

Company Registration No. 06772181

Bradford College Education Trust
(a Company Limited by Guarantee)

ANNUAL REPORT AND FINANCIAL STATEMENTS

for the year ended

31 August 2014

Bradford College Education Trust

OFFICERS AND PROFESSIONAL ADVISERS

MEMBERS

K Oldale
G S Senior
M Sutton (Resigned 11 July 2014)
A Welsh
R Wightman

DIRECTORS

R Wightman (Chairman)
M Sutton (Resigned 11 July 2014)
E Gregory (Vice Chair)
S Anwar-Bleem (appointed 14 October 2014)
H Arshad (Term of Office ended 3 July 2014)
K Cornforth (Appointed 14 October 2014)
P Davis (Term of Office ended 3 July 2014)
D Hambleton
A Jerome
K Oldale
C Opie
D Saxton (Accounting Officer)
G S Senior
M Walsh (appointed 4 October 2013)
A Welsh

CLERK TO GOVERNING BOARD

T Kitching
L Taylor

SENIOR MANAGERS

Principal–Appleton Academy	H Jones
Principal – Samuel Lister Academy	R Osborne
Director – Bradford Studio School	J Watt
Head of Schools and Academies – independent consultant	G Khan
Director of School Improvement	D Saxton

REGISTERED OFFICE

Bradford College
Great Horton Road
Bradford
West Yorkshire
BD7 1AY

PRINCIPAL PLACES OF BUSINESS

Appleton Academy
Woodside Road
Wyke
Bradford
BD12 8AL

Samuel Lister Academy
Cottingley New Road
Bingley
West Yorkshire
BD16 1TZ

Bradford Studio School (formally International Food and Travel Studio School)
88 Thornton Road
Bradford
BD1 2DX

Bradford College Education Trust

OFFICERS AND PROFESSIONAL ADVISERS

COMPANY REGISTRATION NUMBER 06772181 (England and Wales)

EXTERNAL AUDITOR Baker Tilly UK Audit LLP
Chartered Accountants
2 Whitehall Quay
Leeds
LS1 4HG

BANKERS Barclays Commercial Bank
PO Box 378
71 Grey Street
Newcastle upon Tyne
NE99 1JP

Lloyds Bank
Hustlergate
Bradford
BD1 1NT

Natwest plc
7 Hustlergate
Bradford
West Yorkshire
BD1 1PP

Bradford College Education Trust

REPORT OF THE DIRECTORS

The directors present their annual report together with the financial statements and auditor's report of the charitable company for the year ended 31 August 2014 which was incorporated on 12 December 2008.

The financial statements have been prepared in accordance with the accounting policies on pages 22 to 46 of the attached financial statements, and comply with the charitable company's memorandum and articles of association, the Companies Act 2006, and the requirements of the Statement of Recommended Practice "Accounting and Reporting by Charities" as issued in March 2005 ('SORP 2005').

STRUCTURE, GOVERNANCE AND MANAGEMENT

Constitution

The Trust is a company limited by guarantee with no share capital (registration no.06772181) and is an exempt charity. The charitable company's Memorandum and Articles of Association dated March 2012 are the primary governing documents of the Trust. Members of the charitable company are nominated by either the Secretary of State for Education or by Bradford College, the sponsors of the Trust. The Articles of Association require the members of the charitable company to appoint at least four members to be responsible for the statutory and constitutional affairs of the charitable company and the management of the Trust.

Members' liability

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

Directors

The directors indicated on page 1 are directors of the charitable company for the purposes of the Companies Act 2006 and Trustees for the purposes of charity legislation. The directors who were in office at 31 August 2014 served throughout the period, except where indicated on page 1.

Principal activities

The principal object and activity of the charitable company is the operation of the Bradford College Education Trust to advance, for the public benefit, education for students of different abilities between the ages of 3 and 19 years offering a broad and balanced curriculum.

Method of recruitment and appointment of Directors

The Trust Board consists of up to 15 individuals (see page 4) which are comprised as follows: 8 Sponsor Directors identified by the lead sponsor all of whom have a complimentary skill set including teaching and learning, finance, human resources and buildings and estates. Alongside the eight are seven further directors which include two parent representatives, up to 4 Chairs of Governors and one school/academy senior leader.

The Chairs of Governors and parent representatives are appointed for a period of two years to ensure rotation and challenge. Should any sponsor director resign the Trust members will be responsible for receiving nominations and agreeing a suitable replacement.

The school/academy senior leader is also reappointed on a two year basis.

Policies and Procedures Adopted for the Induction and Training of Governors

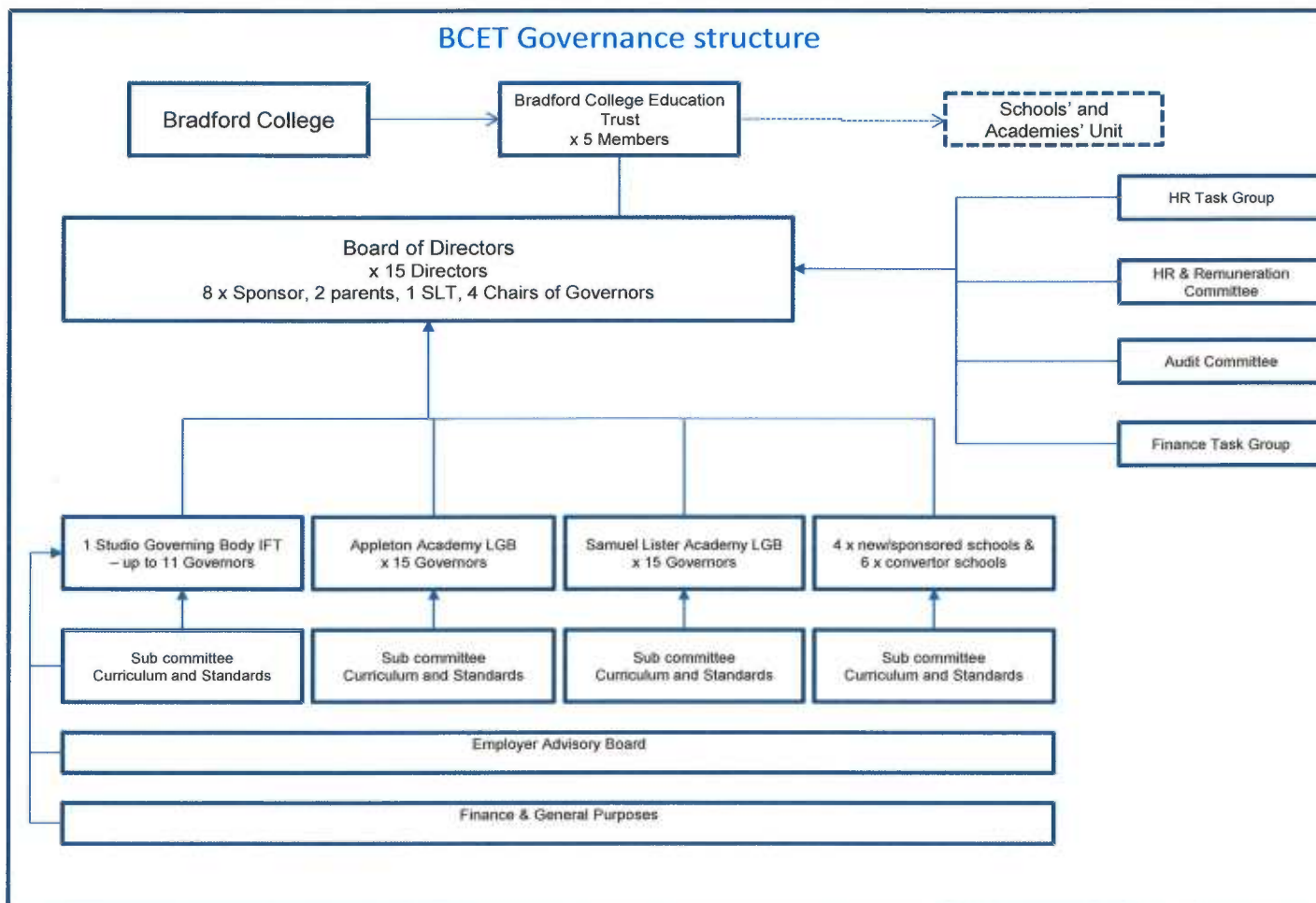
All new Directors are inducted in to the Trust through a variety of ways which include; a meeting on appointment with the Clerk to the Board and Head of the Schools and Academies Unit to induct them, during this meeting training needs are identified and agreed with an implementation plan following. A minimum of one visit to each school/academy per year is expected alongside corporate training with school/academy governors which takes place once a term.

Bradford College Education Trust

REPORT OF THE DIRECTORS

All directors have access to a secure online storage area which enables them source policies, procedures, accounts and budgets and other documents they require to undertake their role. All paperwork for meetings is stored securely within a governors portal accessible on the Trust website.

Organisational Structure



The management and organisation structure consists of five levels: the Trust members, Board of Directors, local Governing Bodies, sub-committees and the schools/academies leadership teams. The aim of the structure is to devolve responsibility and encourage involvement in decision making at all levels.

Due to the formation of a multi-academy Trust early in 2012 the Directors are now responsible for setting corporate policy, school/academy specific policy and procedures are managed by the respective institution. The academy Trust is also responsible for improving standards and raising achievement, employing staff, approving budgets, ensuring full financial compliance and making major decisions about the direction of the Trust including appointments of individual school/academy leaders and sponsor governors.

Bradford College as sponsor of the Academy Trust is responsible for appointing the Chairs of the Local Governing Bodies each September from the members of that Governing Body.

The Governors are responsible for monitoring policy, adopting an annual school development plan and budget, providing rigorous challenge and support, capital expenditure and senior staff appointments.

Bradford College Education Trust

REPORT OF THE DIRECTORS

The schools/academies Leadership Team's comprise of the Principals/Director of School and two Vice Principals (or equivalent). These managers control the schools/academies at an operational level implementing the policies laid down by the directors and/or Governors and reporting back to them regularly. As a group the Leadership Team, along with the Business/Finance Lead is responsible for the authorisation of spending within agreed budgets. A scheme of delegation is in place across the Trust to ensure consistent levels of authorisation of expenditure are in place.

The Leadership team is also responsible for the appointment of staff, though appointment panels for posts in the Leadership Team always contain a Governor and they also have the opportunity to be involved in appointments to the Extended Leadership Team.

For the year ending 31 August 2014 the Trust had an audit committee managing the corporate audit function. This committee has met on three occasions and has three members.

During the year the trust changed the name of the International Food and Travel Studio School to Bradford Studio School and from 1 September 2014 began to offer a wider range of courses including Health and Social Care. This was to increase the emphasis on employability skills whilst generating new interest from prospective parents and students.

The role of Accounting Officer was fulfilled by Michele Sutton until 11 July 2014 and after this date by Dwayne Saxton. Dwayne has undertaken satisfactory investigations and reviews of regularity, propriety and compliance within the Trust during the year which allows him to sign the declaration on page 18 of the accounts.

Connected organisations

Bradford College is the sponsor to Bradford College Education Trust.

Risk management

The directors have assessed the major risks to which the Trust is exposed, in particular those relating to the specific teaching, provision of facilities and other operational areas of the Trust, and its finances. The Trust monitors risk through Finance and General Purposes, Local Governing Body and board meetings and tracking through the Head of Schools and Academies and Head of Finance. An online tracking tool has been populated for use in 2014/15 to aid this process.

The directors have implemented a number of systems to assess risks that a school/academy faces, especially in corporate and operational areas (e.g. in relation to teaching, health and safety, HR and staffing, bullying and school trips) and in relation to the control of finance. The Trust has introduced systems, including operational procedures (e.g. vetting of directors/governors, staff and visitors, supervision of school grounds) and internal financial controls in order to minimise risk. Where significant financial risk still remains they have ensured they have adequate insurance cover through a group policy.

The Trust has an effective system of internal financial controls and this is explained in more detail in the later statement.

OBJECTIVES AND ACTIVITIES

Objects, aims and objectives

The principal object and activity of the charitable company is the operation of Bradford College Education Trust to advance, for the public benefit, education for pupils of different abilities between the ages of 3 and 19.

In accordance with the Articles of Association the charitable company has entered into a Master Funding Agreement approved by the Secretary of State for Education. The Master Funding Agreement specifies, amongst other things, the basis for admitting students to the Academies and Schools, the catchment area from which the students are drawn, and that the curriculum should be broad and balanced and relevant to the needs and aspirations of all our learners.

Bradford College Education Trust

REPORT OF THE DIRECTORS

The vision of the Trust is clear:

Bradford College Education Trust's vision is to deliver outstanding learning and educational achievement.

We will enable successful progression and enhanced life opportunities for children and young people in all of our academies, schools and communities. We want every child and young person to fulfil their potential as individuals, as citizens, as employees and as leaders in a rapidly changing world.

Underpinning this vision are a set of core beliefs and values.

Bradford College Education Trust's beliefs include:

- All our learners, and those who support them benefit from high aspirations and expectations.
- All our learners can achieve to their full potential.
- All our learners should have access to the very best opportunities and teaching available.
- Success for children and young people comes from active engagement with, and ownership of, their own learning.
- Learning must be appreciated as a lifelong process that will constantly open up new opportunities.
- All children and young people need to have self-confidence, a strong sense of personal and social responsibility, and eventually 'work' and life skills.
- Recruiting and retaining the best Staff.
- The best results come from a 'culture' of collaboration and partnership.

The values that underpin our beliefs and actions;

- Respect for ourselves, for others and for the environment.
- Openness.
- Honesty.
- Creativity and inspiration.
- A healthy, critical perspective on new ideas.
- A 'can do' attitude and approach.
- Hard work, perseverance and striving for excellence.
- Empathy and being prepared to listen to what others have to say.
- Helpfulness and a thoughtful attitude and approach to others.
- Being responsive to feedback.
-

Bradford College Education Trust's Aims

Bradford College Education Trust aims to achieve the following with all of our academies and schools;

- Outstanding achievement and attainment for all children and young people
- All of our children and young people feel safe and secure in an academy or school that is a caring and nurturing environment
- Excellent attendance
- A relevant and broad curriculum offer to our learners
- All learners have an enjoyment of learning
- 100% progression post 16 and post 18 to further and/or higher education, training and/or employment with training
- The highest quality teaching and learning
- The use of a wide range of effective learning and teaching approaches and practice
- Our academies and schools to be the first choice for families and respected in their communities
- Highly effective collaborative and partnership activity with key stakeholders, employers, multi-agency groups and others
- Excellent opportunities for staff development
- To be the employer of first choice

Bradford College Education Trust

REPORT OF THE DIRECTORS

Equal opportunities policy

The Directors recognise that equal opportunities should be an integral part of good practice within the workplace. The Trust aims to establish equal opportunity in all areas of its activities including creating a working environment in which the contribution and needs of all people are fully valued. The Trust has a detailed Equal Opportunities Policy which has been agreed by Directors during the year.

Disabled persons

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

Public Benefit

The directors have complied with the duty in section 4 of the Charities Act 2006 to have due regard to public benefit guidance published by the Charities Commission in defining the strategic directors on the Academy Trust.

STRATEGIC REPORT

ACHIEVEMENTS AND PERFORMANCE

Ofsted Inspections

During the last academic year both Appleton Academy and Samuel Lister Academy had Section 5 inspections by Ofsted. The Bradford Studio School had its inspection in September at the start of the new academic year.

All three inspections resulted in Requires Improvement judgements but in all three inspection reports there are clear indications that the three academies are improving.

- In the case of Samuel Lister Academy the previous Ofsted report which was for the predecessor school had put it in to Special Measures and so since converting to become an academy within BCET the school had made substantial improvements.
- Appleton Academies report gave a Good judgement for Leadership, which is an improvement on the previous report.
- This was the first inspection by Ofsted and the report indicates that there are many strengths at the School to build on.

In all three reports both Governance and the support of BCET for the academies are identified as strengths and in the case of the Bradford Studio School this is judged as good.

Primary Provision

Currently, only Appleton Academy, which is a 3-19 all through academy, has primary provision. While there was no separate judgement for the Primary provision in the Ofsted report it frequently refers to this element of the Academy in positive terms and it is generally accepted that if the Primary was a separate entity it would be judged Good a view that has been validated by external moderation.

Early Years Foundation stage

The key performance measure at the end of Early Years Foundation stage is the Good Level of Development. This academic year 68% of children achieved a Good Level of Development, a 22% increase in the percentage of the cohort meeting the GLD. This is a significant improvement on the prior year.

Bradford College Education Trust

REPORT OF THE DIRECTORS

	2013 AA	2013 NA	2014 AA	2014 Bfd
Number	59%		59%	
CLL	61%		75%	
PSED	64%		80%	
Literacy	46%		68%	
Maths	51%		68%	
GLD	46%	52%	68%	55%
EYFS APS	30%	33%	32%	

Appleton Academy children achieve higher than the local average – including FSM girls. For all sub-groups there is a significant improvement on last year.

Year 1 Phonic Screening Check

At the end of Year 1 children take the Phonics Screening Check, which tests the ability to phonetically decode 40 real and made up words.

2012 Academy	2013 Academy	2013 National	2014 Academy
47%	67%	69%	77.2%

Appleton Academy has continued to improve in this measure improving 30% over the last two years. This is likely to be above national average. As indicated above, this cohort was below the national average on leaving Early Years, which represents good progress.

End of Year 2 Phonics Screening

Any child who does not pass the Phonic Screening Check at the end of Year 1 must have additional intervention and take the test again at the end of Year 2.

2013 Academy	2013 National	2014 Academy
90.9%	84%	96.4%

Appleton Academy has performed higher than the national average in this measure and this year has seen further improvement.

Key Stage 1

	Level 2+				
	2011 Academy	2012 Academy	2013 Academy	2013 National	2014 Academy
Reading	83%	97%	89%	89%	96%
Writing	80%	88%	87%	85%	91%
Mathematics	87%	97%	93%	91%	95%

	Level 2B+				
	2011 Academy	2012 Academy	2013 Academy	2013 National	2014 Academy
Reading	80%	91%	80%	79%	91%
Writing	67%	73%	78%	67%	76%
Mathematics	70%	91%	80%	78%	86%

Bradford College Education Trust

REPORT OF THE DIRECTORS

Performance at the end of Key Stage 1 continues to be above the national average in all measures and shows particular improvement at Level 2b.

Key Stage 2

The number of children in the cohort exceeds the class size and each child represents 3.2% of the cohort. One student expected to achieve a Level 4 missed the tests as she was undergoing major surgery and is not graded but counts in the figures.

Level 4+

	Academy 2011	Academy 2012	Academy 2013	National 2013	Academy 2014
Reading	79%	84%	94%	86%	88%
Writing (TA)	79%	74%	87%	81%	88%
Mathematics	76%	80%	82%	84%	88%
Reading+Writing+Maths	na	na	68%	75%	75%
SPAG	na	na	58%	74%	84%

Progress

KS2 Progress	2 Levels National(13)	2 levels Academy 14	3 levels National	3 levels Academy 14
Reading	88%	84%	30%	34%
Writing	91%	94%	30%	44%
Maths	88%	84%	31%	28%

Reading

- Attainment in reading at L4 is above national average although performance has dipped since 2013.
- 2 levels of progress in reading is just below national average (1 child) however the number of children making 3 levels of progress has increased and just above national.

Writing

- Attainment and progress in writing remains above the national average and has increased at Level 5
- Attainment in writing is good. The percentage of the cohort achieving a level 4 is above national average and the percentage achieving a level 5 is significantly above average. The number of children who were below a L4 is also below national average

Maths

- Performance in maths has been a focus for improvement this academic year and is now in line with the national average
- Progress in maths is just below national expectations due to one student being absent for the test.

Reading, Writing and Maths

The percentage of children achieving a level 4+ in reading, writing and maths has increased and is now in line with the 2013 national performance.

Bradford College Education Trust

REPORT OF THE DIRECTORS

Secondary Provision

KS4 Outcomes

The regulatory body for qualifications and examinations notified schools that this year as a result of a wide range of changes to GCSE examinations and performance measures there would be a great deal of volatility in results and that it would not be possible to make direct comparisons to previous years. There has been a clear impact of this volatility on the performance of the BCET academies, in particular on Appleton.

It is also the case that all three academies do not have national average cohorts with up to 50% Free School Meal students and low Prior Attainment.

5 A*-C including English and Maths

	2013 Result	2014 Result
Appleton	45%	41%
Samuel Lister	42%	54%
BSS	NA	27%
National	59%	53%

Expected Progress – 3 Levels of Progress (3LP)

	2014 3LP Maths	2014 3LP English
Appleton	40%	61%
Samuel Lister	58%	74%
BSS	66%	73%
National	66%	72%

However, all three academies had areas of significant improvements in performance;

- The three academies improved their performance in English and this was a focus of support and challenge from BCET for the academic year because in 2013 the GCSE English results had held back the performance of the academies. To support improvement the Trust appointed an Assistant Director for School Improvement (English).
- Samuel Lister Academy had a significant improvement in the 5 A*-C with English and Maths bucking the national and local drops in this benchmark.
- Appleton Academy increased the number of students achieving the Ebacc performance measure from 0% in 2013 to 18% close to the national benchmark of 22%.
- The Studio School matched the national levels of progress in English and Maths despite only recruiting students at 14 years old.
- The BCET aggregate performance in the 5 A*-C EM measure from 43% (2013) to 45% (2014) which is above the average for Bradford District Local Authority at 43%.