Read Write Inc, the percentage of children passing the year 1 phonics screening check was maintained at 76% which is broadly in line with the national average.

In 2014/15, the proportion of children in KS1 making more than expected progress from their starting points was higher than the national average. The good rates of progress led to an increase in the percentage of children achieving in line with the age related expectation at the end of Year 2. Hill Farm is now performing broadly in line with schools nationally which is a significant achievement, given the starting point two years ago.

Level 2B+	2013	2014	2015
Reading	70%	75%	82%
Writing	57%	60%	67%
Maths	71%	76%	79%

Key Stage 2

Progress across key stage 2 in 2014/15 continued to be strong, building on the achievements of the previous year. Pleasingly, a much higher proportion of children at Hill Farm made accelerated progress than children nationally.

2 levels (expected) progress measure	2013	2014	2015
Reading	90%	98%	95%
Writing	80%	98%	97%
Maths	82%	98%	94%
3 levels (more than expected) progress measure	2013	2014	2015
Reading	33%	49%	48%
Writing	18%	29%	58%
Maths	22%	35%	48%

Attainment measures

Level 4+	2013	2014	2015
Reading	70%	75%	82%
Writing	57%	60%	67%
Maths	71%	76%	79%
R,W,M combined	58%	72%	65%

**TRUSTEES' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2015**

Learning and Teaching at Caludon Castle

The mantra continues to be Challenge + Engagement = Success.

This is achieved in a supportive, co-operative environment in a number of ways; both judgemental and developmental lesson observations, with strengths and 'even better ifs' identified, both for individual staff and across faculties; work scrutiny; the sharing and modelling of good practice and coaching for learning.

Caludon held its first Learning and Teaching Conference last October; it was so successful that another one will be held this October. In addition, the Outstanding Teacher Programme (OTP) and the Improving Teacher Programme (ITP) have been running for two years now and will continue to do so for this academic year. These are nationally accredited programmes, which consolidate good and outstanding teaching.

A revised marking policy has been instrumental in improving feedback to students: STAR (Strengths, Target, Action, Respond) marking. At each progress checkpoint, teachers use RAGG, indicating the student's progress against their own personal target. A formative comment and a question is given.

All of the learning and teaching strategies and good practice are shared on the learning and teaching website. This is just another vital tool to help staff to improve their pedagogy and practice.

Last September, Firefly was launched, which enables home learning to be set online and has been well received by students and staff.

A team of 'leaders of learning' create a vibrant environment for all to learn.

Teaching is consistently good throughout and much is outstanding.

Learning and Teaching at Hill Farm Primary

Throughout 2014/15, there was a relentless focus on improving the quality of teaching and learning in order to ensure that all children received high quality first teaching. A range of strategies to develop the quality of teaching were deployed including coaching, peer observations, staff training, 'Teaching Triads' and lesson 'selfies'. Regular quality assurance and focused feedback underpinned these strategies and provided a framework for supporting and challenging staff to develop and refine their classroom practice so that it was good or better.

During the Autumn and Spring terms, marking for improvement was a key focus. Whilst a robust approach was in place, this was refined over a number of months in order to improve the impact of feedback on children's learning. The approach to marking was recognised by Ofsted as being exemplary.

Another focus of teaching and learning development work was questioning. During the Autumn and Spring terms, the majority of CPD and quality assurance was linked to this. Pleasingly, during the inspection in April 2015, Ofsted identified questioning to be a key strength of the consistently good teaching they observed across the school.

Developing the Whole Child at Caludon Castle

Caludon Castle students have taken every opportunity offered to them to broaden their horizons, through trips abroad and in the UK, university and gallery visits, taking part in drama workshops, listening to up and coming bands and musicians, and stretching their

minds with STEM challenges. It is incumbent on the school to continue to offer them these opportunities so that they can develop as confident and thoughtful citizens. The SMSC Governors update July 2015 and the termly Caludon Update magazines give a fuller picture of how Caludon Castle School is developing the whole child, but some of the key points for 2014-15 and moving into the new academic year are given below.

Whole School Ethos

- Respect agenda -
at the centre of the school's behaviour for learning policy and of the whole school ethos. The visit by Secretary of State for Education Nicky Morgan highlighted the success of this and of our students' involvement in shaping the life of the school.
- Student leadership -
Specific training programme for about 50 students, but also opportunities throughout the school for all who wish to take them up.
- 'Fostering curiosity', 'Take it Further', and the Packtypes learning attributes – all are expected to be used as guiding principles in planning learning, and all aim to develop lifelong learning habits.

**TRUSTEES' REPORT (continued)
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Key Decisions to Develop the Whole Child

- Combine Caludon Experience Week and Caludon arts Week, to enable all students to have cultural and creative experiences.
- Continue to offer 4 options for year 10 courses alongside the core of English, Maths, Science and PE, so that students can select courses they are going to enjoy and thrive in, and maintain a breadth of study.

Examples of Other Aspects Within the School's Offer

- Grab Bag Lessons and whole school support for trips and visits – learning beyond the classroom is embraced.
- BEN (Bullying Ends Now) programme shaped by students.
- Links with Family Primary School, Kampala.
- Schools Councils and Year Councils
- Charity events planned and led by students.
- Rewards that embrace more than success in learning.
- Caludon Gallery, the 'Sensed Exhibition', Arts Festival and other performances.
- Enrichment – 5727 hours of enrichment opportunities offered in the Autumn term alone.
- 142 school trips, with 4966 student places taken up on visits in 2014-15. Pupil Premium students supported to enable full participation.

Developing the Whole Child at Hill Farm Primary

Curriculum Enrichment

Bringing learning alive for children is a central feature of the theme based curriculum. Every half-term, the children study a new theme which encompasses History, Geography, Art and Design and Design Technology. To enhance learning in each theme, the children take part in an enrichment experience which is heavily subsidised by the school in order to make it affordable for all families. In 2014/15, these experiences included visits to places such as Hatton Country World; The Space Centre; RAF Cosford; Blist Hill; Cadbury's World and The Black Country Museum as well as arrange of visitors who came into the school to lead enrichment days. Some of the most notable including a seaside experience day for year 2 which featured a traditional Punch and Judy show and donkey rides; Pirate day in year 3 and Spanish dancing in year 4.

Extra-Curricular Activities

A big success in 2014/15 was the development of extra-curricular provision for the children. Supported by the Primary PE and Sports Premium, we offered 12 different sports clubs for children in years 1 – 6 over the year. In the summer term we added a range of non-sporting activities to the menu including Lego Club; Glee Club; Arts and Crafts; cooking; reading and drama. Demand for places in all our clubs was high and over 60% of children attended an after school activity at some point over the year.

Sport, Music and MFL

Through the partnership with Caludon Castle, Hill Farm is in the unique position of being able to offer KS2 children access to high quality specialist teaching in a number of curriculum areas. During 2014/15, year 3 visited Caludon each week to take advantage of excellent swimming and music facilities. Children in year 4 received specialist teaching in drama and MFL and children in year 5 were taught music and PE. Science in year 6 was taught by a specialist teacher for part of the year and the children also enjoyed weekly lessons delivered by Caludon staff. For many of the children, this specialist teaching gave them the opportunity to really excel in areas of the curriculum in which they had particular strengths or interests. It also gave all of the children access to opportunities they would not otherwise have had, for example year 5 children can now all play a tune on the ukulele.

Year 6 Enterprise

In the final term of year 6, a new initiative was launched to introduce the children to the world of enterprise and to help them to begin to deliver employability skills such as creativity, team work, problem-solving, communication and financial literacy. Children were given £1 as a start-up grant and worked in teams to develop a business to maximise their capital. As part of the project, the children carried out market research, led assemblies, wrote to parents and organised marketing campaigns. They purchased resources, made products and then sold these to the rest of the school on an enterprise afternoon. In total, the children made over £300 profit which contributed to their end of year 6 celebration event.

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Castle Phoenix Teaching School

Strategic Partners of the Teaching school are; University of Warwick, Allesley Primary, Baginton Fields, Mount Nod, Courthouse Green, president Kennedy, Sidney Stringer, Whitley Academy and the Inspire Federation.

Two cohorts for both the ITP programme and the OTP programme have been completed with 100% of delegates on the OTP programme rating the course outstanding.

Working in partnership with DRB Ignite, NPQH, NPQML and NPQSL was delivered to school leaders across the West Midlands.

The current number of SLEs (Specialist Leaders of Education) is 19.

A successful Research and Development TeachMeet was organised giving an opportunity to colleagues in Coventry and the surrounding area, to network and gain free CPD.

The following school to school support has been provided to 21 individual establishments:

- Use of Practical resources in Maths
- Outdoor provision in the EYFS
- Literacy support in Writing
- Pupil Premium Reviews
- Delivery of Languages Course
- Developing MFL
- EYFS Support
- Learning and Teaching
- Colourworks – Senior Leadership Development
- Moderation and Assessment
- Evidencing Impact and developing as effective leaders. Monitoring the impact of intervention and provision.
- Coaching for Leadership; Coaching for Learning and Teaching

CPD (Training)

- 21 courses delivered (9 primary, 3 secondary, 9 cross-phase)
- 82 schools have used the CPD service; 85 schools last year
- 58% of Coventry primary schools, 50% of Coventry secondary and 43% of Coventry special schools have used the service.
- 3 Coventry Teaching Schools working in collaboration – Swan and Blue Sky Teaching School Alliances. Coventry Teaching School CPD brochure completed in June 2015.

Initial Teacher Training

- Thirteen school Direct trainees were trained across the alliance during 2014-15; four primary and nine secondary. The majority of trainees achieved grade 1 'outstanding' overall.
- Due to the effectiveness of training, the University of Warwick selected the Teaching School to host their Ofsted inspector for a day during their inspection. She was very complimentary about the provision.
- The University of Warwick conducted an audit of all their partner schools and graded them against Ofsted criteria; grade 1 'outstanding' was achieved.

Premises Development /Improvement

The Early Years outdoor area at Hill Farm Primary was redeveloped in August 2015. This was necessary to make it a safe area and to enable the effective delivery of all aspects of the Early Years Curriculum. The cost of this was £90,000.

Charity Fund Raising

During the financial year 2014/2015, Caludon Castle's charity fundraising activities raised a total of £6,050.00. This benefitted the following charities:

Zoe's Place Trust	£1,525
Children In Need	£1,640
Comic Relief	£1,410
NSPCC	£1,200
BCH Charities	£55
Breast Cancer	£80
Three Spires Round Table	£140

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During the financial year 2014/2015, Hill Farm's charity fundraising activities raised a total of £1,507 This benefitted the following charities:

Children in Need	£306
Save the Children	£226
Comic Relief	£209
The Dogs Trust	£383
MS Society	£383

Key Performance Indicators

The main financial performance indicator is the level of reserves held at the Balance Sheet date. In particular, the management of spending against General Annual Grant (GAG) requires special attention, although the carry forward restriction is no longer in place.

GAG received by Castle Phoenix Trust for the year 2014/15 was £10,506,815. The brought forward from 2013/14 was £1,023,988, making total GAG funds available for 2014/15 £11,237,236. During the year Castle Phoenix Trust budgeted to spend £13,023,983 from all income sources and actual spend amounted to £11,539,070, excluding capital spend.

At 31st August 2015 GAG carried forward was £1,731,157 but the Trust is already committed to a £45,129 contribution towards the Heating Project bid to the CIF. This has been included within note 22 showing the total amounts the Academy is committed to paying for the Heating Project.

The excess GAG funds carried forward as at 31st August 2015 are being held to cover the budgeted deficits in future years and upcoming works to be completed at Hill Farm Primary. Outstanding costs included in the financial statements but not yet paid as at the year end include:

- £570,332 for Cauldon Castle PFI contribution from April 2015 to August 2015.
- £90,000 for the redeveloped outdoor area at Hill Farm Primary.

Going Concern

After making appropriate enquiries, the Board of Directors has a reasonable expectation that the Multi 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 Going concern policy.

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FINANCIAL REVIEW

Financial Review

Most of Castle Phoenix Trust's income is obtained from the DfE via the EFA in the form of recurrent grants, the use of which is restricted to particular purposes. The grants received from the DfE during the year ended 31 August 2015 and the associated expenditure are shown as Restricted Funds in the Statement of Financial Activities.

Castle Phoenix Trust also receives grants for fixed assets from the DfE which are shown in the Statement of Financial Activities as restricted income in the Fixed Asset Fund.

The market value of Caludon Castle land and buildings is included in the PFI contract and as such stays with Coventry Education Partnerships.

The land, buildings and other assets of Hill Farm Primary were transferred to Castle Phoenix Trust upon conversion. Land and buildings were professionally valued by Mouchel on 31 March 2014 at £1,969,000.

Castle Phoenix Trust has taken on the deficit in the Local Government Pension Scheme in respect of its non-teaching staff transferred on conversion. The deficit is incorporated within the Statement of Financial Activity.

Key financial policies adopted or reviewed during the year include the Finance Policy which lays out the framework for financial management, including financial responsibilities of the Board, Headteachers, managers, budget holders and other staff, as well as delegated authority for spending.

The cash reserves held as at 31 August 2015 are deemed reasonable by the Trustees as the Trust has significant post year end PFI creditors to pay as well as the expectation that PFI costs are going to rise annually; a contingency is held in relation to this.

A significant amount has been received through the Condition Improvement Funding (CIF) to replace the heating system at Hill Farm, the funds remain in the account as the project will not start until the 2015/16 period. A further CIF bid to replace the windows and roof, was successful which will also be carried out during the 2015/16 period however, the Trust agreed to fund 10% of both projects which is held as a cash reserve. A further contingency is held for remedial/decorating works which will be required once both projects have been completed.

Caludon Castle will require a refresh of IT equipment in the 2015/16 period.

A contingency is also in place to minimise impact from the fair funding arrangements. Finally, funds have been retained for the national insurance rate which will rise from 10.4% to 13.8% in April.

The Trust has recently carried out a three year budget plan and recognises that reserves will need to be used to maintain the current staffing levels, thereby maintaining the effective delivery of education.

The spending for the above equates to an estimated £2m.

Reserves and Investment Policy

Reserves Policy

The Board of Directors review the reserve levels of the Castle Phoenix Trust annually. This review encompasses the nature of income and expenditure streams, the need to match income with commitments and the nature of reserves. The Trustees take into consideration the future plans of the Academies, the uncertainty over future income streams. The Governors have determined that the appropriate level of reserves should be one month's salary for each individual academy; £645,000. This is to protect against possible reductions in funding. The reserves will be held in line with DfE guidelines. The policy will aim to carry forward sufficient funds to meet the Trust's long term aims and objectives, ensuring that this does not affect its current operational activities.

The defined benefit pension scheme reserve has a negative balance. The effect of the deficit position of the pension scheme is that Castle Phoenix Trust is paying higher employers' pension contributions over a period of years. The higher employers' pension contributions will be met from Castle Phoenix Trust's budgeted annual

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income. Whilst the deficit will not be immediately eliminated, there should be no actual cash flow deficit on the fund, nor any direct impact on the free reserves of Castle Phoenix Trust.

Investment Policy

The Board of Directors will consider an investment policy through the Finance & Resources Committee.

PRINCIPAL RISKS AND UNCERTAINTIES

The Board of Trustees has reviewed the major risks to which Castle Phoenix Trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks.

The principal risks and uncertainties facing Castle Phoenix Trust are as follows:

Financial – Castle Phoenix Trust has considerable reliance on continued Government funding through the EFA. In the last year Castle Phoenix Trust's incoming resources were ultimately Government funded and whilst this level is expected to continue, there is no assurance that Government policy or practice will remain the same or that public funding will continue at the same levels or on the same terms.

Failures in governance and/or management - the risk in this area arises from potential failure to effectively manage Castle Phoenix Trust's finances, internal controls, compliance with regulations and legislation, statutory returns, etc. The Trustees/Governors continue to review and ensure that appropriate measures are in place to mitigate these risks.

Reputational - the continuing success of Castle Phoenix Trust is dependent on continuing to attract applicants in sufficient numbers by maintaining the highest educational standards. To mitigate this risk Trustees/Governors ensure that student success and achievement are closely monitored and reviewed.

Safeguarding and child protection - the Trustees/Governors continue to ensure that the highest standards are maintained in the areas of selection and monitoring of staff, the operation of child protection policies and procedures, health & safety and discipline.

Staffing - the success of Castle Phoenix Trust is reliant upon the quality of its staff and so the Trustees/Governors monitor and review policies and procedures to ensure continued development and training of staff as well as ensuring there is clear succession planning.

Fraud and mismanagement of funds – Castle Phoenix Trust has good delegation of duties and an internal audit procedure to carry out checks on financial systems and records as required by the Academy Financial Handbook. All finance staff receive training to keep them up to date with financial practice requirements and develop their skills in this area.

A draft Risk Register has been considered by the Finance & Resources Committee and will be reviewed by the Audit and Risk Committee when formed. This includes the financial risks to Castle Phoenix Trust. The register will be reviewed in light of any new information and formally reviewed annually.

The Trustees/Governors have assessed the major risks to which Castle Phoenix Trust would be exposed to; in particular those relating to its finances, teaching, facilities and PFI risks.

Whilst Caludon Castle is over-subscribed, Hill Farm is currently under subscribed therefore risks to revenue funding are possible. Moreover, the reduction in post 16 funding levels, the freeze on the Government's overall education budget, changes in funding arrangements for special educational needs and increasing employment and PFI costs mean that budgets will be increasingly tight in coming years.

The governors examine the financial health formally every term. They review performance against budgets and overall expenditure by means of regular update reports at all Board and Finance & Resources Committee meetings.

At the year end, Castle Phoenix Trust had no significant liabilities arising from trade creditors or debtors where there would be a significant effect on liquidity.

**CASTLE PHOENIX TRUST
(A COMPANY LIMITED BY GUARANTEE)**

**TRUSTEES' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2015**

The Board of Directors recognises that the defined benefit scheme deficit (Local Government Pension Scheme) represents a significant potential liability. However as the Trustees/Governors consider that Castle Phoenix Trust is able to meet its known annual contribution commitments for the foreseeable future, this risk from this liability is minimised.

PLANS FOR FUTURE PERIODS

Castle Phoenix Trust will continue to strive to provide outstanding education and improve the levels of performance of its pupils at all levels. Castle Phoenix Trust will continue to aim to attract high quality teachers and support staff in order to deliver its objectives.

Castle Phoenix Trust will continue to work with partner schools to improve the educational opportunities for students in the wider community.

Caludon Castle was designated as a teaching school with effect from 1 September 2013 and continues to receive funding for its operations.

Following the notification of two successful Condition Improvement Fund bids, Hill Farm Primary School will benefit in the year 2015/16 from a new heating infrastructure, replacement flat roof covering and replacement of the remaining steel windows.

**CASTLE PHOENIX TRUST
(A COMPANY LIMITED BY GUARANTEE)**

**TRUSTEES' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2015**

FUNDS HELD AS CUSTODIAN TRUSTEE ON BEHALF OF OTHERS

The Multi Academy Trust and its Trustees/Governors do not act as the Custodian Trustees of any other Charity.

EMPLOYEE INVOLVEMENT AND EMPLOYMENT OF THE DISABLED

Employees and disabled persons - the average number of employees exceeds 250 therefore the Multi Academy Trust, in accordance with requirements discloses the following:

- for disabled employees - The aims and objectives of the fair recruitment process are:
 - To ensure that the safeguarding and welfare of children and young people takes place at each stage of the process.
 - To ensure a consistent, equitable and effective approach to the appointment of all school staff.
 - To ensure all relevant equal opportunities legislation is adhered to and that appointees are not discriminated against on the grounds of ethnic origin, nationality, gender, religion, age, disability, marital status or sexual orientation.
 - To ensure documentation relating to applicants is treated with utmost confidentiality in accordance with the Data Protection Act 1998.
 - To ensure the most cost effective use is made of resources in the recruitment and selection process.
- for employee consultation – both establishments of the Multi Academy Trust have briefing/meeting schedules in place ensures all staff are communicated with on a regular basis:

Day	Caludon Castle School	Hill Farm Primary School
Monday	Whole Staff Briefing Faculty Meetings Focus Groups SLT Team Leaders Meeting	Whole Staff Briefing (CPD)
Tuesday	Rewards input LT Meeting	School Improvement Teams (monthly)
Wednesday	Year Teams	Teaching Assistant Team Meeting Teaching Assistant CPD Developing Teachers CPD
Thursday	Leaders of Learning once a month Strategic Management Group half-termly Literacy Bitesize once a month	Leadership Team Strategic Leadership Group (monthly)
Friday	Faculty Team Briefing	Year Teams

Caludon Castle Leadership Team meet each morning, following which notes are e-mailed out to all staff.

TRUSTEES INDEMNITIES

No third party indemnity provisions were made during the year or at the date of approval of the Trustees' report.

**CASTLE PHOENIX TRUST
(A COMPANY LIMITED BY GUARANTEE)**

**TRUSTEES' REPORT (continued)
FOR THE YEAR ENDED 31 AUGUST 2015**

AUDITORS

In so far as the Trustees are aware:

- there is no relevant audit information of which the charitable company's auditors are unaware; and
- the Trustees have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditors are aware of that information.

The auditors, Bishop Fleming LLP, are willing to continue in office and a resolution to appoint them will be proposed at the annual general meeting.

Trustees' report, incorporating a strategic report, approved by order of the Board of Directors, as company directors, on 8 December 2015 and signed on the board's behalf by:



**M Friday
Chair of Board of Directors**

**CASTLE PHOENIX TRUST
(A COMPANY LIMITED BY GUARANTEE)**

GOVERNANCE STATEMENT

SCOPE OF RESPONSIBILITY

As Trustees, we acknowledge we have overall responsibility for ensuring that Castle Phoenix Trust has an effective and appropriate system of control, financial and otherwise. However such a system is designed to manage rather than eliminate the risk of failure to achieve business objectives, and can provide only reasonable and not absolute assurance against material misstatement or loss.

The Board of Directors has delegated the day-to-day responsibility to the Chief Executive, as Accounting Officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between Castle Phoenix Trust and the Secretary of State for Education. They are also responsible for reporting to the Board of Directors any material weaknesses or breakdowns in internal control.

GOVERNANCE

The information on governance included here supplements that described in the Trustees' report and in the Trustees' responsibilities statement. The Board of Directors has formally met 3 times during the year. Attendance during the year at meetings of the Board of Directors was as follows:

Trustee	Meetings attended	Out of a possible
M Friday, Chair	3	3
C Saunders	3	3
L Hancock	0	3
I Boyce	3	3
M Marr	3	3
P Simpson	3	3
W Taylor-Dowson	2	3

The **Finance and Resources Committee** is a sub-committee of the main Board of Directors. The Committee formally met six times during the year 2014/15.

Attendance at meetings in the year was as follows:

	Meetings attended	Out of a possible
M Friday, Chair	6	6
I Boyce, Vice Chair	4	6
W Taylor-Dowson	2	6
B Sedgebear	6	6
R Winters	4	6

The **HR & Governance Committee** is also a sub-committee of the main Board of Directors. The Committee formally met four times during the year 2014/15.

Attendance at meetings in the year was as follows:

L Hancock (Chair)	4	4
P Simpson (Vice Chair)	3	4
C Saunders	4	4
R Liddle	4	4
E Over	4	4

CASTLE PHOENIX TRUST
(A COMPANY LIMITED BY GUARANTEE)

GOVERNANCE STATEMENT (continued)

Both academies in Castle Phoenix Trust, Caludon Castle School and Hill Farm Primary, operate a Local Governing Body Committee as sub-committees of the main Board of Directors. Caludon Castle LGB formally met 6 times during the year 2014/15 and Hill Farm LGB 6 times. Attendance during the year at meetings of the Local Governing Body Committees was as follows:

Caludon Castle School Local Governing Body

	Meetings attended	Out of a possible
C Saunders (Chair)	6	6
A Brown (Vice Chair)		
(Resigned March 2015)	2	3
W Taylor-Dowson	1	6
P Simpson	4	6
B Sedgebear	4	6
E Over	6	6
A Davoile	5	6
D Borgeat	6	6
A Dhilon	5	6
A East	3	6
K Docking	3	6

Hill Farm Primary Local Governing Body

	Meetings attended	Out of a possible
R Winters (Chair)	6	6
R Liddle (Vice Chair)	6	6
C Turner	3	6
J Guraya	5	6
I Gittins	4	6
S Bagby (Resigned February 2015)	0	4
K Cleall	4	6
C Harrison	6	6

GOVERNANCE STATEMENT (continued)

REVIEW OF VALUE FOR MONEY

As accounting officer, the Chief Executive has responsibility for ensuring that the academy trust delivers good value in the use of public resources. The accounting officer understands that value for money refers to the educational and wider societal outcomes achieved in return for the taxpayer resources received.

The accounting officer considers how the trust's use of its resources has provided good value for money during each academic year, and reports to the board of trustees where value for money can be improved, including the use of benchmarking data where available. The accounting officer for the academy trust has delivered improved value for money during the year by:

- **Review of Trust central services**
The purpose of the review was to look at how the various support services of Castle Phoenix Trust; Finance, HR, IT, Premises, all work across the Trust and for ways to be suggested in which the delivery of these could be changed to utilize the benefits of the individual academies working together.
- **In reverting the lease of the SSO accommodation back to Coventry City Council following the resignation of the SSO.** The upkeep of property can prove costly and funds are required to be spent on the school building to ensure learning and teaching is not interrupted.
- **Securing grant bids to improve the building of Hill Farm Primary by installing:**
 - a new heating infrastructure
Installing a new two pipe system will provide greater control, reduced maintenance costs and an improved learning environment within the school.
 - replace existing flat roof coverings and replace remaining steel windows
Existing coverings are approximately 25-30 years old and have exceeded their expected design life. As such, repeated defects such as cracking, blistering and stress lines, amongst others are present throughout. The poor condition is allowing water to penetrate through damaging internal structures and surfaces/finishes. The internal steel windows do not offer any form of fire or smoke separation and are therefore a significant health and safety risk within the building.
- **The Trust procured a wireless system and off-site backup facility for both Caludon and Hill Farm;** very competitive quotes were received as a result of the bulk purchase.

THE PURPOSE OF THE SYSTEM OF INTERNAL CONTROL

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives; it can therefore only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of Multi Academy Trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in Castle Phoenix Trust for the year 1 September 2014 to 31 August 2015 and up to the date of approval of the annual report and financial statements.

CAPACITY TO HANDLE RISK

The Board of Directors has reviewed the key risks to which the Multi Academy Trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Board of Directors is of the view that there is a formal ongoing process for identifying, evaluating and managing the Multi Academy Trust's significant risks, that has been in place for the year 1 September 2014 to 31 August 2015 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Directors.

THE RISK AND CONTROL FRAMEWORK

The Multi Academy Trust's system of internal financial control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular, it includes:

- comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports

**CASTLE PHOENIX TRUST
(A COMPANY LIMITED BY GUARANTEE)**

GOVERNANCE STATEMENT (continued)

- which are reviewed and agreed by the Board of Directors;
- regular reviews by the Finance and Resources Committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes;
- setting targets to measure financial and other performance;
- clearly defined purchasing (asset purchase or capital investment) guidelines.
- delegation of authority and segregation of duties;
- identification and management of risks.

The Board of Directors has considered the need for a specific internal audit function and has decided not to appoint anyone as internal auditor. However, the Board of Directors has approved the formation of an Audit and Risk Committee.

REVIEW OF EFFECTIVENESS

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

- the work of the external auditors;
- the work of the executive managers within the Multi Academy Trust who have responsibility for the development and maintenance of the internal control framework.

The Accounting Officer has been advised of the implications of the result of their review of the system of internal control by the Finance and Resources Committee and a plan to ensure continuous improvement of the system is in place.

Approved by order of the members of the Board of Directors on 8 December 2015 and signed on its behalf, by:



M Friday
Chair of Board of Directors



M Marr
Accounting Officer

**CASTLE PHOENIX TRUST
(A COMPANY LIMITED BY GUARANTEE)**

STATEMENT ON REGULARITY, PROPRIETY AND COMPLIANCE

As Accounting Officer of Castle Phoenix Trust I have considered my responsibility to notify the Multi Academy Trust Board of Directors and the Education Funding Agency of material irregularity, impropriety and non-compliance with EFA terms and conditions of funding, under the funding agreement in place between the Multi Academy Trust and the Secretary of State. As part of my consideration I have had due regard to the requirements of the Academies Financial Handbook.

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

I confirm that no instances of material irregularity, impropriety or funding non-compliance have been discovered to date. If any instances are identified after the date of this statement, these will be notified to the Board of Directors and EFA.



**M Marr
Accounting Officer**

Date: 8 December 2015

**CASTLE PHOENIX TRUST
(A COMPANY LIMITED BY GUARANTEE)**

**TRUSTEES' RESPONSIBILITIES STATEMENT
FOR THE YEAR ENDED 31 AUGUST 2015**

The Trustees (who act as governors of Castle Phoenix Trust and are also the directors of the charitable company for the purposes of company law) are responsible for preparing the Trustees' report (including the Strategic report) and the financial statements in accordance with the Annual Accounts Direction issued by the Education Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the Trustees to prepare financial statements for each financial year. Under company law the Trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the Charitable Company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the Trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles of the Charities SORP;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

The Trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the Charitable Company's transactions and disclose with reasonable accuracy at any time the financial position of the Charitable Company and enable them to ensure that the financial statements comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the Charitable Company and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

The Trustees are responsible for ensuring that in its conduct and operation the Charitable Company applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from EFA/DfE have been applied for the purposes intended.

The Trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Approved by order of the members of the Board of Directors and signed on its behalf by:



**M Friday
Chair of Board of Directors**

Date: 8 December 2015

**CASTLE PHOENIX TRUST
(A COMPANY LIMITED BY GUARANTEE)**

INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF CASTLE PHOENIX TRUST

We have audited the financial statements of Castle Phoenix Trust for the year ended 31 August 2015 which comprise the Statement of financial activities, the Balance sheet, the Cash flow statement and the related notes. The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and the Academies Accounts Direction 2014 to 2015 issued by the Education Funding Agency.

This report is made solely to the charitable Multi Academy Trust's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable Multi Academy Trust's members those matters we are required to state to them in an Auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable Multi Academy Trust and its members, as a body, for our audit work, for this report, or for the opinion we have formed.

RESPECTIVE RESPONSIBILITIES OF TRUSTEES AND AUDITORS

As explained more fully in the Trustees' responsibilities statement, the Trustees (who are also the directors of the charitable Multi Academy Trust for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view.

Our responsibility is to audit and express an opinion on the financial statements in accordance with applicable law and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's Ethical Standards for Auditors.

SCOPE OF THE AUDIT OF THE FINANCIAL STATEMENTS

An audit involves obtaining evidence about the amounts and disclosures in the financial statements sufficient to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or error. This includes an assessment of: whether the accounting policies are appropriate to the Multi Academy Trust's circumstances and have been consistently applied and adequately disclosed; the reasonableness of significant accounting estimates made by the Trustees; and the overall presentation of the financial statements. In addition, we read all the financial and non-financial information in the Trustees' report to identify material inconsistencies with the audited financial statements and to identify any information that is apparently materially incorrect based on, or materially inconsistent with, the knowledge acquired by us in the course of performing the audit. If we become aware of any apparent material misstatements or inconsistencies we consider the implications for our report.

UNQUALIFIED OPINION

In our opinion the financial statements:

- give a true and fair view of the state of the charitable Multi Academy Trust's affairs as at 31 August 2015 and of its incoming resources and application of resources, including its income and expenditure, for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006 and the Academies Accounts Direction 2014 to 2015 issued by the Education Funding Agency.

OPINION ON OTHER MATTER PRESCRIBED BY THE COMPANIES ACT 2006

In our opinion the information given in the Trustees' report, incorporating the Strategic report, for the financial year for which the financial statements are prepared is consistent with the financial statements.

**CASTLE PHOENIX TRUST
(A COMPANY LIMITED BY GUARANTEE)**

INDEPENDENT AUDITORS' REPORT TO THE MEMBERS OF CASTLE PHOENIX TRUST

MATTERS ON WHICH WE ARE REQUIRED TO REPORT BY EXCEPTION

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

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



Andrew Wood FCCA (Senior Statutory Auditor)

for and on behalf of

Bishop Fleming LLP

Chartered Accountants

Statutory Auditors

1-3 College Yard

Worcester

WR1 2LB

Date: *16th December 2015.*

**CASTLE PHOENIX TRUST
(A COMPANY LIMITED BY GUARANTEE)**

INDEPENDENT REPORTING ACCOUNTANTS' ASSURANCE REPORT ON REGULARITY TO CASTLE PHOENIX TRUST AND THE EDUCATION FUNDING AGENCY

In accordance with the terms of our engagement letter dated 28 October 2013 and further to the requirements of the Education Funding Agency (EFA) as included in the Academies Accounts Direction 2014 to 2015, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Castle Phoenix Trust during the year 1 September 2014 to 31 August 2015 have been applied to the purposes identified by Parliament and the financial transactions conform to the authorities which govern them.

This report is made solely to Castle Phoenix Trust and EFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Castle Phoenix Trust and EFA those matters we are required to state in a report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than Castle Phoenix Trust and EFA, for our work, for this report, or for the conclusion we have formed.

RESPECTIVE RESPONSIBILITIES OF CASTLE PHOENIX TRUST'S ACCOUNTING OFFICER AND THE REPORTING ACCOUNTANT

The accounting officer is responsible, under the requirements of Castle Phoenix Trust's funding agreement with the Secretary of State for Education dated 31 January 2013, and the Academies Financial Handbook extant from 1 September 2014, for ensuring that expenditure disbursed and income received is applied for the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

Our responsibilities for this engagement are established in the United Kingdom by our profession's ethical guidance and are to obtain limited assurance and report in accordance with our engagement letter and the requirements of the Academies Accounts Direction 2014 to 2015. We report to you whether anything has come to our attention in carrying out our work which suggests that in all material respects, expenditure disbursed and income received during the year 1 September 2014 to 31 August 2015 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

APPROACH

We conducted our engagement in accordance with the Academies Accounts Direction 2014 to 2015 issued by EFA. We performed a limited assurance engagement as defined in our engagement letter.

The objective of a limited assurance engagement is to perform such procedures as to obtain information and explanations in order to provide us with sufficient appropriate evidence to express a negative conclusion on regularity.

A limited assurance engagement is more limited in scope than a reasonable assurance engagement and consequently does not enable us to obtain assurance that we would become aware of all significant matters that might be identified in a reasonable assurance engagement. Accordingly, we do not express a positive opinion.

Our engagement includes examination, on a test basis, of evidence relevant to the regularity and propriety of the Multi Academy Trust's income and expenditure.

Our work on regularity included a review of the internal controls policies and procedures that have been implemented and an assessment of their design and effectiveness to understand how the academy complied with the framework of authorities. We also reviewed the reports commissioned by the trustees to assess the internal controls throughout the year.

We performed detailed testing based on our assessment of the risk of material irregularity, impropriety and non-compliance. This work was integrated with our audit on the financial statements where appropriate and included analytical review and detailed substantive testing of transactions.

**CASTLE PHOENIX TRUST
(A COMPANY LIMITED BY GUARANTEE)**

**INDEPENDENT REPORTING ACCOUNTANTS' ASSURANCE REPORT ON REGULARITY TO CASTLE
PHOENIX TRUST AND THE EDUCATION FUNDING AGENCY (continued)**

CONCLUSION

In the course of our work, nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the year 1 September 2014 to 31 August 2015 have not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.



Andrew Wood FCCA (Reporting Accountant)

Bishop Fleming LLP
Chartered Accountants
Statutory Auditors
1-3 College Yard
Worcester
WR1 2LB

Date: *16th December 2015.*

CASTLE PHOENIX TRUST
(A COMPANY LIMITED BY GUARANTEE)

STATEMENT OF FINANCIAL ACTIVITIES
(incorporating income and expenditure account and statement of total recognised gains and losses)
FOR THE YEAR ENDED 31 AUGUST 2015

		Unrestricted funds	Restricted funds	Restricted fixed asset funds	Total funds	Total funds 2014 (as restated)
	Note	2015 £	2015 £	2015 £	2015 £	2014 (as restated) £
INCOMING RESOURCES						
Incoming resources from generated funds:						
Balances transferred on conversion: Hill Farm Primary School	2	-	-	-	-	1,827,281
Other voluntary income	2	-	104,263	-	104,263	131,922
Activities for generating funds	3	30,331	-	-	30,331	42,213
Investment income	4	4,071	-	-	4,071	3,276
Incoming resources from charitable activities	5	47,918	11,994,680	459,176	12,501,774	11,487,146
TOTAL INCOMING RESOURCES		82,320	12,098,943	459,176	12,640,439	13,491,838
RESOURCES EXPENDED						
Charitable activities		71,671	11,368,289	68,471	11,508,431	11,187,019
Governance costs	9	-	30,645	-	30,645	18,900
TOTAL RESOURCES EXPENDED	6	71,671	11,398,934	68,471	11,539,076	11,205,919
NET INCOMING RESOURCES BEFORE TRANSFERS		10,649	700,009	390,705	1,101,363	2,285,919
Transfers between Funds	17	-	(66,840)	66,840	-	-
NET INCOME FOR THE YEAR		10,649	633,169	457,545	1,101,363	2,285,919
Actuarial gains and losses on defined benefit pension schemes		-	(185,000)	-	(185,000)	(15,000)
NET MOVEMENT IN FUNDS FOR THE YEAR		10,649	448,169	457,545	916,363	2,270,919
Total funds at 1 September		1,477,535	(956,012)	2,115,486	2,637,009	366,090
TOTAL FUNDS AT 31 AUGUST		1,488,184	(507,843)	2,573,031	3,553,372	2,637,009

All activities relate to continuing operations.

The Statement of Financial Activities includes all gains and losses recognised in the year.

The notes on pages 40 to 57 form part of these financial statements.

CASTLE PHOENIX TRUST
(A COMPANY LIMITED BY GUARANTEE)
REGISTERED NUMBER: 08331385

BALANCE SHEET
AS AT 31 AUGUST 2015

	Note	£	2015 £	£	2014 £
FIXED ASSETS					
Tangible assets	14		2,187,038		2,115,486
CURRENT ASSETS					
Debtors	15	233,558		746,861	
Cash at bank and in hand		4,566,648		2,853,468	
		<u>4,800,206</u>		<u>3,600,329</u>	
CREDITORS: amounts falling due within one year	16	(1,194,872)		(1,098,806)	
NET CURRENT ASSETS			<u>3,605,334</u>		<u>2,501,523</u>
TOTAL ASSETS LESS CURRENT LIABILITIES			<u>5,792,372</u>		<u>4,617,009</u>
Defined benefit pension scheme liability	23		(2,239,000)		(1,980,000)
NET ASSETS INCLUDING PENSION SCHEME LIABILITY			<u><u>3,553,372</u></u>		<u><u>2,637,009</u></u>
FUNDS OF THE ACADEMY					
Restricted funds:					
General funds	17	1,731,157		1,023,988	
Fixed asset funds	17	2,573,031		2,115,486	
		<u>4,304,188</u>		<u>3,139,474</u>	
Restricted funds excluding pension liability					
Pension reserve		(2,239,000)		(1,980,000)	
		<u></u>		<u></u>	
Total restricted funds			2,065,188		1,159,474
Unrestricted funds	17		1,488,184		1,477,535
TOTAL FUNDS			<u><u>3,553,372</u></u>		<u><u>2,637,009</u></u>

The financial statements were approved by the Trustees, and authorised for issue, on 8 December 2015 and are signed on their behalf, by:



M Friday
Chair of Board of Directors

The notes on pages 40 to 57 form part of these financial statements.

CASTLE PHOENIX TRUST
(A COMPANY LIMITED BY GUARANTEE)

CASH FLOW STATEMENT
FOR THE YEAR ENDED 31 AUGUST 2015

	Note	2015 £	2014 £
Net cash flow from operating activities	19	1,849,132	2,196,346
Returns on investments and servicing of finance	20	4,071	3,276
Capital expenditure and financial investment	20	(140,023)	(162,341)
Cash transferred on conversion to an academy trust		-	(420,084)
INCREASE IN CASH IN THE YEAR		1,713,180	1,617,197

RECONCILIATION OF NET CASH FLOW TO MOVEMENT IN NET FUNDS
FOR THE YEAR ENDED 31 AUGUST 2015

	2015 £	2014 £
Increase in cash in the year	1,713,180	1,617,197
MOVEMENT IN NET FUNDS IN THE YEAR	1,713,180	1,617,197
Net funds at 1 September 2014	2,853,468	1,236,271
NET FUNDS AT 31 AUGUST 2015	4,566,648	2,853,468

The notes on pages 40 to 57 form part of these financial statements.

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2015

1. ACCOUNTING POLICIES

1.1 BASIS OF PREPARATION OF FINANCIAL STATEMENTS

The financial statements have been prepared under the historical cost convention, with the exception of investments which are included at market value. The financial statements have been prepared in accordance with the Statement of Recommended Practice (SORP), 'Accounting and Reporting by Charities' published in March 2005, the Academies Accounts Direction 2014 to 2015 issued by EFA, applicable accounting standards and the Companies Act 2006.

1.2 PRIOR YEAR RESTATEMENT

Certain items within the income and expenditure codes have been reclassified this year, resulting in prior year figures also being reclassified. These are in line with the latest guidance from the EFA.

1.3 INCOMING RESOURCES

All incoming resources are included in the Statement of financial activities when the Multi Academy Trust has entitlement to the funds, certainty of receipt and the amount can be measured with sufficient reliability.

Grants are included in the Statement of financial activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the Balance sheet. Where income is received in advance of entitlement of receipt, its recognition is deferred and included in creditors as deferred income. Where entitlement occurs before income is received, the income is accrued.

General Annual Grant is recognised in full in the year for which it is receivable and any unspent amount is reflected as a balance in the restricted general fund.

Capital grants are recognised when receivable and are not deferred over the life of the asset on which they are expended. Unspent amounts of capital grant are reflected in the balance in the restricted fixed asset fund.

Donations are recognised on a receivable basis where there is certainty of receipt and the amount can be reliably measured.

1.4 RESOURCES EXPENDED

Expenditure is recognised in the period in which a liability is incurred and has been classified under headings that aggregate all costs related to that category. Where costs cannot be directly attributed to particular headings they have been allocated on a basis consistent with the use of resources, with central staff costs allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use. Other support costs are allocated based on the spread of staff costs.

Charitable activities are costs incurred in the Multi Academy Trust's educational operations.

Governance costs include the costs attributable to the Multi Academy Trust's compliance with constitutional and statutory requirements, including audit, strategic management and Trustees' meetings and reimbursed expenses.

All resources expended are inclusive of irrecoverable VAT.

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2015**

1. ACCOUNTING POLICIES (continued)

1.5 FUND ACCOUNTING

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

Restricted fixed asset funds are resources which are to be applied to specific capital purposes imposed by funders where the asset acquired or created is held for a specific purpose.

Restricted general funds comprise all other restricted funds received and include grants from the Department for Education.

Investment income, gains and losses are allocated to the appropriate fund.

1.6 GOING CONCERN

The Trustees assess whether the use of going concern is appropriate, i.e. whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the academy to continue as a going concern. The Trustees make this assessment in respect of a period of one year from the date of approval of the financial statements. The Trustees conclude that it is appropriate to prepare accounts on the going concern basis for the year ended 31 August 2015.

1.7 TANGIBLE FIXED ASSETS AND DEPRECIATION

All assets costing more than £2,500 are capitalised.

Where tangible fixed assets have been acquired with the aid of specific grants, either from the government or from the private sector, they are included in the Balance Sheet at cost and depreciated over their expected useful economic life. The related grants are credited to a restricted fixed asset fund in the Statement of Financial Activities and are carried forward in the Balance Sheet. Depreciation on such assets is charged to the restricted fixed asset fund in the Statement of Financial Activities so as to reduce the fund over the useful economic life of the related asset on a basis consistent with the Multi Academy Trust's depreciation policy.

Tangible fixed assets are stated at cost less depreciation. Depreciation is provided at rates calculated to write off the cost of fixed assets, less their estimated residual value, over their expected useful lives on the following bases:

Long term leasehold property	-	Land: over 125 years Buildings: over 50 years Improvements: over 10 years
Fixtures and fittings	-	over 5 years
Computer equipment	-	over 3 years

1.8 OPERATING LEASES

Rentals under operating leases are charged to the Statement of Financial Activities on a straight line basis over the lease term.

1.9 TAXATION

The Multi Academy Trust is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes. Accordingly, the Multi Academy Trust is potentially exempt from taxation in respect of income or capital gains received within categories covered by Chapter 3 Part 11 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2015

1. ACCOUNTING POLICIES (continued)

1.10 PENSIONS

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

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the Multi Academy Trust in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary on the basis of quinquennial valuations using a prospective benefit method. As stated in note 23, the TPS is a multi-employer scheme and the Multi Academy Trust is unable to identify its share of the underlying assets and liabilities of the scheme on a consistent and reasonable basis. The TPS is therefore treated as a defined contribution scheme and the contributions recognised as they are paid each year.

The LGPS is a funded scheme and the assets are held separately from those of the Multi Academy Trust in separate trustee administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit method and discounted at a rate equivalent to the current rate of return on a high quality corporate bond of equivalent term and currency to the liabilities. The actuarial valuations are obtained at least triennially and are updated at each balance sheet date. The amounts charged to operating surplus are the current service costs and gains and losses on the settlements and curtailments. They are included as part of staff costs. Past service costs are recognised immediately in the Statement of financial activities if the benefits have vested. If the benefits have not vested immediately, the costs are recognised over the period vesting occurs. The expected return on assets and the interest cost are shown as a net finance amount of other finance costs or credits adjacent to interest. Actuarial gains and losses are recognised immediately in other gains and losses.

2. VOLUNTARY INCOME

	Unrestricted funds	Restricted funds	Total funds	Total funds 2014 (as restated) £
	2015 £	2015 £	2015 £	
Balances transferred on conversion: Hill Farm Primary School	-	-	-	1,827,281
Donations	-	104,263	104,263	131,922
Voluntary income	-	104,263	104,263	1,959,203

CASTLE PHOENIX TRUST
(A COMPANY LIMITED BY GUARANTEE)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2015

3. ACTIVITIES FOR GENERATING FUNDS

	Unrestricted funds	Restricted funds	Total funds	Total funds 2014 (as restated)
	2015 £	2015 £	2015 £	£
Consultancy	25,352	-	25,352	39,388
Other	4,979	-	4,979	2,825
	<u>30,331</u>	<u>-</u>	<u>30,331</u>	<u>42,213</u>

4. INVESTMENT INCOME

	Unrestricted funds	Restricted funds	Total funds	Total funds 2014 (as restated)
	2015 £	2015 £	2015 £	£
Bank interest	4,071	-	4,071	3,276
	<u>4,071</u>	<u>-</u>	<u>4,071</u>	<u>3,276</u>

5. FUNDING FOR ACADEMY'S EDUCATIONAL OPERATIONS

	Unrestricted funds	Restricted funds	Total funds	Total funds 2014 (as restated)
	2015 £	2015 £	2015 £	£
DfE/EFA grants				
Capital Grants	-	459,176	459,176	29,431
General Annual Grant	-	10,501,815	10,501,815	10,330,235
Start up Grants	-	5,000	5,000	113,000
Other DfE/EFA grants	-	735,804	735,804	475,027
	<u>-</u>	<u>11,701,795</u>	<u>11,701,795</u>	<u>10,947,693</u>
Other government grants				
Other government grants non capital	-	118,377	118,377	140,490
	<u>-</u>	<u>118,377</u>	<u>118,377</u>	<u>140,490</u>
Other funding				
Internal catering income	19,118	-	19,118	7,934
Other	28,800	633,684	662,484	391,029
	<u>47,918</u>	<u>633,684</u>	<u>681,602</u>	<u>398,963</u>
	<u>47,918</u>	<u>12,453,856</u>	<u>12,501,774</u>	<u>11,487,146</u>

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2015

6. RESOURCES EXPENDED

	Staff costs	Non Pay Premises	Expenditure Other	Total	Total
	2015 £	2015 £	2015 £	2015 £	2014 (as restated) £
Direct costs	6,631,192	60,158	662,148	7,353,498	7,501,792
Support costs	1,247,372	369,233	2,538,328	4,154,933	3,685,227
CHARITABLE ACTIVITIES	7,878,564	429,391	3,200,476	11,508,431	11,187,019
GOVERNANCE	-	-	30,645	30,645	18,900
	7,878,564	429,391	3,231,121	11,539,076	11,205,919

7. DIRECT COSTS

	Total 2015 £	Total 2014 (as restated) £
Pension finance costs	15,680	75,000
Educational supplies	220,370	253,836
Examination fees	168,791	179,293
Staff development	59,365	118,312
Other costs	179,882	232,450
Supply teachers	77,758	82,054
Technology costs	9,747	28,627
Wages and salaries	5,416,536	5,359,051
National insurance	409,204	409,025
Pension cost	727,694	726,092
Depreciation	68,471	38,052
	7,353,498	7,501,792

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2015

8. SUPPORT COSTS

	Total 2015 £	Total 2014 (as restated) £
Pension finance costs	40,320	-
Other costs	35,559	5,057
Recruitment and support	24,015	20,580
Maintenance of premises and equipment	233,642	36,607
Rent and rates	84,085	78,302
Energy costs	89,596	70,891
Insurance	43,410	81,827
Security and transport	25,065	21,187
Catering	162,019	53,901
Technology costs	217,392	158,756
Office overheads	75,655	108,118
Legal and professional	358,655	300,679
Service level agreements	227,433	240,265
PFI charge	1,290,715	1,232,987
Wages and salaries	973,482	1,024,672
National insurance	59,509	61,991
Pension cost	214,381	189,407
	4,154,933	3,685,227

9. GOVERNANCE COSTS

	Total funds 2015 £	Total funds 2014 (as restated) £
Auditors' remuneration	15,050	15,050
Auditors' non audit costs	15,595	3,850
	30,645	18,900

Included within non audit costs is £10,000 relating to the March comparison study carried out by Bishop Fleming LLP. Castle Phoenix Trust was chosen by the EFA for the comparison study, and provided sufficient funding to cover these additional costs.

CASTLE PHOENIX TRUST
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2015

10. NET INCOMING RESOURCES

This is stated after charging:

	2015 £	2014 £
Depreciation of tangible fixed assets:		
- owned by the charity	68,471	38,052
Auditors' remuneration	15,050	15,050
Auditors' remuneration - non-audit	15,595	-
	<u>109,116</u>	<u>63,152</u>

11. STAFF

a. Staff costs

Staff costs were as follows:

	2015 £	2014 £
Wages and salaries	6,390,018	6,383,723
Social security costs	468,713	471,016
Other pension costs (Note 23)	942,075	915,499
	<u>7,800,806</u>	<u>7,770,238</u>
Supply teacher costs	77,758	82,054
	<u>7,878,564</u>	<u>7,852,292</u>

b. Staff numbers

The average number of persons employed by the Multi Academy Trust during the year expressed as full time equivalents was as follows:

	2015 No.	2014 No.
Teaching Staff	127	123
Admin and teaching support	88	86
Strategic leadership	9	9
	<u>224</u>	<u>218</u>

c. Higher paid staff

The number of employees whose emoluments fell within the following bands was:

	2015 No.	2014 No.
In the band £60,001 - £70,000	2	2
In the band £70,001 - £80,000	2	1
In the band £100,001 - £110,000	1	1
	<u>5</u>	<u>4</u>

Employer's pension contributions made on behalf of the above employees for the year were £53,364 (2014: £43,870).

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2015

12. TRUSTEES' REMUNERATION AND EXPENSES

The Headteacher and other staff Trustees only receive remuneration in respect of services they provide undertaking the roles of Headteacher and staff, and not in respect of their services as Trustees. Other Trustees did not receive any payments for the academy in respect of their role as Trustees. The value of Trustees' remuneration including pension contributions in respect of defined benefit schemes in the year was as follows; Mrs M Marr: Remuneration £95,000 - £100,000 (2014: £100,000 - £105,000), Employer's pension contributions £10,000 - £15,000 (2014: £10,000 - £15,000).

During the year, no Trustees received any benefits in kind (2014: £NIL).

During the year, no Trustees received any reimbursement of expenses (2014: £NIL).

13. TRUSTEES' AND OFFICERS' INSURANCE

In accordance with normal commercial practice the Multi Academy Trust has purchased insurance to protect Trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business. The insurance provides cover up to £5,000,000 on any one claim.

14. TANGIBLE FIXED ASSETS

	Long term leasehold property £	Fixtures and fittings £	Computer equipment £	Total £
COST				
At 1 September 2014	2,137,738	-	15,800	2,153,538
Additions	115,568	20,000	4,455	140,023
At 31 August 2015	2,253,306	20,000	20,255	2,293,561
DEPRECIATION				
At 1 September 2014	38,052	-	-	38,052
Charge for the year	60,158	2,304	6,009	68,471
At 31 August 2015	98,210	2,304	6,009	106,523
NET BOOK VALUE				
At 31 August 2015	2,155,096	17,696	14,246	2,187,038
At 31 August 2014	2,099,686	-	15,800	2,115,486

CASTLE PHOENIX TRUST
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2015

15. DEBTORS

	2015	2014
	£	£
Trade debtors	30,037	91,222
Other debtors	-	403,115
Prepayments and accrued income	106,006	-
VAT recoverable	97,515	252,524
	233,558	746,861

16. CREDITORS:
AMOUNTS FALLING DUE WITHIN ONE YEAR

	2015	2014
	£	£
Trade creditors	115,361	127,817
Other taxation and social security	138,096	140,372
Other creditors	220,451	158,361
Accruals and deferred income	720,964	672,256
	1,194,872	1,098,806

CASTLE PHOENIX TRUST
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2015

17. STATEMENT OF FUNDS

	Brought Forward £	Incoming resources £	Resources Expended £	Transfers in/out £	Gains/ (Losses) £	Carried Forward £
UNRESTRICTED FUNDS						
General funds	<u>1,477,535</u>	<u>82,320</u>	<u>(71,671)</u>	<u>-</u>	<u>-</u>	<u>1,488,184</u>
RESTRICTED FUNDS						
General Annual Grant (GAG)	1,023,988	10,506,815	(9,732,806)	(66,840)	-	1,731,157
Higher Needs funding	-	2,460	(2,460)	-	-	-
Pupil Premium (PP)	-	609,250	(609,250)	-	-	-
Other EFA grants	-	90,638	(90,638)	-	-	-
Other Government grants	-	115,917	(115,917)	-	-	-
Free School Meals (FSM)	-	35,916	(35,916)	-	-	-
Other restricted income	-	737,947	(737,947)	-	-	-
Pension reserve	(1,980,000)	-	(74,000)	-	(185,000)	(2,239,000)
	<u>(956,012)</u>	<u>12,098,943</u>	<u>(11,398,934)</u>	<u>(66,840)</u>	<u>(185,000)</u>	<u>(507,843)</u>
RESTRICTED FIXED ASSET FUNDS						
Fixed assets transferred on conversion	1,953,145	-	(38,052)	-	-	1,915,093
Fixed assets purchased from GAG	103,665	-	(30,419)	66,840	-	140,086
Devolved Formula Capital grants	58,676	41,814	-	-	-	100,490
Condition Improvement Fund (CIF)	-	417,362	-	-	-	417,362
	<u>2,115,486</u>	<u>459,176</u>	<u>(68,471)</u>	<u>66,840</u>	<u>-</u>	<u>2,573,031</u>
Total restricted funds	<u>1,159,474</u>	<u>12,558,119</u>	<u>(11,467,405)</u>	<u>-</u>	<u>(185,000)</u>	<u>2,065,188</u>
Total of funds	<u><u>2,637,009</u></u>	<u><u>12,640,439</u></u>	<u><u>(11,539,076)</u></u>	<u><u>-</u></u>	<u><u>(185,000)</u></u>	<u><u>3,553,372</u></u>

CASTLE PHOENIX TRUST
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2015

17. STATEMENT OF FUNDS (continued)

The specific purposes for which the funds are to be applied are as follows:

RESTRICTED FUNDS:

General Annual Grant (GAG) - Income from the EFA which is to be used for the normal running costs of the Academy, including education and support costs.

Higher Needs funding - Funding received by the Local Authority to fund further support for students with additional needs.

Pupil Premium (PP) - Income from the EFA which is to be used to address the current inequalities by ensuring that funding to tackle disadvantage reaches the students who need it most.

Other EFA/DfE and Government grants - Income which has been received for specific purposes.

Free School Meals (FSM) - Income received from the EFA to provide Free School Meals.

Other restricted income - This relates to income received that has to be spent on specific expenses.

Pension reserve - This represents the academy's share of the assets and liabilities in the Local Government Pension Scheme (LGPS).

CAPITAL GRANTS:

Fixed assets transferred on conversion - This represents the buildings and equipment donated to the school from the Local Authority on conversion to an academy.

Fixed assets purchased from GAG - This represents capital assets that have been purchased out of restricted GAG funding.

Devolved Formula Capital (DFC) - This represents funding from the EFA to cover maintenance and purchase of the schools assets.

Condition Improvement Fund (CIF) - This represents funding from the EFA to cover maintenance and purchase of the schools assets.

Under the funding agreement with the Secretary of State, the Multi Academy Trust was not subject to a limit on the amount of GAG that it could carry forward at 31 August 2015.

ANALYSIS OF ACADEMIES BY FUND BALANCE

Fund balances at 31 August 2015 were allocated as follows:

	Total £
Caludon Castle School	2,483,125
Hill Farm Primary School	951,447
	<hr/>
Total before fixed asset fund and pension reserve	3,434,572
Restricted fixed asset fund	2,573,031
Pension reserve	(2,239,000)
	<hr/>
Total	3,768,603
	<hr/>

CASTLE PHOENIX TRUST
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2015

17. STATEMENT OF FUNDS (continued)

ANALYSIS OF ACADEMIES BY COST

Expenditure incurred by each academy during the year was as follows:

	Teaching and educational support staff costs £	Other support staff costs £	Educational supplies £	Other costs excluding depreciation £	Total £
Caludon Castle School	4,772,660	1,231,849	368,739	2,410,413	8,783,661
Hill Farm Primary School	1,643,360	212,695	102,268	506,230	2,464,553
	<u>6,416,020</u>	<u>1,444,544</u>	<u>471,007</u>	<u>2,916,643</u>	<u>11,248,214</u>

SUMMARY OF FUNDS

	Brought Forward £	Incoming resources £	Resources Expended £	Transfers in/out £	Gains/ (Losses) £	Carried Forward £
General funds	1,477,535	82,320	(71,671)	-	-	1,488,184
Restricted funds	(956,012)	12,098,943	(11,398,934)	(66,840)	(185,000)	(507,843)
Restricted fixed asset funds	2,115,486	459,176	(68,471)	66,840	-	2,573,031
	<u>2,637,009</u>	<u>12,640,439</u>	<u>(11,539,076)</u>	<u>-</u>	<u>(185,000)</u>	<u>3,553,372</u>

18. ANALYSIS OF NET ASSETS BETWEEN FUNDS

	Unrestricted funds 2015 £	Restricted funds 2015 £	Restricted fixed asset funds 2015 £	Total funds 2015 £	Total funds 2014 (as restated) £
Tangible fixed assets	-	-	2,187,038	2,187,038	2,115,486
Current assets	1,586,901	2,795,943	417,362	4,800,206	3,600,329
Creditors due within one year	(98,717)	(1,064,786)	(31,369)	(1,194,872)	(1,098,806)
Pension scheme liability	-	(2,239,000)	-	(2,239,000)	(1,980,000)
	<u>1,488,184</u>	<u>(507,843)</u>	<u>2,573,031</u>	<u>3,553,372</u>	<u>2,637,009</u>

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2015

19. NET CASH FLOW FROM OPERATING ACTIVITIES

	2015 £	2014 £
Net incoming resources before revaluations	1,101,363	2,285,919
Returns on investments and servicing of finance	(4,071)	(3,276)
Net assets transferred on conversion	-	(1,407,197)
Depreciation of tangible fixed assets	68,471	38,052
Decrease in debtors	513,303	927,189
Increase in creditors	96,066	218,659
Increase in provisions	74,000	152,000
Defined benefit pension scheme adjustments	-	(15,000)
NET CASH INFLOW FROM OPERATIONS	1,849,132	2,196,346

20. ANALYSIS OF CASH FLOWS FOR HEADINGS NETTED IN CASH FLOW STATEMENT

	2015 £	2014 £
RETURNS ON INVESTMENTS AND SERVICING OF FINANCE		
Interest received	4,071	3,276
	2015 £	2014 £
CAPITAL EXPENDITURE AND FINANCIAL INVESTMENT		
Purchase of tangible fixed assets	(140,023)	(162,341)

21. ANALYSIS OF CHANGES IN NET FUNDS

	1 September 2014 £	Cash flow £	Other non-cash changes £	31 August 2015 £
Cash at bank and in hand:	2,853,468	1,713,180	-	4,566,648
NET FUNDS	2,853,468	1,713,180	-	4,566,648

22. CAPITAL COMMITMENTS

At 31 August 2015 the Multi Academy Trust had capital commitments as follows:

	2015 £	2014 £
Contracted for but not provided in these financial statements	431,122	-

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2015

23. PENSION COMMITMENTS

The Multi Academy Trust's employees belong to two principal pension schemes: the Teacher's Pension Scheme for England and Wales (TPS) for academic and related staff; and the Local Government Pension Scheme (LGPS) for non-teaching staff, which is managed by Coventry City Council. Both are defined benefit schemes.

The pension costs are assessed in accordance with the advice of independent qualified actuaries. The latest actuarial valuation of the TPS related to the period ended 31 March 2012 and of the LGPS 31 March 2013.

Contributions amounting to £112,412 were payable to the scheme at 31 August 2015 (2014: 111,409) and are included within creditors.

Teachers' Pension Scheme

Introduction

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pensions Regulations (2010) and, from 1 April 2014, by the Teachers' Pension Scheme Regulations 2014. Membership is automatic for full-time teachers in academies and, from 1 January 2007, automatic for teachers in part-time employment following appointment or a change of contract, although they are able to opt out.

The TPS is an unfunded scheme and members contribute on a 'pay as you go' basis – these contributions along with those made by employers are credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

Valuation of the Teachers' Pension Scheme

Not less than every four years the Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the TPS in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury. The aim of the review is to specify the level of future contributions. Actuarial scheme valuations are dependent on assumptions about the value of future costs, design of benefits and many other factors. The latest actuarial valuation of the TPS was carried out as at 31 March 2012 and in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014. The valuation report was published by the Department for Education on 9 June 2014. The key elements of the valuation and subsequent consultation are:

- employer contribution rates set at 16.48% of pensionable pay (including a 0.08% employer administration charge (currently 14.1%);
- total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £191,500 million, and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £176,600 million giving a notional past service deficit of £14,900 million
- an employer cost cap of 10.9% of pensionable pay will be applied to future valuations
- the assumed real rate of return is 3.0% in excess of prices and 2% in excess of earnings. The rate of real earnings growth is assumed to be 2.75%. The assumed nominal rate of return is 5.06%

During the year the employer contribution rate was 14.1%. The TPS valuation for 2012 determined an employer rate of 16.4% from September 2015, which will be payable during the implementation period until the next valuation as at March 2016, whereupon the employer contribution rate is expected to be reassessed and will be payable from 1 April 2019.

The pension costs paid to TPS in the period amounted to £648,985 (2014: £651,267).

A copy of the valuation report and supporting documentation is on the Teachers' Pensions website.

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2015

23. PENSION COMMITMENTS (continued)

Under the definitions set out in Financial Reporting Standard (FRS 17) Retirement Benefits, the TPS is a multi-employer pension scheme. The Multi Academy Trust has accounted for its contributions to the scheme as if it were a defined contribution scheme. The Multi Academy Trust has set out above the information available on the scheme.

Local Government Pension Scheme

The LGPS is a funded defined benefit scheme, with assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2015 was £241,000, of which employer's contributions totalled £169,000 and employees' contributions totalled £72,000. The agreed contribution rates for future years are 21.3% for employers and 5.5 - 7.5% for employees.

Parliament has agreed, at the request of the Secretary of State for Education, to a guarantee that, in the event of academy closure, outstanding Local Government Pension Scheme liabilities would be met by the Department for Education. The guarantee came into force on 18 July 2013.

The Multi Academy Trust's share of the assets and liabilities in the scheme and the expected rates of return were:

	Expected return at 31 August 2015 %	Fair value at 31 August 2015 £	Expected return at 31 August 2014 %	Fair value at 31 August 2014 £
Equities	7.50	901,000	7.00	502,000
Bonds	2.60	112,000	2.90	89,000
Property	6.30	128,000	6.20	97,000
Cash	0.50	75,000	0.50	49,000
Other bonds	3.40	153,000	3.80	115,000
Other	7.50	139,000	7.00	265,000
Total market value of assets		1,508,000		1,117,000
Present value of scheme liabilities		(3,747,000)		(3,097,000)
Deficit in the scheme		(2,239,000)		(1,980,000)

The amounts recognised in the Balance sheet are as follows:

	2015 £	2014 £
Present value of funded obligations	(3,747,000)	(3,097,000)
Fair value of scheme assets	1,508,000	1,117,000
Net liability	(2,239,000)	(1,980,000)

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2015

23. PENSION COMMITMENTS (continued)

The amounts recognised in the Statement of financial activities are as follows:

	2015	2014
	£	£
Current service cost	(278,000)	(231,000)
Interest on obligation	(131,000)	(128,000)
Expected return on scheme assets	75,000	53,000
	<hr/>	<hr/>
Total	(334,000)	(306,000)
	<hr/>	<hr/>

Movements in the present value of the defined benefit obligation were as follows:

	2015	2014
	£	£
Opening defined benefit obligation	3,097,000	2,038,000
Current service cost	278,000	231,000
Interest cost	131,000	128,000
Contributions by scheme participants	80,000	72,000
Actuarial Losses	170,000	44,000
Benefits paid	(9,000)	-
Liability transferred on conversion	-	584,000
	<hr/>	<hr/>
Closing defined benefit obligation	3,747,000	3,097,000
	<hr/>	<hr/>

Movements in the fair value of the Multi Academy Trust's share of scheme assets:

	2015	2014
	£	£
Opening fair value of scheme assets	1,117,000	794,000
Expected return on assets	75,000	53,000
Actuarial gains and (losses)	(15,000)	29,000
Contributions by employer	260,000	169,000
Contributions by employees	80,000	72,000
Benefits paid	(9,000)	-
	<hr/>	<hr/>
	1,508,000	1,117,000
	<hr/>	<hr/>

The cumulative amount of actuarial gains and losses recognised in the Statement of total recognised gains and losses was £193,000 (2014: £8,000).

The Multi Academy Trust expects to contribute £253,000 to its Defined benefit pension scheme in 2016.

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2015

23. PENSION COMMITMENTS (continued)

The major categories of scheme assets as a percentage of total scheme assets are as follows:

	2015	2014
Equities	60.00 %	45.00 %
Bonds	7.00 %	7.90 %
Property	9.00 %	8.70 %
Cash	5.00 %	4.40 %
Other bonds	10.00 %	10.30 %
Other	9.00 %	23.70 %

Principal actuarial assumptions at the Balance sheet date (expressed as weighted averages):

	2015	2014
Discount rate for scheme liabilities	4.00 %	4.00 %
Expected return on scheme assets at 31 August	5.90 %	5.88 %
Rate of increase in salaries	4.15 %	3.95 %
Rate of increase for pensions in payment / inflation	2.40 %	2.20 %

The current mortality assumptions include sufficient allowance for future improvements in mortality rates.
The assumed life expectations on retirement age 65 are:

	2015	2014
Retiring today		
Males	23.0	22.9
Females	25.2	25.5
Retiring in 20 years		
Males	25.6	25.1
Females	28.0	27.8

Amounts for the current and previous two periods are as follows:

Defined benefit pension schemes

	2015 £	2014 £	2013 £
Defined benefit obligation	(3,747,000)	(3,097,000)	(2,038,000)
Scheme assets	1,508,000	1,117,000	794,000
Deficit	(2,239,000)	(1,980,000)	(1,244,000)
Experience adjustments on scheme liabilities	(170,000)	(44,000)	-
Experience adjustments on scheme assets	(15,000)	29,000	7,000

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24. OPERATING LEASE COMMITMENTS

At 31 August 2015 the Multi Academy Trust had annual commitments under non-cancellable operating leases as follows:

	2015	2014
	£	£
EXPIRY DATE:		
Within 1 year	4,075	520
Between 2 and 5 years	12,278	33,038
	<u><u>16,353</u></u>	<u><u>33,558</u></u>

25. RELATED PARTY TRANSACTIONS

Owing to the nature of the Academy Trust's operations and the composition of the Board of Trustees being drawn from local public and private sector organisations, transactions may take place with organisations in which a trustee has an interest. All transactions involving such organisations are conducted at arm's length and in accordance with the Academy Trust's financial regulations and normal procurement procedures.

No related party transactions took place in the period of account.