

**Company registration number 09630999 (England and Wales)**

**TEES VALLEY EDUCATION  
(A COMPANY LIMITED BY GUARANTEE)**

**ANNUAL REPORT AND ACCOUNTS  
FOR THE YEAR ENDED 31 AUGUST 2024**

# TEES VALLEY EDUCATION

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# TEES VALLEY EDUCATION

## REFERENCE AND ADMINISTRATIVE DETAILS

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### Members

R Hodges  
N Newell  
A Smith  
C Devereux  
P J Swalwell

### Trustees

R J Hodges  
K E Morley (CEO and Accounting Officer)  
A T Taylor  
P J Swalwell (Resigned 1 September 2023)  
H D Dudiak  
C P Zarraga  
A Cowley  
A M Dougherty  
S M Hague (Chair)  
Ms C Roberts (Appointed 17 October 2024)

### Senior management team

- CEO	K Morley
- Director of Finance, Resources and Operations	E Chawner
- Director of Inclusion and SEND Resources	E Lowe
- Director of Standards and Improvement	H Hall
- Director of Standards and Improvement	J Stuart (Appointed June 2024)
- Director of PLACE	S Harris (Appointed September 2024)
- Executive Head Teacher (Wilton and Dormanstown Primary)	A Hill (Resigned August 2024)
- Head Teacher (Dormanstown Primary Academy)	A Kell (Appointed June 2024)
- Head of Academy (Wilton Primary Academy)	S Hood (Appointed September 2024)
- Deputy CEO and Executive Head Teacher (Discovery Special Academy)	J Duncan
- Head of Academy (Discovery Special Academy)	A Titchener
- Head Teacher (Brambles Primary)	D Higgins (retiring 31 December 2024)
- Interim Head Teacher (Brambles Primary)	S Mayle (Appointed October 2023)
- Head Teacher (Pennyman Primary)	L Stogdale

### Company secretary

E Chawner

### Company registration number

09630999 (England and Wales)

### Registered office

Fulbeck Road  
Netherfields  
Middlesbrough  
TS3 0QS  
United Kingdom

# TEES VALLEY EDUCATION

## REFERENCE AND ADMINISTRATIVE DETAILS

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<b>Academies operated</b>	<b>Location</b>	<b>Principal</b>
Brambles Primary Academy	Middlesbrough	D Higgins
Discovery Special Academy	Middlesbrough	J Duncan
Dormanstown Primary Academy	Redcar	A Hill
Pennyman Primary Academy	Middlesbrough	K Morley
Wilton Primary Academy	Redcar	A Hill
<b>Independent auditor</b>	Azets Audit Services Wynyard Park House Wynyard Avenue Wynyard TS22 5TB United Kingdom	
<b>Bankers</b>	Lloyds Bank plc 5th Floor 102 Grey Street Newcastle Upon Tyne Tyne And Wear NE1 6AG United Kingdom	
<b>Solicitors</b>	Muckle LLP Time Central 32 Gallowgate Newcastle Upon Tyne Tyne And Wear NE1 4BF United Kingdom	

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT

### **FOR THE YEAR ENDED 31 AUGUST 2024**

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The trustees present their annual report together with the financial statements and auditor's report of the charitable company for the period 01 September 2023 to 31 August 2024. The annual report serves the purposes of both a trustees' report, and a directors' report under company law.

The trust was established in 2015 and provides education and enrichment activities to more than 1200 children across five Academies, located in Middlesbrough and Redcar and Cleveland local authority areas. Academies within the trust are:

- Brambles Primary Academy (2 to 11 years),
- Discovery Special Academy (2 to 16 years),
- Dormanstown Primary Academy (3 to 11 years),
- Pennyman Primary Academy (2 to 11 years), and
- Wilton Primary Academy (3 to 11 years)

Two of the four mainstream academies (Dormanstown and Pennyman) have a substantial sized designated unit provision. Pupils in a Unit spend the majority of their time there, only attending mainstream classes for a few lessons, such as PE, for assembly or for lunch.

Tees Valley Education had 1279 (as at 19 July 2024) children aged between 2 and 13 years (Discovery's Y9, Y10 and Y11 cohorts will be added each year until September 2026) on roll during 2023/24 academic). This is a 4% increase to the previous years due to increased year groups at Discovery and 2 year old provision at Brambles, that started September 2023.

#### **Structure, governance and management**

##### Constitution

Tees Valley Education is a company limited by guarantee and an exempt charity. The charitable company's memorandum and articles of association are the primary governing documents of the trust. The Trustees of Tees Valley Education are also the directors of the charitable company for the purposes of company law. The charitable company is known as Tees Valley Education.

Details of the trustees who served during the year and up to the date the accounts are approved are included in the Reference and Administrative Details on page 1.

##### Members' liability

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

##### Trustees' indemnities

Subject to the provisions of the Companies Act 2006 and Article 6.3 every trustee or other officer or auditor of the trust shall be indemnified out of the assets of the trust against any liability incurred by him in that capacity in defending any proceedings, whether civil or criminal, in which judgement is given in favour or in which he is acquitted or in connection with any application in which relief is granted to him by the court from liability from negligence, default, breach of duty or breach of trust in relation to the affairs of the trust.

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

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#### Method of recruitment and appointment or election of trustees

The members entitled to appoint the trustees are: Sister A Smith, R Hodges, C Devereux, P Swalwell and N Newell. The strategic skill set of any potential new trustee is determined in advance of advertising. The trust utilise a range of methods including: its own website, social media and professional platforms including word of mouth at regional meetings to advertise trustee vacancies. Members undertake the appointment process and elect the most suitable candidate(s) to the trust board. Each appointment is for a period of up to four years. However, should a trustee wish to remain, subject to them remaining eligible, any trustee may be re-elected.

The establishment, terms of reference, constitution and membership of any committee of the trustees is reviewed annually, as is the chair person. trustees can re-nominate themselves but the current period of office for the Chair, is for one year.

Executive Headteachers and Headteachers appoint chairs of local academy committees (LAC) for each academy, which operate according to the trust's Articles of Association (s105) and scheme of delegation. During 2023/24 all academy chairs remained consistent.

The term of office for any local academy committee member will be up to two academic years, with the exception of the Executive Head Teacher, Head Teacher or Head of Academy. Any member can apply to be re-appointed or re-elected, subject to remaining eligibility criteria.

#### Policies and procedures adopted for the induction and training of trustees

Induction is undertaken as and when required and tailored specifically to the individual including mandatory training, where trustee are required to complete online training provided by National College and/or Safeguarding First. Two additional days training sessions is held with all trustees, Members and local academy committee chairs annually February and May. Other training is conducted as necessary and planned dependent upon the trustees role and legislative changes.

#### Organisational structure

The Trustees are responsible for setting general policy, making major decisions about the strategic direction of the Trust, capital expenditure, the appointment of the Chief Executive to the trust, Executive Head Teachers and Head Teachers of academies.

There are different layers of leadership and management within Tees Valley Education with clear divisions of accountability and responsibility.

- Members: The members are the guardians of the governance of the trust and have a similar role to shareholders of a company limited by shares.
- Trust Board: The trust board retain ultimate accountability and responsibility for the operation of the trust. Trust Board may delegate decision making to subcommittees in line with the trust's scheme of delegation
- Chief Executive Officer: is also the Accounting Officer and has specific responsibilities for financial matters. It includes a personal responsibility to Parliament, and to ESFA's accounting officer, for the Trust's financial resources. The CEO role has delegated strategic and operational responsibility for the leadership and management of the Trust.
- Deputy Chief Executive Officer: Has lead strategic responsibility for teaching and learning outcomes, further developing strategic partnerships locally, regionally and nationally as well as deputising the CEO as required
- Directors: Have lead strategic responsibility of the trust's priorities and support the CEO/deputy CEO by deputising at appropriate meetings and ensure resilience and sustainability of the trust. Each of the directorate team have specific focus and priority areas of the Trust to lead on.
- Executive Head Teacher: has broader responsibility for either more than one academy or as a hub and spoke model and provides support and leadership as well as attending, the associated Local Authorities and other strategic boards on behalf of the trust.
- Head Teacher: is the leader of a school, responsible for the education of all pupils, management of staff, and for school policy making
- Heads of Academy: are to provide operational leadership and management of an individual academy under the executive headteacher as part of a broader senior leadership team.

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

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All trustees and members are provided with copies of the strategic risk register, policies, procedures, minutes, accounts, budgets, plans and other documents that they need to undertake their role. As part of their responsibility to undertake due diligence, they are also, on occasion, part of operational processes and verbally report back to the trust board.

#### Arrangements for setting pay and remuneration of key management personnel

Tees Valley Education has a pay policy which details the arrangements for setting all employees' pay and remuneration. All trust staff are on a recognised NJC support staff pay spine or standard teacher's pay and conditions (STPCD). This includes the Head Teachers who are paid in accordance with the group size of the school following national formulae. The Chief Executive Officer salary is set using extensive benchmarking data and in accordance with ESFA's guidance for academies on setting executives' pay.

#### Trade union facility time

Each academy within the trust pays into a local agreement for trade union facility time despite the fact, that none of its current employees undertake this role personally. This is paid in agreement with the Local Authorities the academies are situated, namely Middlesbrough and Redcar and Cleveland.

#### Related parties and other connected charities and organisations

It is trust policy to report and notify ESFA of all related parties including those requiring approval. Furthermore, such transactions are disclosed in the accounts. There is associated delegated authority for all levels of senior leadership.

During 2023/24 there were four related party transactions of which two were reported in advance: Spark Aspiration Tees Valley and Schools North East. During the audit it was identified the following were not reported: Power of Women and Actes Trust. All were beneath ESFA's threshold of £40,000 and a review into the processes leading to these not being reported to identify the learning and strengthen local practice has been undertaken.

#### Engagement with employees (including disabled persons)

The trust pays its staff above the national living wage and is committed to all its employees and is proud of its inclusivity as an employer of over 250 employees it is important to the trust and its academies to ensure information is shared and disseminated timely to all staff. This may be through emails, trust's virtual learning platform (VLC), staff meetings, formal and incidental meetings with leaders, professional development days or through meetings where individuals have been invited for a specific purpose including their voice e.g. staff health and wellbeing meeting held termly. These approaches have also influenced the performance of academies and teams, by being able to receive information timely, but also contribute to and share information to inform their practice. This therefore contributes towards the academy and trust performance outcomes for children and young people.

To ensure that employees' voices are captured, a mixed approach is employed, combining both formal and informal methods. These include academy-level surveys, the Trust-wide Health and Wellbeing Survey (conducted bi-annually), staff meetings, focus groups, and workshop-style sessions held throughout the academic year. This approach has led to the co-production of work and projects, focusing on solutions to identified issues, as well as shaping and informing academy policies. An example of this is seen in the revision of the staff absence management policy, which was updated based on employee feedback.

All staff are encouraged to declare any disabilities to ensure their line manager can provide appropriate support, seeking the necessary advice and guidance and making relevant adjustments. For example, we have provided tailored support and adjustments for neurodiverse employees, those with recognised medical conditions covered by disability discrimination and equality laws, and individuals with physical impairments. These adjustments are designed collaboratively to ensure full inclusion within both the academy and the Trust as a whole.

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

**FOR THE YEAR ENDED 31 AUGUST 2024**

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### Engagement with suppliers, customers and others in a business relationship with the academy trust

The trust also values and respects its relationships with its suppliers, customers and other business relationships in order to support the smooth operation of service delivery but to also optimise and enhance the curriculum offer and diet to its children and young people.

The trust does this with its suppliers under its sustainability agenda, to where possible commission local suppliers and ensure suppliers provide good quality products and services. Alongside this, we ensure all suppliers are paid timely and within a maximum 30 day agreement.

The customers are the communities we serve therefore, we work with a range of suppliers and other businesses to ensure we can provide a holistic offer as part of our civic duty. This includes providing advice and support on areas that impact our communities including: fuel poverty, digital poverty, food banks, donated clothing banks, donations to support with trips and enrichment activities etc. Our customers (parents/carers) also volunteer within our academies by facilitating food and clothing banks, offer their time to read with children and represent the community on one of the local academy committees (LAC) across the trust.

The businesses we collaborate with also contribute to the delivery of the business and enterprise curriculum. These include organisations such as Port of Middlesbrough (AV Dawson), Bloomberg, The Casper Group, Power of Women, PD Ports, and Teesside University, to name a few. These partnerships provide pupils with valuable opportunities to explore future job roles and gain insights into various career pathways, inspiring them to aspire to work in a range of industries across the Tees Valley area.



# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

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#### **Objectives and activities**

##### Objects and aims

The principle aim of Tees Valley Education is to provide an excellent education and pastoral service for all its children, thus improving their life chances and future opportunities.

Our mission is to deliver educational excellence for all of our children by fostering a culture of creativity, curiosity, care, courage and commitment.

Our vision is therefore 'to transform children's life chances'.

Each academy provides an inclusive education for children regardless of gender, ability, ethnicity, race, religion or additional needs. Typically, cohorts are comprised of children drawn from the housing area in which the academy is situated. However, those children attending Discovery Special Academy and the designated additionally resourced provision, at Pennyman and Dormanstown, are from across the Local Authorities of Middlesbrough, Redcar and Cleveland and Stockton.

The attributes and behaviours underpinning the culture at Tees Valley Education are encapsulated by the Tees Valley Education Diamond Standards. This acknowledges that 'we' are all diamonds: none of us start off polished, but with the right environment, time, support and development 'we' become brilliant.

The Diamond Standards (5 C's) were developed by children, staff and communities in 2018 and these are the values we all live by and celebrate. The C's represent the following:

- Commitment: To be dedicated, hard working and always try our best
- Courage: to be adventurous, bold and brave
- Curiosity: to be inquisitive, excited and explore
- Care: to be kind to ourselves, each other and our communities
- Creativity: to use our talents to imagine, innovate and inspire.

The trusts mission, vision and values are also underpinned by Aristotle's 'We are what we repeatedly do. Excellence, therefore, is not an act, but a habit.'

TVE's whole community have demonstrated the Diamond Standards and are proud to announce that in 2023/24 the Trust remained committed to these and awarded a mixture of awards to children, staff, families and parents at a celebration event in July at Teesside University. All the nominees and overall winners received their medal and/or engraved glass trophies for each of the 5C's. The trust also celebrated these achievements in the trust's termly and end of year newsletters.

Tees Valley Education strategic objectives aligned to the trust's vision of transforming children's outcomes were to:

- Improving pupil attendance to 96% to be inline with national benchmarks. -
- Improved assessment for combined measure to achieve 59% and above at year 6. Impact was that this raised to 71%, an increase of 12% and which is 11% above National benchmark. Consistency of outcomes across all academies and embedded rhythms and routines
- Trust reading outcomes to achieve 73% or above. Impact on outcomes demonstrated a 8% increase to 79%, 5% above national benchmark.
- Pastoral and welfare provision to support all children's physical and emotional welfare needs are met to enable their learning to take place
- Business, Industry and Enterprise Curriculum to enable children to develop the skills and knowledge required to succeed and drive economic developments in the 21st century throughout Teesside and beyond

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### *FOR THE YEAR ENDED 31 AUGUST 2024*

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The trust are working in close partnership to develop the trust's USP with key strategic partners being Ambition Institute, Teesside University, SSAT, Spark Aspirations Tees Valley, PD Ports, Materials Processing Institute, Forum Strategy, Schools North East, Chartered College of Teaching, Power of Women, Casper Shipping, Ormiston academies Maritime Futures, local SEND colleagues in the local authorities the academies are situated in to further develop the core offer for staff, children and the community.

The academies within the Trust play a pivotal role in their communities, working closely with community safety partnerships and other local organisations. These partnerships aim to raise awareness about safety and provide essential support to vulnerable families, offering food, clothing, and access to basic necessities. Collaborating within the wider community has never been more critical than in 2023/2024, and this will likely continue into 2024/2025 due to the ongoing cost-of-living crisis. In particular, our efforts have focused on developing poverty-informed practice and welfare support to meet the fundamental needs of those most affected.

The Trust and its academies have worked alongside various organisations, such as the Greggs Foundation, The Teesside Charity, Teesside Family Foundation, Middlesbrough Environment City's Affordable Warmth programme, local Sainsbury's stores, Middlesbrough Football Club, and Ladies of Steel in Redcar and Cleveland, to ensure access to food, fuel, and other essential services. We also partner with charities, campaign groups, and policy networks to better understand and tackle community needs. For instance, one of our Directors is part of the North East Child Poverty Commission. These collaborations, along with partnerships with businesses like Port of Middlesbrough (AV Dawson), Bloomberg, The Casper Group, Power of Women, PD Ports, and Teesside University, offer pupils valuable insights into future careers and help build stronger, more resilient communities across the Tees Valley area.

Trustee's and Members receive updates as part of the trust's governance arrangements throughout the year on the progress against its objectives including horizon scanning and the impact of external factors such as energy costs on the trust's communities it serves and its academies.

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

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#### Public benefit

The trustees confirm that they have complied with the duty in section 4 of the 2011 Charity Act to have due regard to guidance published by the commission regarding public benefit.

The trustees and committee members of each academy recognise that equal opportunities should be an integral part of practice within the workplace. The trust actively aims to ensure equal opportunities in all areas of its work, including creating a working environment and culture in which the contribution and needs of all are fully valued.

The trust has furthered its public benefit through the following activities:

- As part of the trust's civic duty, it has continued in 2023/24 ensured where possible its academies have accessed support to aid with fuel and food poverty such as providing food hampers, welfare packs and vouchers towards gas and electricity and general advice and guidance on housing matters. This was achieved by working with a range of partners across the voluntary sector:
  - AAA Roofing
  - Ladies of Steel at Redcar
  - Greggs Foundation
  - Family Foundation
  - FayreShare
  - Community School Clothing Scheme
  - Local Foodbanks
  - Middlesbrough Environment City – Affordable Warmth
  - Sainsburys (local stores)
  - Middlesbrough Football Club
  - Middlesbrough Borough Council
  - Redcar and Cleveland Borough Council
  - Mellors
  - The Teesside Charity

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### *FOR THE YEAR ENDED 31 AUGUST 2024*

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- In addition, the trust provides a wellbeing offer that was bespoke for all children and staff across the trust. This was communicated via academy and trust wide newsletters and social media which further celebrate the fantastic work being undertaken by children in all the trust's academies.
- Academies provide access to affordable uniform including recycling donated uniform free of charge
- Academies provide an offer of additional extra-curricular activities such as holiday clubs, breakfast clubs and after school activities
- The trust works in partnership with St Nicolas Church Guisborough by hosting termly events to bring together children and families from across the whole trust by celebrating festivals through music with the community including supporting the Church
- The academies across the trust proactively support national charities such as Children in Need, Comic Relief and Macmillan Cancer Support which in turn feedback in and support local families.
- The trust continues to work with Materials Processing Institute and PD Ports to educate and raise awareness of their work, community engagement and environmental impact for all. Since the launch of our Business, Enterprise and Industry curriculum offer in July 2022, this continues to enhance and further develops our commitment to engaging our children and community in their local area and the opportunities it provides.
- Year 6 working with Teesside University Business School and producing plans for sustainable Middlesbrough of the future. This work will feature as a case study in the university's partnership work with UNESCO.
- Strategically the trust works closely with its professional community of SEND and the school improvement agenda, this includes contributing towards benchmarking data via the The School Data Company, STEM work, sharing expertise as well as providing school to school support locally, regionally and nationally.
- The trust continues to work collaboratively with Galileo Academy trust as their school improvement partner.
- All the academies and in particular Discovery Special Academy continues to recruit trained and qualified staff from the local area as it increases its cohorts, for its growing secondary school, which is due to be fully installed Autumn 2024, with the academy being at full compliment by September 2026, when it has year groups from year 7 through to year 11.
- We also serve as Vice-Chair of the Teesside University Initial Teacher Training (Partnership Enhancement Board), alongside other local schools and Evidence Based Education. This role helps to shape, inform, and evaluate local ITT provision, while also contributing to the development of a clear understanding of what it means to be a 'teacher in the Tees'. As part of this commitment, we actively participate in regular conferences and teacher-education events with ITT providers across Teesside, supporting the growth and development of future educators in the region.
- Through the partnership working between Natures World and Discovery Special academy on behalf of the trust, are working collaboratively on ongoing regeneration project which will include children from the trust as part of its contribution towards becoming more environmentally responsible.

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2024

### Strategic report

#### Achievements and performance

The figures for this report are correct as of 29 September 2023.

Date range of this report - 1st September 2022 – 29 September 2023

Tees Valley Education multi academy trust is made up of five academies geographically situated in two local authorities– Brambles Primary Academy, Discovery Special Academy, Dormanstown Primary Academy, Pennyman Primary Academy and Wilton Primary Academy. The trust currently serves more than 1200 children, which has grown markedly over the last three years. Primarily this is due to the growth of Discovery Special Academy along with individual academies numbers on roll. Given the unique makeup of the trust which involves children from mainstream, specialist SEND units and special provision from 2 – 16 years there are three bespoke pathways of curriculum reflecting age, phase and stage.

(As of 24.10.24)	Current Roll	Pupil Premium		SEND School Support	SEND EHCP	EAL
		PPG	Ever 6			
<b>Brambles</b>	340	67% (226)	66% (223)	48	8	29
<b>Discovery</b>	169	65% (110)	67% (114)	10	159	33
<b>Dormanstown</b>	250	56% (140)	54% (135)	34	36	6
<b>Pennyman</b>	394	69% (271)	68% (268)	34	47	14
<b>Wilton</b>	76	62% (47)	62% (47)	11	2	5
<b>TVED Overall</b>	<b>1229</b>	<b>63% (776)</b>	<b>63% (769)</b>	<b>137 (11%)</b>	<b>252 (21%)</b>	<b>87 (7%)</b>
				<b>389 (32%)</b>		

- Pennyman has a unit for 55 children from Nursery to Y6, and was the result of an amalgamation between a special and a mainstream school, its SEND designation being for children with physical, complex medical, associated learning and communication and interaction needs.
- Dormanstown has a 40 place base for children from Reception to Y6, its SEND designation being for children with communication and social interaction needs, Autism with associated learning needs.
- Discovery is our growing Nursery, primary and secondary special academy currently offering 151 places for children from aged 4 to 13 yrs, its SEND designation for children with severe learning disabilities, neurodiversity, communication, social interaction needs, complex medical and physical needs.

Around 1000 children receive a mainstream, formal pathway offer with approximately 100 children receiving a semi-formal pathway and around 150 receiving an informal curriculum offer.

Nationally Pennyman Primary is the biggest academy with this type of a specialist SEND unit and complexity. This is the pathfinder of inclusive provision within the trust and was the bedrock on which the Discovery Special Academy's free school application was originally built.

	Last inspection	S8 / S5	Outcome	Next inspection	Expected outcome	Change
<b>Brambles</b>	10/6/14 27/2/19 (Monitor)		Outstanding	Before 2026	Outstanding	Possible
<b>Discovery</b>	18/1/23 (2 day)	S5	Good	2026	Outstanding	Possible
<b>Dormanstown</b>	22/11/23 (2 day)	S5	Good	2027	Good	Remains
<b>Pennyman</b>	14/2/23 (2 day)	S8	Good/ Outstanding features	2026	Good/ Outstanding	Possible
<b>Wilton</b>	10/11/22	S8	Good	2026	Good	Remains

Recently four of the academies have been through inspection, one of which improved from RI into Good, one has maintained a good grading and a recognition that the provision was growing outstanding features, another stayed at good with outstanding features and the new free school received its first inspection which was graded good overall. It was acknowledged that it was rapidly moving towards an outstanding provision.

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2024

### **Community Contextual Information**

The grass root communities for each academy are complex, serving some of the most disadvantage communities regionally and nationally. The cost of living crisis is a very real issue to many of our families and academy pastoral team support is often longstanding. A reduction in local services, which are often over stretched and under resourced, mean the hyperlocal needs are compounded. TVED academies are increasingly providing support which goes far beyond the traditional educational 'offer' and consequently our Pastoral Teams have expanded to accommodate this. Alongside this our high percentage of SEND at 31%, both mainstream, unit and special, provides a wealth of agency to our pupils and the trust requires exceptional strategic leadership to steer this complex picture. The Trust is very proud of our commitment and practice to inclusivity. It is the trust mission to provide a haven for the most vulnerable children and families in our communities and support them in every way possible in providing their children with the broad set of skills they will need to secure a bright future.

Nationally, following the White Paper agenda, the DfE have named Middlesbrough as a Priority area given that, outside London, it is one of the most deprived areas in the country. They want to see improved outcomes, as does the trust, however, it is a complex landscape needing significant strategic foresight.

To compare TVED context nationally The Income Affecting Children Index (IDACI 2019) the areas driving this overall figure are those of low incomes, poor education outcomes (mostly impacted on by secondary provision), low employment and very poor health outcomes.

Updated November 23	2% Most deprived	5% Most Deprived (National Ranking)	10% most Deprived
Brambles		97% (240th out of 32,844)	97%
Discovery		44% (454th out of 32,844)	54%
Dormanstown		60% (412th out of 32,844)	84%
Pennyman		78% (549th out of 32,844)	80%
Wilton		3% (130th out of 32,844)	3% (30% most deprived – 94%)
<b>TVED</b>	<b>2% Most deprived - 64%</b>	<b>71% (400th out of 32,844)</b>	<b>78%</b>

The compounding challenges faced by many of the families in our community, especially those of mental and physical wellbeing and potential social exclusion are typical of those rooted in place and time and lead our actions as identified in sections below.

### **Trust Specialisms and Unique Areas of Commitment**

By knowing the trust context on a deep level the purpose is for the children to access a wide range of opportunities, high quality provision and support, underpinned by the trusts dedication to make a difference to their lives both now and in the future.

**SEND & Inclusion** – Inclusion is a fundamental aspect to the ethos of TVED, and four out of five academies have secured the Inclusion Quality Mark (reports available on academy websites). Discovery Special Academy recently (March 2024) gaining IQM Flagship status. The growing specialist provision is fundamental to delivering our trust vision of improving outcomes for all young people, but especially children with SEND and other vulnerabilities. Through our significant expertise in this area support is provided to each other, and a variety of other educational settings regionally, at the same time influencing and shaping SEND practice, provision and outcomes nationally. To further demonstrate the Trusts commitment to improving the life chances and educational opportunities to the most vulnerable children in the area, the Trust applied to create another special free school in the area and whilst we were unsuccessful the trust is proud of its intention to support the growth in our area in a joint partnership with the LA. In support of our commitment and dedication in this area the trust employs a Director of SEND & Inclusion.

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

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Arts and Culture – Through our commitment to our academies, and those across the Tees Valley, a wide range of small to large scale opportunities locally, regionally and nationally, have been provided where children are able to develop and showcase their abilities and talents. Through art, design, culture, music and performance our purpose is to nurture passionate, imaginative and inquisitive individuals, who can see and experience the world from a creative perspective.

Social Justice and Equity – At TVED this is more than just a slogan it is a long-standing commitment to make a difference to our children families and communities alongside influencing and shaping practice, research and dialogue for our team, other schools, partners and professional community. This commitment has allowed us to speak on a variety of platforms and in published articles, research and in the not too distant future a book! In support of our commitment and dedication in this area the trust employs a Director of Research, Improvement & Innovation and from September 2024 includes PLACE (People, Learning and Community Engagement).

Business, Industry and Enterprise – Our children are the future innovators and agents of change in Teesside and beyond, so this commitment is an important part of preparing and equipping them. Our curriculum provides integrated thinking and learning alongside meaningful real-industry encounters with key partners that will lay out possible career pathways. Currently this is being implemented within TVED however this is part of a much bigger plan that will impact children nationally.

#### Curriculum - Intent

The trust curriculum is a knowledge-rich national curriculum-based offer that is mapped to reflect, and **meet, the bespoke needs of all children in the trust**; across mainstream, SEND unit and specialist provision. Through defined pathways the curriculum encompasses a mainstream, unit and specialist curricula offer delivered through a SEND continuum of formal, semi-formal and informal. Designed to ensure academic progress for all children, the trusts shows determination to achieve excellence and embed an **ambitious curriculum and narrow gaps**. Greater detail on the intent and pathways - Curriculum Offer.

#### Core Subjects

In order to support the development of the reading curriculum the trust have ensured that there is **collective and consistent approach to early reading** development. This is through the RWI phonics programme which is supported at Trust level. All academies have continued access to the enhanced CPD package from RWI to ensure fidelity to the scheme. Through this package, all staff in the trust have had the appropriate training necessary to deliver phonics lessons in line with the program's expectations. Impact over time is evident in outcomes, the quality of phonics teaching, how gaps are addressed in a timely manner, by the accuracy of books matching children's need, all of which is quality assured by the trust reading lead. All children on the Semi Formal pathways follow the RWI phonics programme, although modifications have been made for Semi Formal children where it has been deemed to be in the best interests of how this group of children need their learning given to them.

TVED **reading and writing frameworks** have been reviewed in line with the latest research and are now aligned to current thinking in teaching and learning of literacy development. TVED recognise that children often have limited **vocabulary** development and speaking and listening opportunities outside school. We therefore seek to make up for this experience gap by ensuring that the teachers are ambitious in their expectations for expanding the children's vocabulary and ensure they have the key knowledge they need to build up key concepts, which support the development of higher order reading and writing skills. Curriculum design has allowed us to strategically make links so that new learning and prior learning is planned and builds knowledge and application over time.

The academies teach reading and writing through a text-based approach, making links and exploring the text as a quality reading experience or quality writing experience. The frameworks expectation, and refinements implemented from September 2022, is that the reading used will influence the writing and the writing genre should influence the reading comprehension texts and strategies chosen. We have ensured that the judicious use of a range of high-quality texts not only brings a breadth to the children's learning and helps develop a love of reading and writing, but also contributes to the building of the children's cultural capital. The impact of this is that both engagement and enjoyment has increased across the trust significantly and outcomes can be seen below. **(Trust RAD for reading)**

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

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The **maths framework**, refinements implemented January 2023, develops children's mathematical ability over time, their confidence in order to master mathematical concepts, increase fluency, mathematical comprehension and their ability to apply them to a wide range of problems. Key to developing pupils understanding in mathematics is fluency and confidence in number knowledge as a building block, to support this all the academies have implemented Winning With Numbers in 2022/23. The impact of this is that staff across the trust are supported in their planning so that the sequence of learning is supported with end point in mind so that progress is central. The application of knowledge has improved significantly but the trust is aware this needs further work, based in mathematical comprehension. See data below. The trust improvement team are aware of the need for further improvement which they expect to come to fruition as a result of the implementation of the maths framework, which will be assured by the trust maths lead.

As a trust we are planning to bring the same amount of rigour, development and successful implementation to the refinement of the **science curriculum**. In support of this, and to utilise subject specific expertise, the trust are looking to work alongside subject specific expertise over the next year to support this development. (**Curriculum – RAD**)

#### Foundation Subjects

In terms of the foundation curriculum, there is a full curriculum offer and schemes of work in each subject ensures the academies have a consistent offering that is broad and ambitious but recognised the needs of the children. The schemes ensure that **knowledge, skills and vocabulary are built on systematically** across all school years and that end points to learning are made explicit. Teachers use the prior knowledge children have been taught in each year group previously to support current learning and know what their learning builds towards.

At TVED we continually strive to improve our curriculum offer by reviewing the current excellent offer and, by engaging in current thinking and research, refining our future offer. During 23/24 curriculum review the trust has

- refined the **assessment of the foundation subject** to ensure the principles of both formative and summative judgements are central. This will be reviewed and monitored.
- change planned is based within our academy's hyper local context, gap analysis, CPD and a review of common misconceptions and persistent problems.
- Begun to refine the curricular offer, utilising subject specific expertise alongside phase and stage expertise, which has allowed us to be **strategic architects of curriculum design** moving the trust curriculum offer forwards. By incorporating substantive and disciplinary concepts, knowledge and skills in the right balance the trust can ensure that clear links are made to ensure knowledge is 'sticky' and applied in children's learning.
- This curriculum refinement will continue to be worked on throughout 24/25. The trust's rationale for **implementation is for success for all**, therefore the intention is to employ a transitional approach to implementation. This will allow TVED leaders to, and take account of, the governments curriculum review.

#### Semi-formal Curriculum

For semi-formal primary and KS3 children, the core and foundation curriculum is based on TVED curriculum and is taught in a stage appropriate manner, using age appropriate content and personalised to each individual child or small group of children. The informal curriculum is entirely personalised to need and knowledge is taught through a continuum of skills development as set out in the Mapping and Assessing Personal Progress (MAPP) approach. Key areas of knowledge are repeated and revisited. In this way, repetition of learning and overlearning leads to generalisation, fluency, independence and maintenance of knowledge over time.

The curriculum review mentioned above will be carefully implemented for all pathways utilising the trusts expertise to ensure it meets the needs of all children and young people.

#### Trust Outcomes - Impact

TVED regard the quality of teaching and learning, the seamless integration of pastoral, therapeutic and medical support and value-added measures (including national progress measures) are key to the trusts self-evaluation. For many of the children, the prime aim of the academic curriculum is to catch up with age-related expectations, as many join us with extremely low levels of development across the curriculum. The trust uses all accountability measures where necessary to ensure that schools have high expectations of what their pupils should achieve and intervene swiftly when this is not as high as should be expected.



# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

As stated throughout this document, one of the unique features of the MAT is the commitment to, and success with, children with a range of learning, physical, medical and associated sensory and language SEND needs. The academic progress and attainment of this group is recognised through bespoke curriculum and data pathways, dependent upon the primary designation agreed in their EHCP's.

#### Formal Curriculum Pathway Phonics

The percentage of pupils achieving the expected standard in Year One Test is 87% in 2024. This represents a three-year trend with a 12%, which returns the trust to outcomes prior to covid and is above the current national expectation. The improvement is a direct result of all academies revisiting professional development for all staff in RWI and targeted approach to accelerated progress in early reading.

	2022		2023		2024		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	120	75	118	85	129	87	367	82
Girls	67	82	52	83	55	96	174	87
Boys	53	66	66	86	74	80	193	78
Dis	76	72	78	81	83	88	237	81



The percentage of boys achieving in comparison to girls demonstrates an achievement gap of 16%, whilst this is linked to the higher numbers of girls who accelerated their achievement, it does need addressing further. This is why over the last two years all the academies continue to invest time and resources into RWI fidelity to the scheme, value the support and challenge both ways from RWI at a trust level and continued development of the teaching and learning workforce.

Over a three-year period TVED's disadvantage children outperform national disadvantage expectations by between 5 – 10%. As a result of the focused efforts the trust have implemented, the gap is closing to non-disadvantage 'other' which the trust are in line with in 2023 and above in 2024.

- Key Stage One

Internal progress scores are strong over the two years children spend in this key stage. The wider context to this is that, on return after Covid, the number of children in year one who were at the expected level was extremely low when benchmarked at the start of the year. The previous years missing the building blocks developed through their early years had created an academic challenge given that this is exacerbated by the disadvantage context of the communities. The trust continue to face this challenge, internal data demonstrates the impact of our work (**internal data**).

#### Reading

The percentage of children achieving the expected standard or above in 2024 is 66%, which maintains outcomes at the expected standard. The boy girl difference changes yearly, implication here is that this is cohort specific. Overall the trend is that the trust is in line with national average (NAT 68%).

#### Reading Expected Standard

	2022		2023		2024		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	114	69	124	70	119	66	357	69
Girls	54	65	61	77	55	62	173	68
Boys	60	73	60	63	64	70	184	69
Dis	82	65	82	66	83	64	247	65



The percentage of pupils achieving greater depth is 12%. The percentage achieving this has decreased by 4% and is below the national 2023 expected standard (NAT 19%). This is an area of development.

Over a three-year period at the expected standard the disadvantage children out perform national disadvantage expectations by an average of 14%. As a result of the focused efforts the trust have implemented, the gap is closing to non-disadvantage 'other'.

#### Writing

In 2024 the percentage of children achieving the expected standard or above was 70%, which is above national average by 10%. As with reading, the gap between boys and girls is cohort specific but has reduced to 8%.

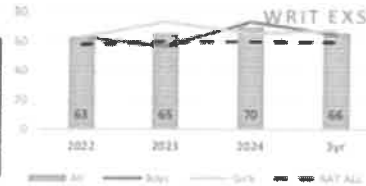
# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

#### Writing Expected Standard

	2022		2023		2024		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	114	63	124	65	119	70	357	66
Girls	54	63	64	73	55	65	173	68
Boys	60	63	60	57	64	73	184	65
Dis	82	59	82	61	83	69	247	63



At the greater depth standard in 2024, 5% of children achieved this, which is below national averages (8%). This has decreased over a three-year period and is an area of development for the trust.

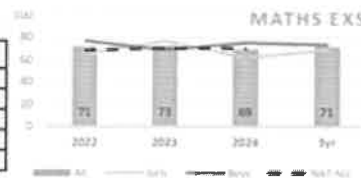
69% of the disadvantage children achieved the expected standard, which is well above the national disadvantage (41%). Disadvantaged children's performance is better than disadvantaged pupils nationally, and is in line with 'Other' pupils Nationally. From the last external benchmark test in 2019 the trust has closed this as a result of the refinement in the teaching a learning approach and writing framework.

#### Maths

The percentage of children achieving the expected standard in 2024 was 69%, which broadly means the trust has maintained standards post covid. In all three core areas the gap between boys and girls is cohort specific and not a pattern due to this reversing yearly. Over a three-year period the gap is 5% and within a tolerance that the trust monitors.

#### Maths Expected Standard (EXS)

	2022		2023		2024		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	114	71	124	73	119	69	357	71
Girls	54	65	64	77	55	62	173	68
Boys	60	77	60	68	64	75	184	73
Dis	82	65	82	67	83	66	247	66

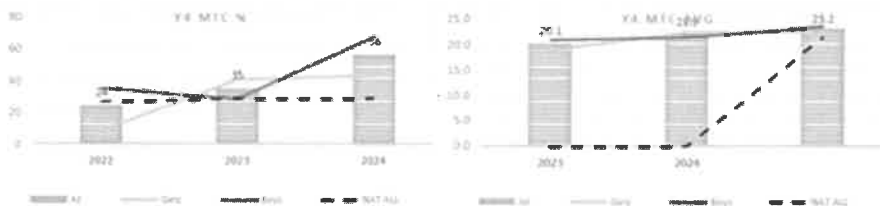


At the greater depth standard in 2024, 13% of the children achieved this, which is below national averages (16%). This has decreased by 2% over a three-year period and is an area of development for the trust. 66% of the disadvantage children achieved the expected standard which is 14% higher than the national average for disadvantage.

At both the expected standard and greater depth the trust will be focusing on refining mathematical comprehension and reasoning.

- Multiplication Tables Check

	2022 avg.		2023 avg.		2024 avg.		2022 % (25/25)		2023 % (25/25)		2024 % (25/25)	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	115	20.1	129	21.9	126	23.2	116	24	129	35	128	56
Girls	48	18.9	66	22.4	59	22.6	48	8	66	41	60	43
Boys	67	20.9	63	21.4	67	23.7	68	35	63	29	68	68
Dis	82	19.4	89	21.6	100	23.0	83	23	89	31	102	57



- Key stage 2

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

Up until July 2023 progress scores from KS1 to KS2 in writing and maths demonstrate positive progress over a three-year trend. Reading progress score is now a positive score demonstrating increased impact over time as a result of the reading framework implementation and robust monitoring (**See trust data**). From 23/24 there will no longer be a national progress measure however internal data indicates this continues to be very positive.

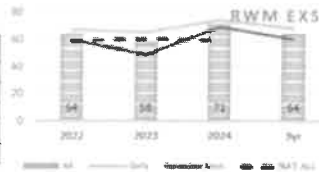
The value added across KS2 is an area of improvement which is why, from September 2023, the trust has expanded and strengthened the trust improvement team with greater expertise in assessment within a school improvement cycle.

#### R/W/M Combined

The percentage of children achieving the expected standards or above national expectations is 71% which is an increase of 13% and is above national average (NAT 59%). Over a three-year period 64% of children the expected standard, which remains above the national average. In 2024 the gap between girls and boys reduced considerably from 16% to 5% as a direct result of actions the trust, this will continue as a focus. (**Trust RAD**)

#### RWM Expected Standard (EXS)

	2022		2023		2024		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	127	64	121	58	121	71	369	64
Girls	70	67	66	65	50	74	186	68
Boys	57	60	55	49	71	69	183	60
Dis	96	58	84	55	87	67	267	60



The percentage of children working at greater depth in 2024 was 7%, which is in line with national averages (8%). There is an average gap of 3% between boys and girls over a three-year period, but this is cohort specific as which group is the higher achieving group.

67% of the disadvantage children achieved the combined measure, which is 16% better than Disadvantaged pupils Nationally and closing the gap to 'Other' pupils Nationally with a 3% gap. This is a three-year trend where TVED children are higher than national averages for disadvantage.

Following 2023 outcomes there was too much variance between academies which impacted outcomes and trends, meaning that any meaningful analysis is challenging. However following considerable work to understand the reasons behind this and take robust action this variance has reduced significantly. This work will continue to ensure consistency and embedded practices. (**Trust RAD for Assessment/Combined**)

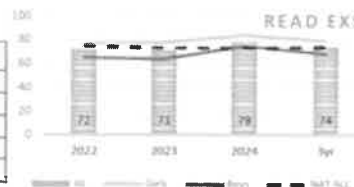
#### Reading

In 2024 the percentage of children achieving the expected standard or above was 79%, which maintains a three year trend. As a direct result of the internal challenge amongst leaders, the trust knew they needed to review and amend the approach to impact further on outcomes. This is why leaders researched and refined the approach for 22/23 implementation to the teaching of reading so that it had greater emphasis on the depth of text interrogation, comprehension and application of skills to similar texts. This has translated to outcomes in two of our academies but there was too much variance across the other two which is why this continued to be an area of development in 23/24 (Trust RAD for Reading). Further development happened during 23/24 through the engagement with DfE Reading and Language partnership (Linked to Middlesbrough LA as a priority area) delivery high quality CPD and personalised support, learning is shared and implemented across all TVED academies in order to impact outcomes further.

The percentage of boys achieving the expected standard or better is 75% and girls is 84%, so therefore there is an achievement gap of 9%, which is reducing.

#### Reading Expected Standard

	2022		2023		2024		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	127	72	121	71	121	79	369	74
Girls	70	77	66	77	50	84	186	79
Boys	57	65	55	64	71	75	183	68
Dis	96	68	84	67	87	77	267	70



# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

The percentage of pupils working at greater depth is 23% which has increased by 5%. Girls are out performing boys over a three-year period but this is reducing.

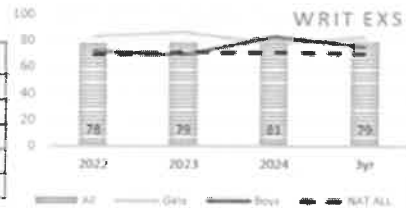
77% of disadvantaged pupils achieved the expected standard which is above national disadvantaged of 64%. Whilst the trust knows its disadvantaged pupils performance is better than disadvantaged pupils Nationally, it is still below by 3% 'Other' pupils Nationally at 80% and the gap is closing.

#### Writing

81% of the children achieved the expected standard in 2024 which is above the national average (71%). Over a three-year period TVED are either above or in line. In 2024 the gap reduced to 5% with boys outperforming girls. The implementation of the refined writing framework, and the direct links with the reading framework, from September 2022 onwards has enabled a greater level of consistency across the trust and the sharing of excellent practice.

#### Writing Expected Standard (EXS)

	2022		2023		2024		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	127	78	121	79	121	81	369	79
Girls	70	83	66	86	50	78	186	83
Boys	57	72	55	69	71	83	183	75
Dis	96	74	84	74	87	77	267	75



Over a three-year period, the gap at the greater depth standard to national averages has reduced so that in 2024 the achievement was in line with national averages (13%).

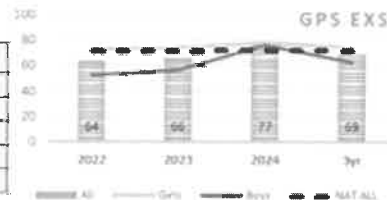
In 2023 77% of the disadvantage children achieved the expected standard which is 10% above the national disadvantage (67%). Over a three-year period, the trust has continually outperformed national disadvantage at both expected and greater depth standard.

#### GPS

The percentage of children achieving the expected standard or above in 2024 was 77% which has risen by 10% on the previous year and is above national average (72%). The achievement gap between girls and boys has reduced from 20% to 2%. The academies continue to refine their approach and placed greater emphasis on achieving accelerated progress, which is monitored and supported by the trust English lead. 71% of disadvantage children achieved the expected standards, demonstrating a 8% rise, and is above National disadvantage (67%) and closing the gap to 'Other' pupils nationally.

#### GPS Expected Standard (EXS)

	2022		2023		2024		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	127	64	121	66	121	77	369	69
Girls	70	73	66	74	50	78	186	75
Boys	57	53	55	56	71	76	183	63
Dis	96	58	84	63	87	71	267	64



#### Maths

79% of children achieved the expected standard or above in 2024, which is above national averages and an 8% increase from the previous year. To support greater impact the trust has refined the maths framework which was implemented from January 2023. Moving forward the trust will extend its development work into maths comprehension and reasoning, led and monitored by the trust maths lead.

#### Maths Expected Standard (EXS)

	2022		2023		2024		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	127	73	121	71	121	79	369	75
Girls	70	74	66	71	50	80	186	75
Boys	57	72	55	71	71	79	183	74
Dis	96	68	84	67	87	75	267	70



# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

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The percentage of pupils working at greater depth is 27%, which demonstrates a 9% increase. The percentage of boys achieving greater depth is 30% and girls is 24%, so therefore there is an achievement gap of 6%.

75% of the disadvantage pupils achieved the expected standard which is 11% higher than national average (64%).

- Summary

From children's starting points and the challenges TVED school communities have faced in the last four years, the trust considers 2024 attainment figures to represent good progress from starting points. Nevertheless, the trust is relentless in the pursuit of the best outcomes possible for all TVED children and continue to work at ensuring as many of the children leave us with the skills they need in order to thrive in their next stage in education. This is not to say that the trust are not aware of the areas identified that need improving and the trust improvement team are focused on this.

#### Semi-Formal Pathway

Progress data demonstrates a positive picture over time given the SEND needs of this group of children. This is measured from their highly personalised targets at the start of the year, generated through CASPA which takes into account their age and SEND need using a national data base. It is highly challenging to compare progress against robust comparative data for pupils in both special and unit provision so utilising CASPA has allowed us to be far more intuitive and intelligently use data for children who are working significantly below age related expectations. The principles of the school improvement cycle are then equally applied to this group of children and the expectations within their cognitive abilities. The targets are generated and then monitored through PIVATs so that small steps in achievements can be recognised and monitored.

Attainment in the core areas, over time, demonstrates that TVED continue to maintain a high level of achievement for all the children following a semi-formal pathway with an average of 85% in all core areas. There is a direct correlation to the excellent curriculum offer, that reflects either special or unit provision, whether they follow the special school curriculum offer or the adapted mainstream unit curriculum offer.

For reading, the gap between girls to boys remains, however this is directly linked to a specific group and their learning need linked to their EHCP. 85% of the disadvantage children achieved their personalised target which demonstrates good progress from the previous year. In writing attainment continues to be maintained at a high standard. In Maths the gap between boys and girls has reduced, directly linked to the work completed around the semiformal maths curriculum for using and applying which had a specific moderation focus supporting staff with assessment intelligence and is a result of the impact of the trusts actions.

#### Informal Pathway

Learning intentions are taken from a range of sources including, but not limited to, EHCP, MAPP learning intentions, the Engagement Model, speech and language programmes, Autism Education Trust Framework and sensory integration programmes. These are pupils who are working consistently and over time at pre-key stage and lower levels in all aspects of communication and cognition because of their needs. To make the progress they do, they access good or outstanding, appropriately differentiated, 'quality first' teaching and targeted interventions (learning, therapeutic, physical and communication).

Decisions made about the curriculum content for individuals at each key stage and are continually reviewed and revised through assessment of skills using MAPP and/or PIVATS. Alterations are monitored and adjusted to ensure each individual has an appropriate and productive learning experience.

In order to report on the progress of the informally taught children, due to the highly personalised nature of this and the fact that it is not a linear journey, the trust take a case study approach to make it meaningful and demonstrate impact. These are individually monitored and challenged by leaders. Anonymised examples are presented to Trustees and Challenge Board demonstrating impact. (Case Studies) Additionally, throughout 23/24 an innovative monitoring system was devised to allow leaders to take a broad view on progress for this group of children, which drives and focuses leaders analysis and strategic work.

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

#### Next steps -

- Progress through Assessment for Learning strengthening so that it is secure practice for all
- Secure increase in combined measure so that it continues to be above national benchmark and incrementally increases thereafter
- Outcomes for Y6 cohort 2026, linked to a five-term development plan (from identification in Y5) to support improvements
- Development of KS4 Special Secondary curriculum in preparation for our first cohort in 2025/26
- Implement a TVED ECT program
- Focus on improvement – KS2 Reading, Boys outcomes, GDS, KS2 value added, maths, comprehension and reasoning
- Subject leadership expertise and application
- Quality assurance refinement
- Foundation curriculum refinement and implementation
- Foundation Subject refinement of assessment

#### Early Years

##### Curriculum

The early years curriculum offer aims to develop the pupil holistically, taking into consideration early childhood development, their cognitive stage and the complex wider community context in which the children live that creates experience deficits on entry to TVED. Through continuous and enhanced provision, and the direct teaching of knowledge and skills, the curriculum develops each child's unique characteristics, builds resilience, self-regulation and independence, thereby increasing their knowledge and sense of themselves and the wider world. The development of communication and language is a fundamental skill which allows the children to be increasingly articulate in their learning. The 'characteristics of effective learning' are at the heart of the early years curriculum which provides opportunities for pupils to develop in environments which enable learning and ignite curiosity and enthusiasm.

This curriculum supports all pathways, formal, semi-formal and informal, as TVED believe that this allows us to ensure the building blocks for learning regardless of age and stage are key to inclusive learning in the trust.

Across the trust teaching is very strong delivering the purposeful and strategically designed curriculum, both indoors and outdoors, supporting the accelerated progress made by the children.

##### Trust Outcomes

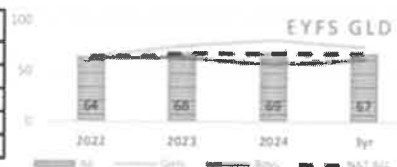
On entry to Nursery an average of 10% are at age related expectations which for the early years practitioners provides huge challenges in the delivery of the curriculum. Given the level of disadvantage it is not surprising that the starting points of the children are significantly below expectations, this has been exacerbated by hyperlocal contexts with reduced services and the impact from the pandemic on children whose early experience have been decimated in communities who struggle to engage.

##### Formal Pathway

Progress measures over the children's time in early years is excellent. From nursery entry to reception exit the average progress in the prime areas equates to excellent accelerated progress as a result of the provision the trust provides to all children.

At July 2024 the outcomes demonstrated significant improvement from end of the previous year, word reading 71%, Writing 70% and maths 70%. This demonstrates that the curriculum offer, provision, environment and personalised nature of assessment for learning application in the learning areas is having a significant impact on the children's outcomes from their starting points.

	2022		2023		2024		3 yr Avg.	
	Pupils	%	Pupils	%	Pupils	%	Pupils	%
All	115	64	130	68	128	69	373	67
Girls	48	65	59	75	66	80	173	74
Boys	67	64	71	63	62	56	200	62
Dis	81	60	76	64	88	61	245	62



# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

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Attainment over a three-year trend has been on an upward trajectory, with 69% achieving the GLD in 2024. This is in line with national benchmarks however given the context discussed and the progress outlined the trust believes that this is an outstanding outcome. In support of this in 2024 61% of disadvantage children outperform national outcome for disadvantage pupils, this is following a three year upward trend.

Over a three-year period the gap between girls and boys has widened to a gap of 24%. The early years team will complete a rigorous review as they are relentless in their approach to improve outcomes for all. The team has worked to refine the curriculum to support all children and improve further their assessment framework and application of this. Key milestone points support teachers with their formative and summative judgements that inform their planning and delivery. Regular network meetings and moderation events involving all practitioners have brought a greater level of consistency and assurances, led by the trusts EY lead.

#### Semi-formal Pathway

The core academic curriculum is based on the early year's foundation stage profile. This curriculum begins at 0 years and therefore all pupils joining the academy in reception are able to access this regardless of the age and stage. The EYFS curriculum follows the principles of play based, multi-sensory and exploratory learning. Activities in each area are informed by both baseline and continuous assessment and purposefully designed to teach the foundation skills needed to progress. As well as the EYFS curriculum, learning intentions may be taken from a range of therapeutic sources including but not limited to, sensory integration, speech and language, BLAST and physiotherapy.

#### Parental Engagement

In all early years settings this is highly valued by both the trust and the parents, and key to ensuring linking learning at home and school. Positive impact on children's outcomes, parental understanding and engagement with their child's academy is a key lever that, as a trust, we work hard to develop, especially where parental experiences of school may have been challenging. (Parental surveys)

#### Extending Provision in Early Years

We have a growing percentage of parents who value and access the 30-hour provision. Three of our academies offer this currently supporting 23 children. The soft evidence currently is that these children have really sound and well-developed building blocks, alongside parental support. End of year 23 improvement in outcomes would suggest this is a supportive development but the more valuable evidence will be to review how they progress into and during Y1. From September 23 this will continue to support 17 children but this is expected to grow.

From September 2023 BPA will be extending their early years provision to cater for two-year-old children. This will cater for 8 children in the autumn term as a pilot project, building towards 16 children in the spring as part of the implementation plan to ensure its success. The EY team are ensuring that there is a clear progression in both resources, curriculum and provision as the children move through the unit.

#### Transition – EY to Y1

At TVEd we firmly believe the guiding principle from EYFS continue into the statutory Year 1 curriculum and beyond. Alongside these principles, the characteristics of effective learning, that refer to the behaviours and dispositions required for a child to respond to their unfolding futures, are pivotal. Effective transition is a process not an event and needs to reflect the personalised assessment dialogue at the end of reception. To support this further the trusts innovative development of a curricular approach to the delivery of Year 1 to ensure the building blocks to learning were cemented in place. From 2022 the planning and teaching of the Year 1 curriculum meets the statutory requirements of the National Curriculum. Whilst the pris taught a driven by the National Curriculum, the delivery is based on the successful practices from Early Years and the principals of early childhood development. Through a mixture of direct teaching and independent learning and application in learning zones, there is a full curriculum offer.

The impact of this has seen up to 20% rise in attainment from autumn term 2021 to July 2023 (Reading +21%, Writing +19%, Maths +16%). The soft evidence is that the children are more rounded in their development, increased levels of understanding and relating their learning, language and oracy levels are higher, increased independence and greater readiness for more formal approaches and readiness for the next stage of learning.

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

#### Next steps -

- Continue to improve GLD outcomes to meet national averages
- Further embed and expand provision for **two year old**
- Strategic staffing decisions to ensure we maintain developments and improvements
- Extend milestone documents to support transition from EY to National curriculum
- Explore further the widening boy/girl gap from 2024

#### Attendance and Punctuality

The trust identified attendance as an area needing greater impact as TVED's attendance figures were below national benchmarks. It became a strategic and operational priority area from September 2022. Accurate as of 6.9.24

Attendance (School age)	M'str (NAT 94%) Special (NAT 86.9%)	2019/20 Attendance	2020/21 Attendance	2021/22 Attendance	2022/23 Attendance	2023/24 Attendance	Current Attendance
Brambles	M'str	92.2%	93.8%	90.9%	92.3%	93.3%	96.3%
Discovery	Special	93.4%	93.5%	91.6%	92.2%	92.9%	92.9%
Dormanstown	M'str	92.9%	94.4%	91.8%	93.3%	93.6%	93.8%
	Unit				94.6%	94.7%	97.3%
Pennyman	M'str	93.9%	93.3%	89.1%	92.2%	92.7%	94.5%
	Unit				89.5%	89.6%	90.5%
Wilton	M'str	94.3%	96.1%	94.5%	95.6%	96.0%	97.9%
<b>TVED Overall</b>	M'str	<b>93.6%</b>	<b>93.9%</b>	<b>90.7%</b>	<b>93.4%</b>	<b>94.0%</b>	<b>96.8%</b>
	Special				<b>92.1%</b>	<b>92.4%</b>	<b>93.5%</b>

Persistent Absence (all pupils)	M'str (NAT 22.1%) Special (NAT 39%)	2019/20 Persistent Absence	2020/21 Persistent Absence	2021/22 Persistent Absence	2022/23 Persistent Absence	2023/24 Persistent Absence (<90%)	2023/24 Chronic Absence (<50%)
Brambles	M'str	30.6%	24.0%	33.0%	75/337=22.6%	85 (24%)	2 (1%)
Discovery	Special	20.0%	21.7%	28.6%	27/126=21.43%	38 (26%)	1 (1%)
Dormanstown	M'str	28.3%	14.8%	25.1%	40/268=14.93%	36 (13%)	3 (1%)
	Base				2/34=5.88%	7 (3%)	
Pennyman	M'str	21.6%	26.4%	38.5%	68/426=15.96%	84 (20%)	11 (3%)
	Unit				18/51=35.29%	25 (6%)	
Wilton	M'str	20.0%	11.5%	14.8%	5/68=7.35%	6 (8%)	0
<b>TVED Overall</b>		<b>24.5%</b>	<b>23.7%</b>	<b>37.3%</b>	<b>235/19.2%</b>	<b>211 (16%)</b>	<b>17 (1%)</b>
						<b>70 (5%)</b>	



# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

The trust follows a graduated attendance response, which links directly with the National DfE guidance, and appropriate and effective case management will take place (**Trust Attendance Policy**). Additionally, there are a range of initiatives we have put in place to combat poor attendance and punctuality that go beyond corrective measures but are the difference to whether the child attends school or not e.g. mattress to sleep on, emergency heating; food, clothing and tenancy issues. The Trust always endeavours to support and challenge parents and only when all other strategies of support have been exhausted, we refer families to the Local Authority to instigate formal attendance procedures. (See **Parental Voice from Academies, LAC minutes**)

TVE ACC/FPN Information 2023/24						
	Brambles	Discovery	Dormanstown	Pennyman	Wilton	Trust Overall
ACC Initiated	26	2	3	15	0	46
Fixed Penalty Notice Warning Letter Sent	0	0	4	13	0	17
Unauthorised Absence Referral	4	2	0	0	0	6
Fixed Penalty Notice LOA Issued	33	0	9	18	4	64
2nd Fixed Penalty Noticed Issued	3	0	1	1	1	6
Comments	52 pupils	2 pupils	12 pupils	33 pupils	4 pupils	103 pupils

Following the trial undertaken by Pennyman in 22/23 a more detailed Attendance graduated response using the revised national guidance and parental communication trials. Whilst support to parents to encourage school attendance is always the default position, closer links with LA Attendance Managers were established, and current national and local legislative practices embedded within Trust guidance and procedures. This has resulted in an increase in the number of successful cases referred to the LA (see chart above). Parents who do not accept the full range of support to make the necessary changes, are taken through to full formal attendance procedures. The impact of this trial, now fully rolled out across all TVED academies, means families now understand that by working with the academy attendance team, the need to instigate formal procedures through the LA will be greatly reduced. Significant impact can be seen on 2023-24 persistent absenteeism compared to 2021-22, and excellent impact on overall attendance for the same periods. The Trust hosts termly workshops with academy attendance Leads discussing case studies and sharing best practice; this is allowing leaders to refine and improve working practices.

During Summer 2024, Pennyman will move its focus to reviewing **Punctuality**; when the trial concludes, and is signed off by the Trust executive, the agreed working protocols will be rolled out to all staff and embedded into the Attendance Policy and graduated response.

There is evidence of significant impact on reducing absence overall and on persistent absence (**Challenge Board May 23**). Where children have a SEND need that is linked to a medical issue every effort is made to support these children, however, this does impact on % of attendance and PA which is why they are presented separately, compared to special school national benchmarks. Case studies are available for these children so that a representative comparison with others with similar needs can be made (**Case Studies**) and that is DDA recognised.

Recent academy inspections have stated that our academies do everything they can to support, challenge and nurture this through a very robust Graduated Response.

#### Promoting positive behaviour and attitudes

There is a MAT Statement of Behaviour Principles which is updated every two years, unless there is a change to government legislation, and provides the overarching set of guiding principles that align with each academy's own Behaviour Policy. This Statement is reviewed every two years by the CEO and Trust Board for approval, and once ratified, each academy adopts it and adds to their website. The Trust Behaviour Principles Statement and Academy Behaviour Policies are linked to the Trust Safeguarding, KCSIE, Trust Positive Handling Policy etc. This is available on the trust website via the following weblink: TVED Policies.

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

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At TVED, from the moment children enter the trust, academy staff develop the expectations of a **safe, calm and nurturing learning environment** where they can develop their understanding of the relationship between behaviour and learning. By understanding this link their learning behaviours enable them to increase engagement, access and participation.

**Positive behaviour and attitudes** to learning are woven through the curriculum and academy core values. They are visible in all academies. We are able to create positive learning environments through clarity of expectations, consistency, rules, rewards and consequences, which leads to staff and pupils being empowered to meet academy expectations. Children, and staff, **take pride in their work** and demonstrate growing **resilience** over their time at TVED in taking new challenges and learning opportunities. Children's voice tells us that children have **positive attitudes** to their work and school. Parents are expected at the outset, when the child registers at each academy, to fully support all of the academy policies, but particularly attendance and behaviour.

Behaviour is monitored and supported through academy leaders and through trust improvement team visits. Monitoring has noted strengths in respect for themselves and each other, increasing levels of resilience and motivation in learning, discussions around academies core values and a growing number of children who are being encouraged to take ownership of their learning.

All EHT/HT reports (which are presented to Challenge Board termly) have non-negotiable information regarding behaviour, pastoral and welfare. Where issues are raised, experts are commissioned for schools to work with and to support further development across the trust. TVED is represented on Local Authority strategic Behaviour and Safeguarding Boards, helping to increase the flow and exchange of ideas and strategies that can support all schools in the Trust, whilst supporting the LA with strategic development and sharing the trusts expertise.

The Trust believes strongly in using de-escalation strategies as a way of re-engaging those children who struggle to self-regulate, especially where this manifests in disruptive and self-sabotaging behaviours, often impacting on other pupils' enjoyment of learning. These complex behaviours often prevent a child from engaging in any learning, so a range of distraction or calming strategies are required with the aim of integrating them back into the classroom when they are ready. All TVED staff are trained on an annual basis in specific Positive Handling and de-escalation techniques. TVED is a certified trainer of Positive Handling, employing a small experienced team of trainers and Lead co-ordinator (who all hold full-time positions within each of the academies). As well as providing this training to TVED staff, we also provide this as a much valued and respected traded service across the North East and beyond. We currently have eleven staff qualified as 'train the trainer'.

#### Trust Areas of Development for 2023/24

Following on from the end of year standards review, triangulation of a range of strategic evidence and given the context of the last three years, the areas of development across the trust are:

1. Further enhance and optimise Trust's USP of SEND and contribute locally and regionally to further develop good and outstanding provision in the Tees Valley area
2. Further develop greater depth (GDS) with a particular focus on communication, oracy and speech and language
3. Ongoing curriculum review incorporating feedback from recent inspections, children, young people and policy developments
4. Continue to build on the graduated response from positive attendance of all children and young people and employed staff to contribute towards good outcomes for all.

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

**FOR THE YEAR ENDED 31 AUGUST 2024**

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### Social Justice & Equity

Tees Valley Education Trust (TVED) is deeply committed to addressing social inclusion and equity, working in partnership with key organisations such as the North East Child Poverty Commission, Child of the North, and the Fair Education Alliance to inform and shape both practice and policy. Our dedication to tackling child poverty has led to the publication of a book with Bloomsbury International, aimed at supporting schools across the UK in understanding and addressing child poverty within the educational system. In recognition of our innovative work, we were honoured to receive the Fair Education Alliance Innovation Award in September 2024, in partnership with Bloomberg, to further drive efforts to combat educational inequality on a large scale.

Recent research highlights the urgency of our work: Teesside now has some of the highest rates of child poverty in the UK, with the North East surpassing London and other regions in terms of child poverty rates (End Child Poverty, 2022; Round and Longlands, 2020). The Joseph Rowntree Foundation (2020) further identified Middlesbrough as the area experiencing the highest levels of destitution in the country. These stark realities are what many of our children, families, and communities face daily, and they are a driving force behind the Trust's mission.

At TVED, we recognise these challenges and take our responsibility seriously to create meaningful change and improve outcomes. To this end, we appointed a Deputy Director of Research, Development, and Innovation, whose PhD research focuses on social justice and equity, ensuring our approach is informed by evidence and driven by passion. One of our current research projects, supported by a successful SHINE bid, is being implemented across two of our academies. This initiative amplifies the voices of children and families from low-income backgrounds, incorporating their experiences into a curriculum toolkit designed to better address the challenges they face.

In addition, TVED is collaborating with national experts to publish a book through a global publisher, based on extensive research and proven practices surrounding social justice and equity. We hope this publication will influence educational practice and positively impact children not only in the UK but internationally as well.

### Going concern

After making appropriate enquiries the Board of Trustees has assurance that there is a reasonable expectation that the trust has adequate resources to continue in operational existence for the foreseeable future. For this reason, it continues to adopt the going concern basis in preparing the financial statements. Further details regarding the adoption of the going concern basis can be found in the Statement of Accounting Policies.

### Promoting the success of the company

Trustees and trust employees through the trust's mission, vision and diamond standards ensures it promotes the success of its purpose to 'transform children's outcomes' by contributing and utilising policies such as UK2070 Commission to develop more inclusive and empowering approaches to national and strategic decision-making; and investment in regions, cities, towns and communities and draw on UK and international experience in tackling issues of spatial inequalities. This examples informs our long term decision making including the possible consequences of this. It has the interests of all our stakeholders at the centre including children, young people, families and our employees. Through developing positive working relationships as outlined within the report with our suppliers, creditors, customers and others it enables us to work more collaboratively for the higher purpose of our charitable objectives.

Environmental impact is hugely important to the trust and our children and young people and it has featured as an area of concern for them in a recent report, Good Childhood report, 2024, this is why as a trust we are establishing a working group with a range of stakeholders to work more consciously towards the impact of our work on the community and environment. As already stated we are an employer of local people, we have a commitment to grow those with the intent and passion to learn and grow and who make a positive impact on children's lives.

As a public service organization, we uphold ourselves to the highest standards these include professional code of conduct, the Nolan principles as well as Aristotle's 'We are what we repeatedly do. Excellence, then, is not act but a habit.'

Finally the trust acts fairly and there are policies, procedures, practice guidance and legislation that supports and facilitates this. As stated this is also underpinned by the trust's mission, vision and values.

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

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#### Financial review

The principal sources of funding for the academies are the recurrent grants from the DfE (General Annual Grant), the use of which is restricted for particular purposes. In addition to this is the receipt of Pupil Premium and SEND top up fees for children with an EHCP entitlement, which are primarily within Specialist or additional resourced provision.

Four of the five academy buildings, are leased from local authorities or DfE on a peppercorn rent over 125 years. Wilton Primary Academy is freehold. The buildings are recognised in the financial statements as tangible fixed assets in accordance with the Academies Accounts Direction 2023/2024.

During the year ending 31st August 2024, total expenditure of £13.1m was entirely covered by recurrent grant funding from the DfE together with other income sources. Excluding fixed assets and before actuarial losses there was an in- year surplus of £828,000.

At 31st August 2024, the net book value of tangible fixed assets was £27.9m. Movements in tangible fixed assets are shown in note 13 to the financial statements. The assets were used exclusively to provide education and associated support services to the pupils of Tees Valley Education.

The trusts revenue reserves as at 31st August 2024 were £1,574,194.

The deficit in Local Government Pension Scheme (LGPS) is recognised in the balance sheet in accordance with FRS 102.

The trust continues to maintain healthy reserve during 2023/2024. However, there continues to be financial challenges due to the significant rise in energy costs, rate of inflation and national pay awards higher than profiled, long-term effects of Covid-19 and the impact of the national lockdown on children's learning, mental health and life needs. Additionally, the Trust's capital contribution towards installing a modular building for Discovery Special Academy secondary aged children on Sandy Flatts Lane including new IT systems and equipment. As well as installing a new state of the art sensory room at Pennyman, including roof, drainage and replacement bathrooms. Brambles have undertake high value maintenance works to its walls and flooring.

#### Reserves policy

Tees Valley Education is conscious of balancing adequate amounts of reserves to deal with the growth of the Trust and any unexpected costs arising, with the expectation that funding is used to benefit each pupil within their academic year. The Trust has therefore decided to define a set of rules in order to manage reserves in an intelligent, consistent but proactive manner in each academy and therefore across the Trust.

The reserve fund had a balance of £1.26m at 31st August 2024. The budget reserves during 2023/2024 have been factored in to continue to support Discovery Special Academy during its period of growth as a secondary school and to purchase in 2024/25 a bespoke nursery modular build designed for children with learning and special educational needs. The trust will also continue to support investment in teaching and learning capacity as this is a trust priority

All such investments are with the fundamental aim to support the journey for excellence in the academic year 2023/2024 for all children and young people. In addition, some budget reserves have been utilised to cover expenditure associated to building costs, health and safety and accessibility where modifications have been necessary.

The total unrestricted and restricted income funds had a balance of £1.57m at 31st August 2024.

Tees Valley Education have an expectation that between 8-15% reserves should be retained/maintained as a contingency. The contingency is calculated on the GAG funding only and excludes Pupil Premium, ring-fenced grants, SEND funding and top up fees as well as any capital funding.

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

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#### Investment policy

Due to the nature of the funding cycle, the academies may at times hold large cash balances which may not be required for immediate use. The trustees have authorised the maintenance of additional investment account administered by the trust to take advantage of higher interest rates. As yet no other form of investment is authorised. Surplus cash balances are placed on deposit at the trust's bankers Lloyds Banking Group.

#### Principal risks and uncertainties

Trustees have identified strategic risks and uncertainties, which are appropriately managed through the strategic risk register. The risk register is reviewed at every Audit, Risk and Finance Committee, and any exceptions or amendments to the register is further reported to trust Board for their consideration and input. The major risks to which the trust is exposed are:

- Progress of children's outcomes post Covid-19 based on national benchmarking data
- Improving attendance of all children to be inline with national benchmarks
- Pennymans Primary Academy estates, following significant water ingress from the roof, down pipes and from the ground/drains

The risks are reviewed at least termly. This includes commissioning expertise such as external health and safety, a safeguarding consultant, teaching and learning consultants as well as leadership development in order to review the academy and trust's practice as well as to advise and support the trust, as appropriate.

The main risks to the trust are:

- Children's outcomes based on national benchmarking data
- Improving attendance of all children to be inline with national benchmarks
- Pennymans Primary Academy estates, following significant water ingress from the roof, down pipes and from the ground/drains

Positively, these risks are fully understood by trustees and are monitored rigorously through a mixture of operational and strategic strands with controls and assurances.

#### **Fundraising**

The trust does not use any external fundraising. All fund raising undertaken during the year is monitored by the trustees.

The academies via their local academy committee's may raise funds for local and national causes that matter to the local academy and its community e.g. Children in Need, Comic Relief and Macmillan Cancer Support.

#### **Plans for future periods**

For the period 2024-2025 the trust is strategically committed to the following priorities:

#### TO MIRROR RAD PRIORITIES – TRUST LEVEL

1. Improve GDS outcomes to meet national expectations
2. Refinement and development of the curriculum (Non Core) to ensure depth of knowledge, skills and concepts.  
Extend further across all pathways a communication/oracy and green strands (Moved to T1 Sept 24 from T2)
3. Improve school age mainstream attendance to 94% so all academies are in line with National Benchmark. Maintain school age special attendance so it consistently remains above 89% (National Benchmark). Reduce the number of school age persistent absentees (>10%) and severe absentees (>50%) in line with the National Benchmark
4. Improve the reporting and evaluation cycle for all SEND pathways
5. Promote staff attendance and to ensure attendance management policy is applied consistently across the Trust.  
Improvement of workforce culture across the trust.

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

#### Streamlined energy and carbon reporting

This reporting period marks the first year that the Trust is required to disclose its energy consumption and carbon emissions, following the growth of our Trust during 2023-2024, which included the increase cohorts of staffing and pupils of Discovery Special School secondary provision (established in 2022 with year 7 pupils). The Trust now employs over 250 staff and consumes more than 40,000 kWh of energy annually in the UK, thereby meeting the reporting thresholds under the Streamlined Energy and Carbon Reporting (SECR) requirements.

The Trust's energy usage and methodology for the period is reported below:

<b>Energy Source</b>	<b>Consumption</b>	<b>Scope</b>	<b>Emissions Calculation</b>
<b>Gas</b> Total kWh used for the year taken from gas bills from each academy within the Trust.	80,216 kWh	One	Total kWh *0.18253kg = CO2e of CO2 per unit 80,216*0.18253 = 14,641.83 14,641.83/1000 = 14.64183 <b>14.64183 tCO2e</b>
<b>Electric</b> Total kWh used for the year taken from electricity bills from each academy within the Trust.	447,279.12 kWh	Two	Total kWh*0.20493 = CO2e of CO2 per unit 447,279.12*0.20493 = 91660.91 91660.91/1000 = 91.66091 <b>91.66091 tCO2e</b>
Transport – minibus mileage	3063 miles travelled during the reporting period	One	Total miles *0.24557 = CO2e of CO2 per unit 3063*0.24557=752.1809 752.1809/1000=0.752181 <b>0.752181 tCO2e</b>
Transport – staff mileage	3424 miles reimbursed	Three	Total miles *0.27064 = CO2e of CO2 per unit 3424*0.27064=926.6714 926.6714/1000=0.926671 <b>0.926671 tCO2e</b>
<b>Total</b>			14.64183+91.66091+0.752181+0.926671= <b>107.9816 tCO2e</b>
<b>Intensity Ratio</b>	Emissions data compared with total Trust pupil numbers		Total tCO2e/Total number of pupils 107.9816/1229 = 0.087861 <b>0.087861 tCO2e per pupil</b>

#### Intensity measurement

The chosen intensity measurement ratio is total gross emissions in metric tonnes CO2 equivalent per pupil, the recommended ratio for the sector.

# TEES VALLEY EDUCATION

## TRUSTEES' REPORT (CONTINUED)

**FOR THE YEAR ENDED 31 AUGUST 2024**

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### *Measures taken to improve energy efficiency*

The Trust is committed to improving energy efficiency and embedding sustainable practices across all operations. During the reporting period, we implemented several initiatives, including the installation of LED lighting, promoting energy-conscious behaviours through our "eco-warriors" program, and encouraging staff and students to turn off lights and minimise energy use.

In addition, sustainability is integrated into our academies' curricula and daily operations. Measures include reducing printing and waste, prioritising local suppliers to decrease transport emissions, and collaborating with suppliers who have robust sustainability strategies. These actions reflect our ongoing commitment to reducing our environmental impact and fostering a culture of sustainability within the Trust.

### **Auditor**

Insofar as the Trustees are aware:

- there is no relevant audit information of which the charitable company's auditor is unaware
- 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 auditor is aware of that information.

A resolution proposing that Azets Audit Services be reappointed as auditor of the charitable company will be put to the members.

The trustees' report, incorporating a strategic report, was approved by order of the board of trustees, as the company directors, on 12 December 2024 and signed on its behalf by:

S M Hague  
**Chair**



# TEES VALLEY EDUCATION

## GOVERNANCE STATEMENT

### FOR THE YEAR ENDED 31 AUGUST 2024

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#### Scope of responsibility

As trustees we acknowledge we have overall responsibility for ensuring that Tees Valley Education 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.

As trustees, we have reviewed and taken account of the guidance in DfE's governance handbook and competency framework for governance.

The board of trustees has delegated the day-to-day responsibility to the principal, 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 Tees Valley Education and the Secretary of State for Education. The accounting officer is also responsible for reporting to the board of trustees 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 Statement of trustees' Responsibilities. The Board of Trustees has formally met 4 times during the year. Attendance during the year at meetings of the Board of Trustees was as follows:

Trustees	Meetings attended	Out of possible
R J Hodges	3	4
K E Morley (CEO and Accounting Officer)	2	4
A T Taylor	4	4
P J Swalwell (Resigned 1 September 2023)	0	0
H D Dudiak	2	4
C P Zarraga	2	4
A Cowley	4	4
A M Dougherty	4	4
S M Hague (Chair)	4	4
Ms C Roberts (Appointed 17 October 2024)	0	0

Furthermore, the Board meetings for trustee training days twice a year, which is in addition to the Board meetings to keep abreast of trust strategy and policy.

#### Conflicts of interest

At Tees Valley Education conflict of interests are managed through an annual requirement for all leaders, trustees and Members to complete a pecuniary interest form, which informs the trust's register of interest and is published on its website. This information is used in day to day management when making decisions and is reported within the Trust's governance structure to audit, risk and finance committee for full transparency.

Where a related party is known, systems are in place to ensure the related party is not involved with commissioning or signing off the work, this will be undertaken by the Chief Executive or Chair of the Trust Board where appropriate.

In addition, the Trust has strong financial controls with clear segregation of duties to avoid conflict of interests e.g. two signatures to approve bank payments, credit card payments and cash withdrawals.

#### Governance reviews

The trust successfully appointed new Trustees and a Member following the independent governance review undertaken during 2018/2019. The trust undertook a skills audit with trustees in 2021/2022 following the governance review to identify strengths and development areas of the trust board. Due to the changes in the board during 2022/23 and allow settling in plus induction period in 2023/24. A skills audit is scheduled for the spring term 2024/25 following the appointment of a new chair and an external governance professional. Furthermore, the trustees annually review, at their training day, the governance arrangements, structures, reporting and scheme of delegation which includes considering research to ensure it reflects the trust's current and future strategy.



# TEES VALLEY EDUCATION

## GOVERNANCE STATEMENT (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

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The Audit, Risk and Finance Committee is a sub-committee of the main Board of Trustees. Its purpose is to: monitor the financial performance of the trust; approve budgets and agree the scope of internal audit work and review reports issued by auditors. It also deals with the estate management, insurance, pensions, risk register and financial planning across the trust.

During the year P Swalwell resigned in August 2023. Attendance at the Audit, Risk and Finance meetings was as follows in the year 2023/24:

<b>Trustees</b>	<b>Meetings attended</b>	<b>Out of possible</b>
R J Hodges	3	3
K E Morley (CEO and Accounting Officer)	2	3
C P Zarraga	3	3
A Cowley	3	3

The Standards Committee's purpose is to look at key performance indicators across the Trust. For academy and school improvement and internal and external audits, progress data and attainment outcomes of all year groups and to debate education provision curriculum and assessment across the Trust.

Attendance at Standards Committee meetings in the year 2023/2024 was as follows:

<b>Trustees</b>	<b>Meetings attended</b>	<b>Out of possible</b>
K E Morley (CEO and Accounting Officer)	3	3
A T Taylor	3	3
H D Dudiak	3	3
A M Dougherty	3	3

#### **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, as well as estates safety and management, achieved in return for the taxpayer resources received.

The Accounting Officer considers how the academy 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 or by a framework where appropriate. The Accounting Officer for the academy trust has delivered improved value for money during the year by:

- Continuing to investing in leadership CPD and curriculum developments for Senior and Middle Educational Leadership Teams. This is because all senior and middle leaders contribute to, deliver, refine and therefore underpin the trusts strategy to deliver excellence, habitually, for and on behalf of the children and their families.
- Investment in pastoral and welfare to support all children with needs to access learning, support, emotional development and resilience and engagement in school.
- Investment in school improvement to support all children and young people to accelerate their learning as a result of Covid-19
- Investment in technology i.e. an ipad for every child to use in school
- Investment in academy estates e.g. energy efficiency technologies (LED lighting) and land/building improvements as per the condition improvement surveys e.g. repointing, facia replacement and development of indoor and outdoor spaces
- Partnership working and lobbying nationally policy makers, as the Trust maintains an unwavering commitment to addressing child poverty by actively partnering with organisations and lobbying national policymakers. Through this work, we contribute meaningfully to the agenda of tackling this complex and pressing issue with policy makers.

# TEES VALLEY EDUCATION

## GOVERNANCE STATEMENT (CONTINUED)

**FOR THE YEAR ENDED 31 AUGUST 2024**

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### **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 on-going process designed to identify and prioritise the risks to the achievement of academy and 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 Tees Valley Education for the period 1 September 2023 to 31 August 2024 and up to the date of approval of the annual report and financial statements.

### **Capacity to handle risk**

The Board of Trustees has reviewed the key risks to which the Trust is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Board of Trustees is of the view that there is a formal on-going process for identifying, evaluating and managing the Trust's significant risks that has been in place for the period 1 September 2023 to 31 August 2024 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Trustees and Audit, Risk and Finance Subcommittee.

### **The risk and control framework**

The trust's system of internal 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 which are reviewed and agreed by the Board of Trustees
- regular reviews by the Audit, Risk and Finance Committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programs
- setting targets to measure financial and other performance
- clearly defined purchasing (asset purchase or capital investment) guidelines
- regular review by the Standards Subcommittee and Challenge Board on children's progress and attainment
- identification and management of risks in areas such as safeguarding, information and health and safety
- review of and maintaining the Trust's policies

The Board of Trustees has decided to buy in an internal audit service from Clive Owen LLP.

This option has been chosen because Clive Owen LLP's role includes giving advice on financial and other matters and performing a range of checks on the academy trust's financial and other systems. In particular, the checks carried out in the current period included testing:

- Payroll
- Procurement
- Staff Expense Payments
- Income Security and Cash Management

On a termly basis, the auditor reports to the board of trustees, through the audit, risk and finance committee on the operation of the systems of control and on the discharge of the board of trustees' financial responsibilities. On an annual basis the auditor prepares a summary report to the committee outlining the areas reviewed, key findings, recommendations and conclusions to help the committee consider actions and assess year on year progress.

The Internal Assurance work took place in accordance with the agreed plan mainly at the central offices of Tees Valley Education Multi Academy Trust based at Pennyman Primary Academy, but brief visits were also undertaken at the other trust academies between January and August 2024.

### **Internal Audit Conclusion**

From the Internal Scrutiny work undertaken throughout the academic year 2023-24 there is suitable monitoring of risk areas, with the Trust confirming that recommendations made, as at 31 August 2024, have either been fully completed or are in the process of being implemented to improve the controls already in place based on responses received from the client.

# TEES VALLEY EDUCATION

## GOVERNANCE STATEMENT (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2024

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### **Internal Audit Conclusion continued**

In addition, the trust has completed the following audits:  
End of Year Certificate (EOYC) (Teachers pensions)  
Safeguarding and  
Health and Safety

The EOYC is an annual audit exercise undertaken by employers to provide assurance to the Secretary of State that the teachers' pension contributions collected and submitted are correct for the financial year 1 April 2023 to 31 March 2024. Azets Audit Services completed this audit during August 2024 and confirmed the correct contributions have been made, this has also been agreed and signed off by Teachers Pension.

### **The risk and control framework continued:**

The health and safety audits and fire risk assessment reviews during 2023/24 were undertaken by the trust's responsible officer at Redcar and Cleveland Borough Council. From the audits and reviews the audits identified strong controls in place for all academies with minor recommendations which have been addressed.

Finally, each term the trust commissions a review of its websites and the academies website to ensure they are compliant with DfE's requirements of what academies and free schools must publish on their website (this excludes a content review, this is undertaken by relevant personnel within the trust and the academies as an ongoing process). The audits have reported each term, fully compliant in all areas.

# TEES VALLEY EDUCATION

## GOVERNANCE STATEMENT (CONTINUED)

**FOR THE YEAR ENDED 31 AUGUST 2024**

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### 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 internal auditor
- the financial management and governance self-assessment process or the school resource management self-assessment tool
- the work of the executive managers within the trust who have responsibility for the development and maintenance of the internal control framework
- the work of the external auditor
- Correspondence from ESFA e.g. FNI/Ntl 'minded to' letters.

The accounting officer has been advised of the implications of the result of their review of the system of internal control by the Audit, Risk and Finance Committee and a plan to address weaknesses and ensure continuous improvement of the system is in place.

### Conclusion

Based on the advice of the audit and risk committee and the accounting officer, the board of trustees is of the opinion that the academy trust has an adequate and effective framework for governance, risk management and control.

Approved by order of the board of trustees on 12 December 2024 and signed on its behalf by:



K E Morley  
CEO and Accounting Officer

S M Hague  
Chair



# TEES VALLEY EDUCATION

## STATEMENT OF REGULARITY, PROPRIETY AND COMPLIANCE

**FOR THE YEAR ENDED 31 AUGUST 2024**

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As accounting officer of Tees Valley Education, I have considered my responsibility to notify the academy trust board of trustees and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of all funding, including for estates safety and management, under the funding agreement in place between the academy trust and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academy Trust Handbook 2023, including responsibilities for estates safety and management.

I confirm that I and the academy trust's board of trustees are able to identify any material irregular or improper use of funds by the academy trust, or material non-compliance with the terms and conditions of funding under the academy trust's funding agreement and the Academy Trust Handbook 2023.

I confirm that the following instances of material irregularity, impropriety or funding non-compliance discovered to date have been notified to the board of trustees and ESFA. If any instances are identified after the date of this statement, these will be notified to the board of trustees and ESFA:

### **Financial issue**

The trust entered into related party transactions during the year that have not been reported to the ESFA. There were two separate incidents involving organisations with common Trustees which provided services to the trust on an arm's length basis with individual values of £3,750 and £2,138, this was not reported to the ESFA as required by the Academy Trust Handbook. This technical breach of the requirements of the Academy Trust Handbook did not result in any changes to the terms under which services were provided, and this continued to be on an arm's length basis.



K E Morley  
**Accounting Officer**

12 December 2024

# TEES VALLEY EDUCATION

## STATEMENT OF TRUSTEES' RESPONSIBILITIES

### FOR THE YEAR ENDED 31 AUGUST 2024

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The trustees (who are also the directors of Tees Valley Education for the purposes of company law) are responsible for preparing the trustees' report and the accounts in accordance with the Academies Accounts Direction 2023 to 2024 published by the Education and Skills Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the trustees to prepare accounts for each financial year. Under company law, the trustees must not approve the accounts 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 accounts, the trustees are required to:

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP 2019 and the Academies Accounts Direction 2023 to 2024;
- make judgements 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 accounts; and
- prepare the accounts 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 accounts 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 that grants received from ESFA/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 accounts may differ from legislation in other jurisdictions.

Approved by order of the members of the board of trustees on 12 December 2024 and signed on its behalf by:

S M Hague  
Chair



# TEES VALLEY EDUCATION

## INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF TEES VALLEY EDUCATION

**FOR THE YEAR ENDED 31 AUGUST 2024**

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### Opinion

We have audited the accounts of Tees Valley Education for the year ended 31 August 2024 which comprise the statement of financial activities, the balance sheet, the statement of cash flows and notes to the accounts, including significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (United Kingdom Generally Accepted Accounting Practice), the Charities SORP 2019 and the Academies Accounts Direction 2023 to 2024 issued by the Education and Skills Funding Agency.

In our opinion the accounts:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2024 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;
- have been prepared in accordance with the requirements of the Companies Act 2006; and
- have been prepared in accordance with the Charities SORP 2019, and the Academies Accounts Direction 2023 to 2024.

### Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the 'Auditor's responsibilities for the audit of the accounts' section of our report. We are independent of the academy trust in accordance with the ethical requirements that are relevant to our audit of the accounts in the UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Emphasis of matter - LGPS disclosure

We draw your attention to note 2 to the financial statements which describes how the LGPS balance has been accounted for. Our opinion is not modified in respect of this matter.

### Conclusions relating to going concern

In auditing the financial statements, we have concluded that the trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the academy trust's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the trustees with respect to going concern are described in the relevant sections of this report.

### Other information

The other information comprises the information included in the annual report other than the accounts and our auditor's report thereon. The trustees are responsible for the other information contained within the annual report. Our opinion on the accounts does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon. Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the accounts or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the accounts themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

# TEES VALLEY EDUCATION

## INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF TEES VALLEY EDUCATION (CONTINUED)

**FOR THE YEAR ENDED 31 AUGUST 2024**

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### **Opinions on other matters prescribed by the Companies Act 2006**

In our opinion, based on the work undertaken in the course of the audit:

- the information given in the trustees' report including the incorporated strategic report for the financial year for which the accounts are prepared is consistent with the accounts; and
- the trustees' report including the incorporated strategic report has been prepared in accordance with applicable legal requirements.

### **Matters on which we are required to report by exception**

In the light of the knowledge and understanding of the academy trust and its environment obtained in the course of the audit, we have not identified material misstatements in the trustees' report, including the incorporated strategic report.

We have nothing to report in respect of the following matters in relation to which 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 accounts 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.

### **Responsibilities of trustees**

As explained more fully in the statement of trustees' responsibilities, the trustees are responsible for the preparation of the accounts and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of accounts that are free from material misstatement, whether due to fraud or error. In preparing the accounts, the trustees are responsible for assessing the academy trust's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the trustees either intend to liquidate the charitable company, or have no realistic alternative but to do so.

### **Auditor's responsibilities for the audit of the accounts**

Our objectives are to obtain reasonable assurance about whether the accounts as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with ISAs (UK) will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these accounts.



# TEES VALLEY EDUCATION

## INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF TEES VALLEY EDUCATION (CONTINUED)

**FOR THE YEAR ENDED 31 AUGUST 2024**

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### **Extent to which the audit was considered capable of detecting irregularities, including fraud**

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above and on the Financial Reporting Council's website, to detect material misstatements in respect of irregularities, including fraud.

We obtain and update our understanding of the entity, its activities, its control environment, and likely future developments, including in relation to the legal and regulatory framework applicable and how the entity is complying with that framework. Based on this understanding, we identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. This includes consideration of the risk of acts by the entity that were contrary to applicable laws and regulations, including fraud.

In response to the risk of irregularities and non-compliance with laws and regulations, including fraud, we designed procedures which included:

- Enquiry of senior leadership, Governors/Trustees and those charged with governance around actual and potential litigation and claims as well as actual, suspected and alleged fraud;
- Reviewing minutes of meetings of those charged with governance;
- Assessing the extent of compliance with the laws and regulations considered to have a direct material effect on the financial statements or the operations of the company through enquiry and inspection;
- Reviewing financial statement disclosures and testing to supporting documentation to assess compliance with applicable laws and regulations including compliance with the Academies Accounts Direction 2023 to 2024 issued by the Education and Skills Funding Agency;
- Performing audit work over the recognition of grant income and the allocation of expenditure to funds;
- Performing audit work over the risk of management bias and override of controls, including testing of journal entries and other adjustments for appropriateness, evaluating the rationale of significant transactions outside the normal course of business and reviewing accounting estimates for indicators of potential bias.

Because of the inherent limitations of an audit, there is a risk that we will not detect all irregularities, including those leading to a material misstatement in the financial statements or non-compliance with regulation. This risk increases the more that compliance with a law or regulation is removed from the events and transactions reflected in the financial statements, as we will be less likely to become aware of instances of non-compliance. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

# TEES VALLEY EDUCATION

## INDEPENDENT AUDITOR'S REPORT TO THE MEMBERS OF TEES VALLEY EDUCATION (CONTINUED)

**FOR THE YEAR ENDED 31 AUGUST 2024**

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A further description of our responsibilities is available on the Financial Reporting Council's website at: <https://www.frc.org.uk/auditorsresponsibilities>. This description forms part of our auditor's report.

### **Use of our report**

This report is made solely to the charitable company'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 company's members those matters we are required to state to them in an auditor's 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 company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.

*Azets Audit Services*

**Graham Fitzgerald BA FCA DChA (Senior Statutory Auditor)  
for and on behalf of Azets Audit Services**

*13/12/2024*  
.....

**Chartered Accountants  
Statutory Auditor**

Wynyard Park House  
Wynyard Avenue  
Wynyard  
United Kingdom  
TS22 5TB

# TEES VALLEY EDUCATION

## INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO TEES VALLEY EDUCATION AND THE EDUCATION AND SKILLS FUNDING AGENCY

*FOR THE YEAR ENDED 31 AUGUST 2024*

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In accordance with the terms of our engagement letter dated 22 August 2024 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2023 to 2024, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Tees Valley Education during the period 1 September 2023 to 31 August 2024 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 Tees Valley Education and ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to the Tees Valley Education and ESFA 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 Tees Valley Education and ESFA, for our work, for this report, or for the conclusion we have formed.

### **Respective responsibilities of Tees Valley Education's accounting officer and the reporting accountant**

The accounting officer is responsible, under the requirements of Tees Valley Education's funding agreement with the Secretary of State for Education dated 21 August 2015 and the Academy Trust Handbook, extant from 1 September 2023, 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 2023 to 2024. 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 period 1 September 2023 to 31 August 2024 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 Framework and Guide for External Auditors and Reporting Accountant of Academy Trusts issued by ESFA. 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 academy trust's income and expenditure.

# TEES VALLEY EDUCATION

## INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO TEES VALLEY EDUCATION AND THE EDUCATION AND SKILLS FUNDING AGENCY (CONTINUED)

**FOR THE YEAR ENDED 31 AUGUST 2024**

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The work undertaken to draw to our conclusion includes:

- completion of self assessment questionnaire by Accounting Officer
- discussions with the Accounting Officer and finance team
- review of internal assurance reports
- review of trustee and committee meeting minutes
- review of finance and other relevant policies
- review of purchases, expenses and expense claims on a sample basis including the application of controls and tendering processes where applicable
- review of gifts and hospitality transactions including the application of controls
- review of credit and debit card transactions including the application of controls
- review of payroll transactions on a sample bases including the application of controls
- review of potential special payments to staff
- review of leases and consideration of areas where borrowing may have been incurred
- consideration of transactions with related and connected parties
- review of register of business interests for completeness and compliance with regulations
- enquiries into transactions that may require disclosure under ESFA delegated authority rules
- consideration of value for money and appropriateness of transactions

### **Modified conclusion**

In the course of our work, except for the matters listed below, nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the period 1 September 2023 to 31 August 2024 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

As referred to in the Accounting Officer's Statement of Regularity, Propriety and Compliance, the trust entered into related party transactions during the year that have not been reported to the ESFA. There were two separate incidents involving organisations with common Trustees which provided services to the trust on an arm's length basis with individual values of £3,750 and £2,138, this was not reported to the ESFA as required by the Academy Trust Handbook. This technical breach of the requirements of the Academy Trust Handbook did not result in any changes to the terms under which services were provided, and this continued to be on an arm's length basis.

*Azets Audit Services*

**Reporting Accountant**

Azets Audit Services

Dated: .....13/12/24.....

# TEES VALLEY EDUCATION

## STATEMENT OF FINANCIAL ACTIVITIES INCLUDING INCOME AND EXPENDITURE ACCOUNT

FOR THE YEAR ENDED 31 AUGUST 2024

	Notes	Unrestricted funds £	Restricted funds: General £	Fixed asset £	Total 2024 £	Total 2023 £
<b>Income and endowments from:</b>						
Donations and capital grants	3	4,719	-	5,111,056	5,115,775	9,449,076
Charitable activities:						
- Funding for educational operations	5	228,572	13,610,325	-	13,838,897	11,760,716
Other trading activities	4	243,498	-	-	243,498	219,517
Investments	6	11,156	-	-	11,156	6,498
<b>Total</b>		<b>487,945</b>	<b>13,610,325</b>	<b>5,111,056</b>	<b>19,209,326</b>	<b>21,435,807</b>
<b>Expenditure on:</b>						
Raising funds	7	237,712	6,688	-	244,400	225,582
Charitable activities:						
- Educational operations	9	124,916	12,791,097	919,575	13,835,588	12,502,295
<b>Total</b>	<b>7</b>	<b>362,628</b>	<b>12,797,785</b>	<b>919,575</b>	<b>14,079,988</b>	<b>12,727,877</b>
<b>Net income</b>		<b>125,317</b>	<b>812,540</b>	<b>4,191,481</b>	<b>5,129,338</b>	<b>8,707,930</b>
Transfers between funds	17	-	(350,593)	350,593	-	-
<b>Other recognised gains/(losses)</b>						
Actuarial gains on defined benefit pension schemes	19	-	434,000	-	434,000	1,645,000
Adjustment for restriction on pension assets	19	-	(544,000)	-	(544,000)	(1,134,000)
<b>Net movement in funds</b>		<b>125,317</b>	<b>351,947</b>	<b>4,542,074</b>	<b>5,019,338</b>	<b>9,218,930</b>
<b>Reconciliation of funds</b>						
Total funds brought forward		188,677	908,253	23,503,646	24,600,576	15,381,646
Total funds carried forward		313,994	1,260,200	28,045,720	29,619,914	24,600,576

# TEES VALLEY EDUCATION

## STATEMENT OF FINANCIAL ACTIVITIES (CONTINUED) INCLUDING INCOME AND EXPENDITURE ACCOUNT

FOR THE YEAR ENDED 31 AUGUST 2024

Comparative year information Year ended 31 August 2023	Notes	Unrestricted funds £	Restricted funds: General    Fixed asset		Total 2023 £
		£	£	£	£
<b>Income and endowments from:</b>					
Donations and capital grants	3	1,602	-	9,447,474	9,449,076
Charitable activities:					
- Funding for educational operations	5	54,071	11,706,645	-	11,760,716
Other trading activities	4	219,517	-	-	219,517
Investments	6	6,498	-	-	6,498
<b>Total</b>		<u>281,688</u>	<u>11,706,645</u>	<u>9,447,474</u>	<u>21,435,807</u>
<b>Expenditure on:</b>					
Raising funds	7	217,984	7,598	-	225,582
Charitable activities:					
- Educational operations	9	54,071	11,617,720	830,504	12,502,295
<b>Total</b>	7	<u>272,055</u>	<u>11,625,318</u>	<u>830,504</u>	<u>12,727,877</u>
<b>Net income</b>		9,633	81,327	8,616,970	8,707,930
Transfers between funds	17	-	(464,350)	464,350	-
<b>Other recognised gains/(losses)</b>					
Actuarial gains on defined benefit pension schemes	19	-	1,645,000	-	1,645,000
Adjustment for restriction on pension assets	19	-	(1,134,000)	-	(1,134,000)
<b>Net movement in funds</b>		9,633	127,977	9,081,320	9,218,930
<b>Reconciliation of funds</b>					
Total funds brought forward		179,044	780,276	14,422,326	15,381,646
Total funds carried forward		<u>188,677</u>	<u>908,253</u>	<u>23,503,646</u>	<u>24,600,576</u>

# TEES VALLEY EDUCATION

## BALANCE SHEET

AS AT 31 AUGUST 2024

	Notes	2024		2023	
		£	£	£	£
<b>Fixed assets</b>					
Tangible assets	13		27,939,001		23,407,490
<b>Current assets</b>					
Debtors	14	1,357,339		550,264	
Cash at bank and in hand		1,717,980		1,576,230	
			3,075,319		2,126,494
<b>Current liabilities</b>					
Creditors: amounts falling due within one year	15	(1,394,406)		(933,408)	
<b>Net current assets</b>			1,680,913		1,193,086
<b>Net assets excluding pension asset</b>			29,619,914		24,600,576
Defined benefit pension scheme asset	19		-		-
<b>Total net assets</b>			29,619,914		24,600,576
<b>Funds of the academy trust:</b>					
<b>Restricted funds</b>	17				
- Fixed asset funds			28,045,720		23,503,646
- Restricted income funds			1,260,200		908,253
<b>Total restricted funds</b>			29,305,920		24,411,899
<b>Unrestricted income funds</b>	17		313,994		188,677
<b>Total funds</b>			29,619,914		24,600,576

The accounts on pages 43 to 70 were approved by the trustees and authorised for issue on 12 December 2024 and are signed on their behalf by:

S M Hague  
Chair



Company registration number 09630999 (England and Wales)

# TEES VALLEY EDUCATION

## STATEMENT OF CASH FLOWS

FOR THE YEAR ENDED 31 AUGUST 2024

	Notes	2024 £	£	2023 £	£
<b>Cash flows from operating activities</b>					
Net cash provided by operating activities	20		470,624		624,063
<b>Cash flows from investing activities</b>					
Dividends, interest and rents from investments		11,156		6,498	
Capital grants from DfE Group		178,681		135,583	
Capital funding received from sponsors and others		4,932,375		-	
Purchase of tangible fixed assets		(5,451,087)		(642,609)	
Proceeds from sale of tangible fixed assets		1		8,995	
<b>Net cash used in investing activities</b>			<b>(328,874)</b>		<b>(491,533)</b>
<b>Net increase in cash and cash equivalents in the reporting period</b>			<b>141,750</b>		<b>132,530</b>
Cash and cash equivalents at beginning of the year			1,576,230		1,443,700
<b>Cash and cash equivalents at end of the year</b>			<b>1,717,980</b>		<b>1,576,230</b>



# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2024

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### 1 Accounting policies

A summary of the principal accounting policies adopted (which have been applied consistently, except where noted), judgements and key sources of estimation uncertainty, is set out below.

#### 1.1 Basis of preparation

The accounts of the academy trust, which is a public benefit entity under FRS 102, have been prepared under the historical cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2023 to 2024 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

#### 1.2 Going concern

The trustees assess whether the use of going concern is appropriate, ie whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the charitable company to continue as a going concern. The trustees make this assessment in respect of a period of at least one year from the date of authorisation for issue of the accounts and have concluded that the academy trust has adequate resources to continue in operational existence for the foreseeable future and there are no material uncertainties about the academy trust's ability to continue as a going concern. Thus they continue to adopt the going concern basis of accounting in preparing the accounts.

#### 1.3 Income

All incoming resources are recognised when the academy trust has entitlement to the funds, the receipt is probable and the amount can be measured reliably.

##### Grants

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 meeting any performance-related conditions there is not unconditional entitlement to the income and its recognition is deferred and included in creditors as deferred income until the performance-related conditions are met. Where entitlement occurs before income is received, the income is accrued.

General Annual Grant is recognised in full in the statement of financial activities in the period for which it is receivable, and any abatement in respect of the period is deducted from income and recognised as a liability.

Capital grants are recognised in full when there is an unconditional entitlement to the grant. Unspent amounts of capital grants are reflected in the balance sheet in the restricted fixed asset fund. Capital grants are recognised when there is entitlement and are not deferred over the life of the asset on which they are expended.

##### Sponsorship income

Sponsorship income provided to the academy trust which amounts to a donation is recognised in the statement of financial activities in the period in which it is receivable (where there are no performance-related conditions), where the receipt is probable and it can be measured reliably.

##### Donations

Donations are recognised on a receivable basis (where there are no performance-related conditions) where the receipt is probable and the amount can be reliably measured.

##### Other income

Other income, including the hire of facilities, is recognised in the period it is receivable and to the extent the academy trust has provided the goods or services.

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

---

#### 1 Accounting policies

(Continued)

##### Donated goods, facilities and services

Goods donated for resale are included at fair value, being the expected proceeds from sale less the expected costs of sale. If it is practical to assess the fair value at receipt, it is recognised in stock and 'Income from other trading activities'. Upon sale, the value of the stock is charged against 'Income from other trading activities' and the proceeds are recognised as 'Income from other trading activities'. Where it is impractical to fair value the items due to the volume of low value items they are not recognised in the accounts until they are sold. This income is recognised within 'Income from other trading activities'.

##### Donated fixed assets

Donated fixed assets are measured at fair value unless it is impractical to measure this reliably, in which case the cost of the item to the donor is used. The gain is recognised as income from donations and a corresponding amount is included in the appropriate fixed asset category and depreciated over the useful economic life in accordance with the academy trust's accounting policies.

#### 1.4 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement, and the amount of the obligation can be measured reliably.

Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges are allocated on the portion of the asset's use.

All resources expended are inclusive of irrecoverable VAT.

##### Expenditure on raising funds

This includes all expenditure incurred by the academy trust to raise funds for its charitable purposes and includes costs of all fundraising activities events and non-charitable trading.

##### Charitable activities

These are costs incurred on the academy trust's educational operations, including support costs and costs relating to the governance of the academy trust apportioned to charitable activities.

#### 1.5 Tangible fixed assets and depreciation

Assets costing £1,000 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

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. Where there are specific conditions attached to the funding that require the continued use of the asset, the related grants are credited to a restricted fixed asset fund in the statement of financial activities and carried forward in the balance sheet. Depreciation on the relevant assets is charged directly to the restricted fixed asset fund in the statement of financial activities. Where tangible fixed assets have been acquired with unrestricted funds, depreciation on such assets is charged to the unrestricted fund.

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2024

### 1 Accounting policies

(Continued)

Depreciation is provided on all tangible fixed assets other than freehold land, at rates calculated to write off the cost of each asset on a straight-line basis over its expected useful life, as follows:

Long leasehold land	125 years
Freehold buildings	30 and 50 years
Freehold land	not depreciated
Leasehold buildings	30 and 50 years
Leasehold improvements	30 and 50 years
Assets under construction	not depreciated
Computer equipment	4 years
Fixtures, fittings & equipment	10 years

A review for impairment of a fixed asset is carried out if events or changes in circumstances indicate that the carrying value of any fixed asset may not be recoverable. Shortfalls between the carrying value of fixed assets and their recoverable amounts are recognised as impairments. Impairment losses are recognised in the statement of financial activities.

#### 1.6 Liabilities

Liabilities are recognised when there is an obligation at the balance sheet date as a result of a past event, it is probable that a transfer of economic benefit will be required in settlement, and the amount of the settlement can be estimated reliably. Liabilities are recognised at the amount that the academy trust anticipates it will pay to settle the debt or the amount it has received as advanced payments for the goods or services it must provide.

#### 1.7 Leased assets

Rentals under operating leases are charged on a straight-line basis over the lease term.

#### 1.8 Financial instruments

The academy trust only holds basic financial instruments as defined in FRS 102. The financial assets and financial liabilities of the academy trust and their measurement basis are as follows.

##### Financial assets

Trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost. Prepayments are not financial instruments.

Cash at bank is classified as a basic financial instrument and is measured at face value.

##### Financial liabilities

Trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost. Taxation and social security are not included in the financial instruments disclosure definition.

Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

#### 1.9 Taxation

The 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 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.

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2024

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### 1 Accounting policies

(Continued)

#### 1.10 Pensions benefits

Retirement benefits to employees of the 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 academy trust.

The TPS is an unfunded scheme and contributions are calculated to spread the cost of pensions over employees' working lives with the 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 based on quadrennial valuations using a prospective unit credit method. The TPS is an unfunded multi-employer scheme with no underlying assets to assign between employers. Consequently, the TPS is treated as a defined contribution scheme for accounting purposes and the contributions are recognised in the period to which they relate.

The LGPS is a funded multi-employer scheme and the assets are held separately from those of the 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 credit 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 net income or expenditure are the current service costs and the costs of scheme introductions, benefit changes, settlements and curtailments. They are included as part of staff costs as incurred. Net interest on the net defined benefit liability/asset is also recognised in the statement of financial activities and comprises the interest cost on the defined benefit obligation and interest income on the scheme assets, calculated by multiplying the fair value of the scheme assets at the beginning of the period by the rate used to discount the benefit obligations. The difference between the interest income on the scheme assets and the actual return on the scheme assets is recognised in other recognised gains and losses. Actuarial gains and losses are recognised immediately in other recognised gains and losses.

#### 1.11 Fund accounting

Unrestricted income funds represent those resources which may be used towards meeting any of the charitable objects of the 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 with restrictions imposed by the funder/donor and include grants from the Department for Education Group.

### 2 Critical accounting estimates and areas of judgement

Accounting estimates and judgements are continually evaluated and are based on historical experience and other factors, including expectations of future events that are believed to be reasonable under the circumstances.

#### Critical accounting estimates and assumptions

The academy trust makes estimates and assumptions concerning the future. The resulting accounting estimates and assumptions will, by definition, seldom equal the related actual results. The estimates and assumptions that have a significant risk of causing a material adjustment to the carrying amounts of assets and liabilities within the next financial year are discussed below.

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2024

### 2 Critical accounting estimates and areas of judgement

(Continued)

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost (income) for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 19, will impact the carrying amount of the pension liability. Furthermore a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2022 has been used by the actuary in valuing the pensions liability at 31 August 2024. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability. The UK corporate bond yields at 31 August 2024 are at their highest levels for many years resulting in higher accounting discount rates at the year end. This places a significantly lower value on the pension obligations compared to last year and will be one of the main reasons a net asset has been reported. We have ensured that our assumptions are appropriate for the Academy Trust and the valuation has been based on the following estimates:

- There is a minimum funding requirement in relation to LGPS
- There is the ability to recover a surplus through the ability to reduce future contributions (not refund)
- In calculating the surplus, the present value of current and past service costs is offset against the future contributions over the future period
- The present values in the above calculations are calculated using an annuity representing participation into perpetuity.

There is no known intention to exit the LGPS and therefore the economic benefit of a refund would be highly unlikely and on that basis recognition of an asset is considered inappropriate. We have however considered the economic benefit available to the Academy Trust as a future contribution reduction and whether it is appropriate to recognise the net asset in full. Under FRS 102, a net asset restriction may apply as the prevailing view is that a minimum funding requirement for future service exists in the LGPS. We requested our actuaries consider the impact of the minimum funding requirement on the asset ceiling and as a result we have restricted the asset to £nil based upon an asset restriction calculation. We consider this to be appropriate and a more accurate reflection of the pension positions as at 31 August 2024.

#### Critical areas of judgement

##### **Land and buildings**

Some of the trust's land and buildings are occupied on a 125 year lease from the local authority. In the view of the trustees, the risks and rewards of occupying the site have been substantially transferred to the trust and therefore the land and buildings have been recognised as a donation on conversion and capitalised within the restricted fixed assets fund. The land and buildings are valued on the basis of valuations provided by the ESFA/local authority

##### **Depreciation**

Depreciation is calculated as to write off the cost of an asset off over its useful economic life. The accounting policies are disclosed in the accounting policy above.

### 3 Donations and capital grants

	Unrestricted funds £	Restricted funds £	Total 2024 £	Total 2023 £
Donated fixed assets	-	-	-	9,311,891
Capital grants	-	178,681	178,681	135,583
Other donations	4,719	4,932,375	4,937,094	1,602
	<u>4,719</u>	<u>5,111,056</u>	<u>5,115,775</u>	<u>9,449,076</u>

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2024

### 4 Other trading activities

	Unrestricted funds £	Restricted funds £	Total 2024 £	Total 2023 £
Catering income	2,667	-	2,667	2,284
Uniform	1,284	-	1,284	250
Trips	33,987	-	33,987	21,949
Other income	205,560	-	205,560	195,034
	<u>243,498</u>	<u>-</u>	<u>243,498</u>	<u>219,517</u>

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2024

### 5 Funding for the academy trust's educational operations

Educational operations	Unrestricted funds £	Restricted funds £	Total 2024 £	Total 2023 £
<b>DfE/ESFA grants</b>				
General annual grant (GAG)	-	7,299,147	7,299,147	6,726,820
Other DfE/ESFA grants:				
- UIFSM	-	83,644	83,644	84,942
- Pupil premium	-	1,067,622	1,067,622	943,072
- PE and sports premium	-	95,050	95,050	82,120
- Rates	-	46,740	46,740	25,430
- Teachers pension	-	50,823	50,823	11,549
- Teachers pay grant	-	98,538	98,538	4,087
- Others	-	241,162	241,162	362,562
	-	8,982,726	8,982,726	8,240,582
<b>Other government grants</b>				
Local authority grants	-	4,476,758	4,476,758	3,333,321
Special educational projects	-	6,146	6,146	4,175
	-	4,482,904	4,482,904	3,337,496
<b>COVID-19 additional funding</b>				
<b>DfE/ESFA</b>				
Other DfE/ESFA COVID-19 funding	-	144,695	144,695	128,567
<b>Other incoming resources</b>	196,175	-	196,175	25,197
<b>Total funding for educational operations</b>	196,175	13,610,325	13,806,500	11,731,842
<b>Catering income</b>	32,397	-	32,397	28,874
<b>Total funding</b>	228,572	13,610,325	13,838,897	11,760,716

### 6 Investment income

	Unrestricted funds £	Restricted funds £	Total 2024 £	Total 2023 £
Short term deposits	11,156	-	11,156	6,498

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2024

### 7 Expenditure

	Staff costs £	Non-pay expenditure Premises £	Other £	Total 2024 £	Total 2023 £
Expenditure on raising funds					
- Direct costs	23,137	-	221,263	244,400	225,582
Academy's educational operations					
- Direct costs	8,338,301	-	665,188	9,003,489	7,798,021
- Allocated support costs	1,712,125	2,198,815	921,159	4,832,099	4,704,274
	<u>10,073,563</u>	<u>2,198,815</u>	<u>1,807,610</u>	<u>14,079,988</u>	<u>12,727,877</u>

#### Net income/(expenditure) for the year includes:

	2024 £	2023 £
Operating lease rentals	102,958	30,278
Depreciation of tangible fixed assets	911,600	830,504
Loss on disposal of fixed assets	7,975	-
Fees payable to auditor for:		
- Audit	15,700	14,900
- Other services	6,150	5,900
Net interest on defined benefit pension liability	(60,000)	16,000
	<u>1,023,383</u>	<u>903,582</u>

### 8 Central services

The academy trust has provided the following central services to its academies during the year:

- Payroll and HR services;
- Financial, GDPR and legal services;
- Budgeting support and advice;
- Educational support services;
- Special education needs and inclusion support services

The trust's policy is to charge the constituent academies a percentage of their GAG funding but excluding the Pupil Premium, SEN or other similar funding. The percentage is fixed at 8% (2023: 8%)

The amounts charged during the year were as follows:

	2024 £	2023 £
Brambles Primary Academy	140,719	145,840
Discovery Special Academy	182,643	134,676
Dormanstown Primary Academy	124,100	111,359
Pennyman Primary Academy	192,659	168,542
Wilton Primary Academy	31,638	29,494
	<u>671,759</u>	<u>589,911</u>



# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2024

9 Charitable activities	Unrestricted funds £	Restricted funds £	Total 2024 £	Total 2023 £
<b>Direct costs</b>				
Educational operations	92,519	8,910,970	9,003,489	7,798,021
<b>Support costs</b>				
Educational operations	32,397	4,799,702	4,832,099	4,704,274
	<u>124,916</u>	<u>13,710,672</u>	<u>13,835,588</u>	<u>12,502,295</u>
			<b>2024</b>	<b>2023</b>
			£	£
<b>Analysis of support costs</b>				
Support staff costs			1,712,125	1,806,873
Depreciation			919,575	830,504
Technology costs			89,621	78,778
Premises costs			1,279,240	1,134,181
Other support costs			804,738	836,563
Governance costs			26,800	17,375
			<u>4,832,099</u>	<u>4,704,274</u>
<b>10 Staff</b>				
<b>Staff costs and employee benefits</b>				
Staff costs during the year were:			<b>2024</b>	<b>2023</b>
			£	£
Wages and salaries			7,396,328	6,271,511
Social security costs			702,744	595,129
Pension costs			1,569,039	1,482,499
Staff costs - employees			<u>9,668,111</u>	<u>8,349,139</u>
Agency staff costs			380,500	477,204
Staff restructuring costs			24,952	16,435
			<u>10,073,563</u>	<u>8,842,778</u>
Staff development and other staff costs			82,494	96,448
Total staff expenditure			<u>10,156,057</u>	<u>8,939,226</u>
Staff restructuring costs comprise:				
Redundancy payments			<u>24,952</u>	<u>16,435</u>

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2024

### 10 Staff (Continued)

#### Staff numbers

The average number of persons employed by the academy trust during the year was as follows:

	2024 Number	2023 Number
Teachers	84	80
Administration and support	166	152
Management	18	11
	<u>268</u>	<u>243</u>

#### Higher paid staff

The number of employees whose employee benefits (excluding employer pension costs and employer national insurance contributions) exceeded £60,000 was:

	2024 Number	2023 Number
£60,001 - £70,000	5	4
£70,001 - £80,000	2	3
£80,001 - £90,000	2	-
£100,001 - £110,000	1	1
	<u>10</u>	<u>8</u>

#### Key management personnel

The key management personnel of the academy trust comprise the trustees and the senior management team as listed on page 1. The total amount of employee benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the academy trust was £838,597 (2023: £948,855).

### 11 Trustees' remuneration and expenses

One or more of the trustees has been paid remuneration or has received other benefits from an employment with the academy trust. The principal and other staff trustees only receive remuneration in respect of services they provide undertaking the roles of principal and staff members under their contracts of employment, and not in respect of their services as trustees.

The value of trustees' remuneration and other benefits was as follows:

#### K Morley (Trustee and CEO)

Remuneration £105,001 - £110,000 (2023: £105,001 - £110,000)  
Employer's pension contribution £25,001 - £30,000 (2023: £25,001 - £30,000)

During the year, travel and subsistence payments totalling £694 (2023: £553) were reimbursed or paid directly to one trustee (2023: two trustees).

Other related party transactions involving the trustees are set out within the related parties note.

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

*FOR THE YEAR ENDED 31 AUGUST 2024*

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### **12 Trustees' and officers' insurance**

In accordance with normal commercial practice, the academy trust has purchased insurance to protect trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy trust business. The insurance provides cover up to £10,000,000 on any one claim and is provided by RPA on a per pupil basis so no breakdown for the cost element related to Trustees' and Officers' Insurance can be provided. The cost of this insurance is included in the total insurance cost.

## TEES VALLEY EDUCATION

### NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2024

13 Tangible fixed assets	Freehold land and buildings £	Leasehold land and buildings £	Leasehold improvements £	Assets under construction £	Computer equipment £	Fixtures, fittings & equipment £	Total £
<b>Cost</b>							
At 1 September 2023	899,000	22,411,682	2,011,642	-	712,601	1,524,766	27,559,691
Additions	-	-	83,926	4,917,027	265,168	184,966	5,451,087
Disposals	-	-	-	-	(63,511)	(10,399)	(73,910)
At 31 August 2024	899,000	22,411,682	2,095,568	4,917,027	914,258	1,699,333	32,936,868
<b>Depreciation</b>							
At 1 September 2023	142,335	2,700,977	314,696	-	383,759	610,434	4,152,201
On disposals	-	-	-	-	(63,511)	(2,423)	(65,934)
Charge for the year	28,467	491,179	91,035	-	151,300	149,619	911,600
At 31 August 2024	170,802	3,192,156	405,731	-	471,548	757,630	4,997,867
<b>Net book value</b>							
At 31 August 2024	728,198	19,219,526	1,689,837	4,917,027	442,710	941,703	27,939,001
At 31 August 2023	756,665	19,710,705	1,696,946	-	328,842	914,332	23,407,490

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2024

### 14 Debtors

	2024 £	2023 £
Trade debtors	66,573	73,727
VAT recoverable	276,637	160,926
Prepayments and accrued income	1,014,129	315,611
	<u>1,357,339</u>	<u>550,264</u>

### 15 Creditors: amounts falling due within one year

	2024 £	2023 £
Trade creditors	491,050	596,023
Other creditors	7,090	10,417
Accruals and deferred income	896,266	326,968
	<u>1,394,406</u>	<u>933,408</u>

### 16 Deferred income

	2024 £	2023 £
Deferred income is included within: Creditors due within one year	<u>170,097</u>	<u>85,517</u>
Deferred income at 1 September 2023	85,517	68,819
Released from previous years	(85,517)	(68,819)
Resources deferred in the year	<u>170,097</u>	<u>85,517</u>
Deferred income at 31 August 2024	<u>170,097</u>	<u>85,517</u>

Deferred income includes SEN, Early Years, UIFSM and FSM & H&S Levy received in advance of 2024/25 academic year.

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2024

### 17 Funds

	Balance at 1 September 2023 £	Income £	Expenditure £	Gains, losses and transfers £	Balance at 31 August 2024 £
<b>Restricted general funds</b>					
General Annual Grant (GAG)	908,253	7,299,147	(6,596,607)	(350,593)	1,260,200
UIFSM	-	83,644	(83,644)	-	-
Pupil premium	-	1,067,622	(1,067,622)	-	-
Other DfE/ESFA COVID-19 funding	-	144,695	(144,695)	-	-
Other government grants	-	4,482,904	(4,482,904)	-	-
Teachers pension	-	50,823	(50,823)	-	-
Teachers pay grant	-	98,538	(98,538)	-	-
PE and sports premium	-	95,050	(95,050)	-	-
Rates	-	46,740	(46,740)	-	-
National tutor grant	-	52,519	(52,519)	-	-
Mainstream schools additional grant	-	188,643	(188,643)	-	-
Pension reserve	-	-	110,000	(110,000)	-
	<u>908,253</u>	<u>13,610,325</u>	<u>(12,797,785)</u>	<u>(460,593)</u>	<u>1,260,200</u>
<b>Restricted fixed asset funds</b>					
Inherited on conversion	12,058,282	-	(335,373)	-	11,722,909
DfE group capital grants	633,106	178,681	(281,356)	(1,848)	528,583
Capital expenditure from GAG	1,643,091	-	(69,156)	367,789	1,941,724
Donated assets	9,136,397	-	(216,789)	-	8,919,608
Local authority capital grants	-	4,932,375	-	(15,348)	4,917,027
Other grants	32,770	-	(16,901)	-	15,869
	<u>23,503,646</u>	<u>5,111,056</u>	<u>(919,575)</u>	<u>350,593</u>	<u>28,045,720</u>
<b>Total restricted funds</b>	<u>24,411,899</u>	<u>18,721,381</u>	<u>(13,717,360)</u>	<u>(110,000)</u>	<u>29,305,920</u>
<b>Unrestricted funds</b>					
General funds	188,677	487,945	(362,628)	-	313,994
	<u>188,677</u>	<u>487,945</u>	<u>(362,628)</u>	<u>-</u>	<u>313,994</u>
<b>Total funds</b>	<u>24,600,576</u>	<u>19,209,326</u>	<u>(14,079,988)</u>	<u>(110,000)</u>	<u>29,619,914</u>

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2024

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### 17 Funds

(Continued)

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

General Annual Grant must be used for the normal running costs of the academy. Under the funding agreement with the Secretary of State, the academy trust was not subject to a limit on the amount of GAG that it could carry forward at 31 August 2024.

GAG, UIFSM, pupil premium, teachers' pay and pension grants, PE and sports premium and rates funding are all grants provided by the ESFA. Additional Covid-19 catch up and other funding has also been provided by the ESFA in the year.

Other government grants include income for pupils with special educational needs and early years funding received from the local authority.

DfE/ESFA Capital Grants consist of the devolved capital grant and capital improvement fund. The capital improvement fund has been fully spent on leasehold improvements and the devolved capital has been partly spent on capital additions and partly on non capitalised items.

The Inherited Fixed Asset Fund reflects the fixed assets acquired from Local Authorities on conversion. Depreciation on these assets is charged against this fund.

Unrestricted funds are funds that can be used for any purpose within the objects of the trust.

At 31 August 2024 the academy had restricted general and unrestricted funds of £1,574,194.

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

#### 17 Funds

(Continued)

Comparative information in respect of the preceding period is as follows:

	Balance at 1 September 2022 £	Income £	Expenditure £	Gains, losses and transfers £	Balance at 31 August 2023 £
<b>Restricted general funds</b>					
General Annual Grant (GAG)	1,082,276	6,726,820	(6,436,493)	(464,350)	908,253
UIFSM	-	84,942	(84,942)	-	-
Pupil premium	-	943,072	(943,072)	-	-
Other DfE/ESFA COVID-19 funding	-	128,567	(128,567)	-	-
Other DfE/ESFA grants	-	10,799	(10,799)	-	-
Other government grants	-	3,337,496	(3,337,496)	-	-
Teachers pension	-	11,549	(11,549)	-	-
Teachers pay grant	-	4,087	(4,087)	-	-
PE and sports premium	-	82,120	(82,120)	-	-
Rates	-	25,430	(25,430)	-	-
National tutor grant	-	116,378	(116,378)	-	-
Supplementary grant	-	156,785	(156,785)	-	-
Mainstream schools additional grant	-	78,600	(78,600)	-	-
Pension reserve	(302,000)	-	(209,000)	511,000	-
	<u>780,276</u>	<u>11,706,645</u>	<u>(11,625,318)</u>	<u>46,650</u>	<u>908,253</u>
<b>Restricted fixed asset funds</b>					
Inherited on conversion	12,415,866	-	(357,584)	-	12,058,282
DfE group capital grants	726,670	135,583	(214,080)	(15,067)	633,106
Capital expenditure from GAG	1,219,657	-	(55,983)	479,417	1,643,091
Donated assets	-	9,311,891	(175,494)	-	9,136,397
Other grants	60,133	-	(27,363)	-	32,770
	<u>14,422,326</u>	<u>9,447,474</u>	<u>(830,504)</u>	<u>464,350</u>	<u>23,503,646</u>
<b>Total restricted funds</b>	<u>15,202,602</u>	<u>21,154,119</u>	<u>(12,455,822)</u>	<u>511,000</u>	<u>24,411,899</u>
<b>Unrestricted funds</b>					
General funds	<u>179,044</u>	<u>281,688</u>	<u>(272,055)</u>	<u>-</u>	<u>188,677</u>
<b>Total funds</b>	<u>15,381,646</u>	<u>21,435,807</u>	<u>(12,727,877)</u>	<u>511,000</u>	<u>24,600,576</u>



# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2024

### 17 Funds (Continued)

#### Total funds analysis by academy

	2024	2023
	£	£
Fund balances at 31 August 2024 were allocated as follows:		
Brambles Primary Academy	(77,740)	(101,258)
Discovery Special Academy	508,352	241,831
Dormanstown Primary Academy	519,773	482,048
Pennyman Primary Academy	627,815	430,743
Wilton Primary Academy	97,189	109,062
Central services	(101,195)	(65,496)
	<hr/>	<hr/>
Total before fixed assets fund and pension reserve	1,574,194	1,096,930
Restricted fixed asset fund	28,045,720	23,503,646
Pension reserve	-	-
	<hr/>	<hr/>
Total funds	29,619,914	24,600,576
	<hr/> <hr/>	<hr/> <hr/>

As a Trust, we have strategically utilised our in-year budget to drive school improvement, with a clear focus on enhancing outcomes and achievements for children. For example, Early Years outcomes across the Trust are above the national average, reflecting the positive impact of this investment. This progress has been achieved despite the challenges faced by communities in Middlesbrough and Redcar, where many children live in areas of disadvantage, often associated with poorer health and education outcomes, as highlighted by the IDACI 2019 data.

In line with our vision and civic responsibility to transform children's lives, we have prioritised investment to close the gap between disadvantaged children and their peers. This commitment ensures that all academies within the Trust provide at least good-quality education. This is reflected in the Trust's exceptional achievement of all academies receiving an Ofsted rating of either 'Good' or 'Outstanding' in 2023/24. Additionally, the Director of PLACE has worked to secure further revenue through grant funding, strengthening our capacity to sustain and expand initiatives that improve outcomes for all children and young people.

For example, Brambles Primary Academy's capital investment in 2021 included the installation of a fully operational kitchen, which continues to support the school's wider educational and community objectives. While the financial presentation of such investments is reflected in specific ways in the accounts, the Trust remains well within its overall agreed budget and in compliance with its reserves policy. Our ongoing focus remains on ensuring that delegated resources are deployed effectively to transform children's outcomes and opportunities, fulfilling our mission to deliver excellence for every child.

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

#### 17 Funds

(Continued)

##### Total cost analysis by academy

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

	Teaching and educational support staff	Other support staff costs	Educational supplies	Other costs excluding depreciation	Total 2024	Total 2023
	£	£	£	£	£	£
Brambles Primary Academy	1,470,628	212,352	68,484	477,180	2,228,644	2,178,915
Discovery Special Academy	2,373,917	537,496	200,588	583,082	3,695,083	3,041,583
Dormanstown Primary Academy	1,518,011	299,627	84,837	385,289	2,287,764	2,067,884
Pennyman Primary Academy	2,333,938	466,364	164,489	752,116	3,716,907	3,192,237
Wilton Primary Academy	333,049	59,709	28,395	121,895	543,048	486,027
Central services	329,562	271,404	35,901	162,100	798,967	721,727
	<u>8,359,105</u>	<u>1,846,952</u>	<u>582,694</u>	<u>2,481,662</u>	<u>13,270,413</u>	<u>11,688,373</u>

#### 18 Analysis of net assets between funds

	Unrestricted Funds £	Restricted funds: General £	Fixed asset £	Total Funds £
<b>Fund balances at 31 August 2024 are represented by:</b>				
Tangible fixed assets	-	-	27,939,001	27,939,001
Current assets	313,994	2,654,606	106,719	3,075,319
Current liabilities	-	(1,394,406)	-	(1,394,406)
<b>Total net assets</b>	<u>313,994</u>	<u>1,260,200</u>	<u>28,045,720</u>	<u>29,619,914</u>
<b>Fund balances at 31 August 2023 are represented by:</b>				
Tangible fixed assets	-	-	23,407,490	23,407,490
Current assets	188,677	1,841,661	96,156	2,126,494
Current liabilities	-	(933,408)	-	(933,408)
<b>Total net assets</b>	<u>188,677</u>	<u>908,253</u>	<u>23,503,646</u>	<u>24,600,576</u>

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

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#### 19 Pension and similar obligations

The academy trust's employees belong to two principal pension schemes: the Teachers' Pension Scheme England and Wales (TPS) for academic and related staff; and the Local Government Pension Scheme (LGPS) for non-teaching staff, which is managed by Middlesbrough Borough Council. Both are multi-employer defined benefit schemes.

The latest actuarial valuation of the TPS related to the period ended 31 March 2020, and that of the LGPS related to the period ended 31 March 2022.

Contributions amounting to £nil were payable to the schemes at 31 August 2024 (2023: £nil) 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' Pension Scheme Regulations 2014. Membership is automatic for teachers in academy trusts. All teachers have the option to opt out of the TPS following enrolment.

The TPS is an unfunded scheme to which both the member and employer makes contributions, as a percentage of salary. These contributions are credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

##### Valuation of the Teachers' Pension Scheme

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 every 4 years. The aim of the review is to ensure scheme costs are recognised and managed appropriately and the review specifies 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 2020. The valuation report was published by the Department for Education on 27 October 2023, with the SCAPE rate, set by HMT, applying a notional investment return based on 1.7% above the rate of CPI. The key elements of the valuation outcome are:

- Employer contribution rates set at 28.68% of pensionable pay (including a 0.08% administration levy). This is an increase of 5% in employer contributions and the cost control result is such that no change in member benefits is needed.
- Total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £262,000 million and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £222,200 million, giving a notional past service deficit of £39,800 million.

The result of this valuation will be implemented from 1 April 2024. The next valuation result is due to be implemented from 1 April 2028.

The employer's pension costs paid to the TPS in the period amounted to £1,110,819 (2023: £855,552).

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

Under the definitions set out in FRS 102, the TPS is an unfunded multi-employer pension scheme. The academy trust is unable to identify its share of the underlying assets and liabilities of the plan. Accordingly, the academy trust has taken advantage of the exemption in FRS 102 and has accounted for its contributions to the scheme as if it were a defined contribution scheme. The academy trust has set out above the information available on the scheme.

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2024

### 19 Pension and similar obligations

(Continued)

#### Local Government Pension Scheme

The LGPS is a funded defined benefit pension scheme, with the assets held in separate trustee-administered funds. The total contributions are as noted below. The agreed contribution rates for future years are 17.5% for employers and 5.5% - 12.5% 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 and on 21 July 2022, the Department for Education reaffirmed its commitment to the guarantee, with a parliamentary minute published on GOV.UK.

<b>Total contributions made</b>	<b>2024</b>	<b>2023</b>
	£	£
Employer's contributions	512,000	432,000
Employees' contributions	172,000	147,000
	<u>684,000</u>	<u>579,000</u>

<b>Principal actuarial assumptions</b>	<b>2024</b>	<b>2023</b>
	%	%
Rate of increase in salaries	3.65	3.95
Rate of increase for pensions in payment/inflation	2.65	2.95
Discount rate for scheme liabilities	5.00	5.20
Inflation assumption (CPI)	2.65	2.95

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

	<b>2024</b>	<b>2023</b>
	Years	Years
Retiring today		
- Males	20.4	20.5
- Females	23.4	23.5
Retiring in 20 years		
- Males	21.2	21.3
- Females	24.9	25.0

#### Sensitivity analysis

Scheme liabilities would have been affected by changes in assumptions as follows:

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2024

### 19 Pension and similar obligations (Continued)

	2024	2023
	£	£
Discount rate + 0.1%	7,073,000	6,170,000
Discount rate - 0.1%	7,433,000	6,492,000
Mortality assumption + 1 year	6,963,000	6,078,000
Mortality assumption - 1 year	7,543,000	6,584,000
CPI rate + 0.1%	7,429,000	6,475,000
CPI rate - 0.1%	7,077,000	6,187,000

The academy trust's share of the assets in the scheme	2024	2023
	Fair value £	Fair value £
Equities	6,341,010	5,449,450
Cash	267,930	298,600
Property	2,322,060	1,716,950
Total market value of assets	8,931,000	7,465,000
Restriction on scheme assets	(1,678,000)	(1,134,000)
Net assets recognised	7,253,000	6,331,000

The actual return on scheme assets was £849,000 (2023: £(247,000)).

Amount recognised in the statement of financial activities	2024	2023
	£	£
Current service cost	462,000	625,000
Interest income	(404,000)	(317,000)
Interest cost	344,000	333,000
Total amount recognised	402,000	641,000

The net gain recognised on scheme assets has been restricted because the full pension surplus is not expected to be recovered through refunds or reduced contributions in the future.

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

#### 19 Pension and similar obligations (Continued)

Changes in the present value of defined benefit obligations	2024 £	2023 £
At 1 September 2023	6,331,000	7,505,000
Current service cost	462,000	625,000
Interest cost	344,000	333,000
Employee contributions	172,000	147,000
Actuarial loss/(gain)	11,000	(2,209,000)
Benefits paid	(67,000)	(70,000)
	<u>7,253,000</u>	<u>6,331,000</u>
At 31 August 2024	<u>7,253,000</u>	<u>6,331,000</u>

#### Changes in the fair value of the academy trust's share of scheme assets

	2024 £	2023 £
At 1 September 2023	7,465,000	7,203,000
Interest income	404,000	317,000
Actuarial (gain)/loss	445,000	(564,000)
Employer contributions	512,000	432,000
Employee contributions	172,000	147,000
Benefits paid	(67,000)	(70,000)
	<u>8,931,000</u>	<u>7,465,000</u>
At 31 August 2024	8,931,000	7,465,000
Restriction on scheme assets	(1,678,000)	(1,134,000)
	<u>7,253,000</u>	<u>6,331,000</u>
Net assets recognised	<u>7,253,000</u>	<u>6,331,000</u>

#### 20 Reconciliation of net income to net cash flow from operating activities

	2024 £	2023 £
Net income for the reporting period (as per the statement of financial activities)	5,129,338	8,707,930
Adjusted for:		
Capital grants from DfE and other capital income	(5,111,056)	(9,447,474)
Investment income receivable	6 (11,156)	(6,498)
Defined benefit pension costs less contributions payable	19 (50,000)	193,000
Defined benefit pension scheme finance (income)/cost	19 (60,000)	16,000
Depreciation of tangible fixed assets	911,600	830,504
Loss on disposal of fixed assets	7,975	-
(Increase)/decrease in debtors	(807,075)	100,717
Increase in creditors	460,998	229,884
	<u>470,624</u>	<u>624,063</u>
<b>Net cash provided by operating activities</b>	<u>470,624</u>	<u>624,063</u>

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

FOR THE YEAR ENDED 31 AUGUST 2024

### 21 Analysis of changes in net funds

	1 September 2023	Cash flows	31 August 2024
	£	£	£
Cash	1,576,230	141,750	1,717,980

### 22 Long-term commitments

#### Operating leases

At 31 August 2024 the total of the academy trust's future minimum lease payments under non-cancellable operating leases was:

	2024	2023
	£	£
Amounts due within one year	69,202	62,537
Amounts due in two and five years	168,646	164,876
	237,848	227,413

### 23 Capital commitments

	2024	2023
	£	£
Expenditure contracted for but not provided in the accounts	482,973	-

# TEES VALLEY EDUCATION

## NOTES TO THE FINANCIAL STATEMENTS (CONTINUED)

### FOR THE YEAR ENDED 31 AUGUST 2024

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#### 24 Related party transactions

Owing to the nature of the academy trust 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 the trustees have an interest. The following related party transactions took place in the financial period.

Spark Aspirations Tees Valley - a business in which L Stogdale's (key management) husband has a majority interest.

- During the year the academy trust obtained STEM, IT and curriculum services from the company, the total cost to the trust during the year end was £3,302 (2023: £8,849).
- The academy trust made the purchase at arms' length following a competitive tendering exercise in accordance with its financial regulations, which the trustee neither participated in, nor influenced.
- In entering into the transaction, the academy trust has fully complied with the requirements of the Academy Trust Handbook.
- The element above £2,500 has been provided 'at no more than cost'

Schools NorthEast - a business in which C Zarraga (Trustee) is a Director.

- During the year the academy trust obtained services from the company, the total cost to the trust during the year was £2,322 (2023: £2,453).
- The academy trust made the purchase at arms' length following a competitive tendering exercise in accordance with its financial regulations, which the trustee neither participated in, nor influenced
- In entering into the transaction, the academy trust has fully complied with the requirements of the Academy Trust Handbook.

Power of Women- a CIC in which K Morley (Trustee) is a Director.

- During the year the academy trust obtained services from the company, the total cost to the trust during the year was £3,750 (2023: £nil).
- The academy trust made the purchase at arms' length following a competitive tendering exercise in accordance with its financial regulations, which the trustee neither participated in, nor influenced
- In entering into the transaction, the academy trust has not fully complied with the requirements of the Academy Trust Handbook, the ESFA was not notified in advance of the transaction.

Actes Trust - a charity in which H Dudiak (Trustee) is a Trustee.

- During the year the academy trust obtained services from the company, the total cost to the trust during the year was £2,138 (2023: £nil).
- The academy trust made the purchase at arms' length following a competitive tendering exercise in accordance with its financial regulations, which the trustee neither participated in, nor influenced
- In entering into the transaction, the academy trust has not fully complied with the requirements of the Academy Trust Handbook, the ESFA was not notified in advance of the transaction.

#### 25 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 or she is a member, or within one year after he or she ceases to be a member, such amount as may be required, not exceeding £10 for the debts and liabilities contracted before he or she ceases to be a member.