

Collective Vision Trust

Trustees' Report and Financial Statements

for the year ended 31 August 2025



Collective Vision Trust
(A company limited by guarantee)

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Reference and Administrative Details

Members

Mr M Dolman (Resigned 31 December 2024)
Mrs S Gribbin
Mr R Dutton
Mr I Sharp
Ms L Davenport
Mrs J Stokes (appointed 1 January 2025)

Trustees

Mrs S Gribbin, Chair of Trustees¹
Mr R Swindells, Accounting Officer from 1 January 2025 (appointed 1 January 2025)¹
Mr R Dutton¹
Mrs S Phillips¹
Ms E Searl¹
Mrs H Smith (appointed 1 September 2024)¹
Mrs R Patrick (appointed 1 September 2024)¹
Mrs L Jackson, Accounting Officer until 31 December 2024 (resigned 31 December 2024)

¹ Member of the Finance, Risk and Audit Committee

Company registered number

08786812

Company name

Collective Vision Trust

Principal and registered office

c/o Chesterton Community Sports College
Castle Street
Newcastle under Lyme
Staffordshire
ST5 7LP

Collective Vision Trust

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**Reference and Administrative Details (continued)
for the year ended 31 August 2025**

Company secretary

Mrs J Revell

Senior management team

Mrs L Jackson, CEO & Accounting Officer until 31 December 2024

Mr R Swindells, Deputy CEO and Headteacher CCSC until 31 December 2024, CEO & Accounting Officer from 1 January 2025

Mrs D Skupham, Headteacher Churchfields Primary

Ms S Melvin, Deputy Head, CCSC until 31 December 2024, Headteacher CCSC from 1 January 2025

Ms S Stevenson, Headteacher Crackley Bank Primary School (Executive Headteacher Crackley Bank and Bursley Academy)

Ms H Swindells, Headteacher Chesterton Primary

Ms R Williams, Executive Headteacher Goldstone Federation (Hinstock Primary and Cheswardine Primary)

Mrs M Ward, Headteacher at Woore Primary School from 1 February 2025

Mrs H Felton, Deputy Head CCSC from 1 January 2025

Miss K Dunne, Deputy Head CCSC from 1 January 2025

Mrs L Taylor, Head of School Crackley Bank Primary

Mrs E Harley, Head of School Bursley Primary from 1 September 2025

Mrs J Revell, Chief Financial Officer

Independent auditors

Dains Audit Limited

Suite 2, Albion House

2 Etruria Office Village

Forge Lane

Etruria

Stoke on Trent

ST1 5RQ

Bankers

Lloyds Bank Plc

46-48 High Street

Newcastle under Lyme

Staffordshire

ST5 1QY

Solicitors

Talbot Law

Hays House

25 Albion Street

Hanley

Stoke-on-Trent

Staffordshire

ST1 1QF

Collective Vision Trust
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Trustees' report
for the year ended 31 August 2025

The Trustees present their annual report together with the financial statements and auditors' report of the charitable company for the 1 September 2024 to 31 August 2025. The annual report serves the purposes of both a Trustees' report and a directors' report and strategic report under company law.

The Trust operates 7 Primary and 1 Secondary Academies in North Staffordshire and Shropshire. Its academies have a combined pupil capacity of 2,392 and a head roll of 2,344 in the schools' census in Summer 2025.

Structure, governance and management

a. Constitution

The Academy Trust is a charitable company limited by guarantee and an exempt charity.

The charitable company's Memorandum of Association is the primary governing document of the Academy Trust.

The Trustees of Collective Vision Trust are also the directors of the charitable company for the purposes of company law.

The charitable company known as Collective Vision Trust and the schools are known as Chesterton Community Sports College, Churchfields Primary School, Crackley Bank Primary School, Chesterton Primary School, Bursley Academy and Goldstone Federation which comprise Cheswardine Primary School and Hinstock Primary School. .

Details of the Trustees who served during the year , and to the date these accounts are approved are included in the Reference and administrative details on page 1.

b. 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.

c. Trustees' indemnities

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

d. Method of recruitment and appointment or election of Trustees

The management of the Academy Trust is the responsibility of the Trustees who are elected and co-opted under the terms of the Articles of Association.

Collective Vision Trust
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Trustees' report (continued)
for the year ended 31 August 2025

Structure, governance and management (continued)

e. Policies adopted for the induction and training of Trustees

New Trustees/Directors are inducted on a bespoke basis. They have special induction meetings with the CEO and the Chair of the trust. From this an appropriate training package is agreed.

Ongoing training for Directors is provided regularly through informal briefings and also via updates posted on the Governor Portal.

Collective Vision Trust

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**Trustees' report (continued)
for the year ended 31 August 2025**

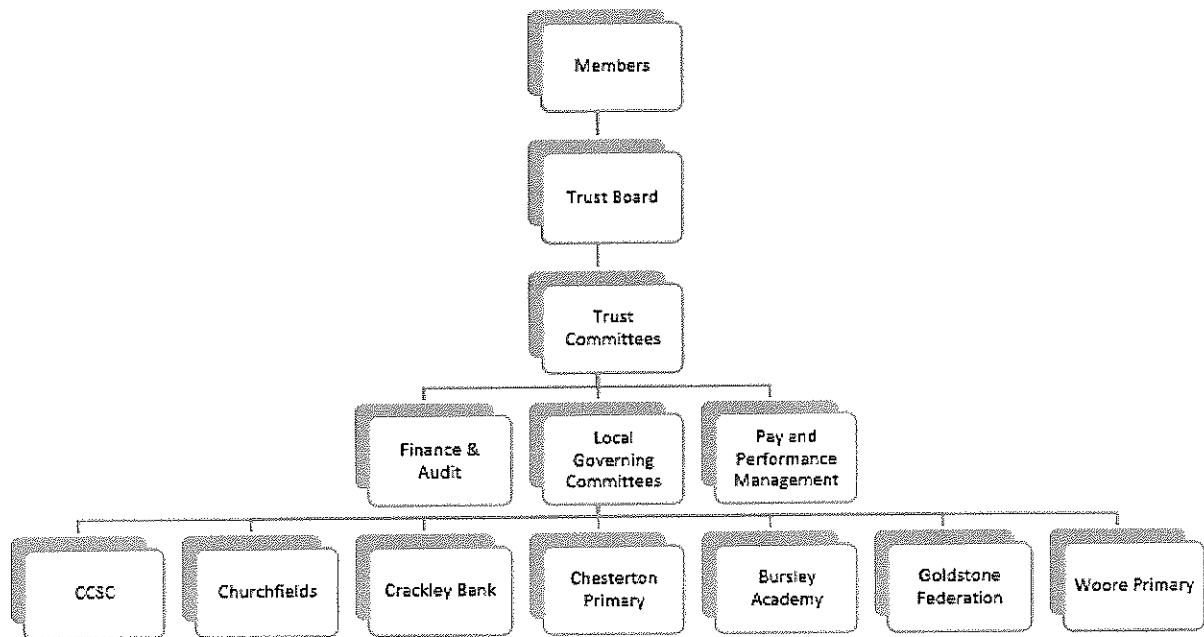
Structure, governance and management (continued)

f. Organisational structure

There are three major tiers of Governance in the Trust:

- Members
- Trustees
- Committees of the Trust, including local school committees

A diagram summarising the governance structure of the Trust is set out below



Leadership and management of the Trust has two major tiers:

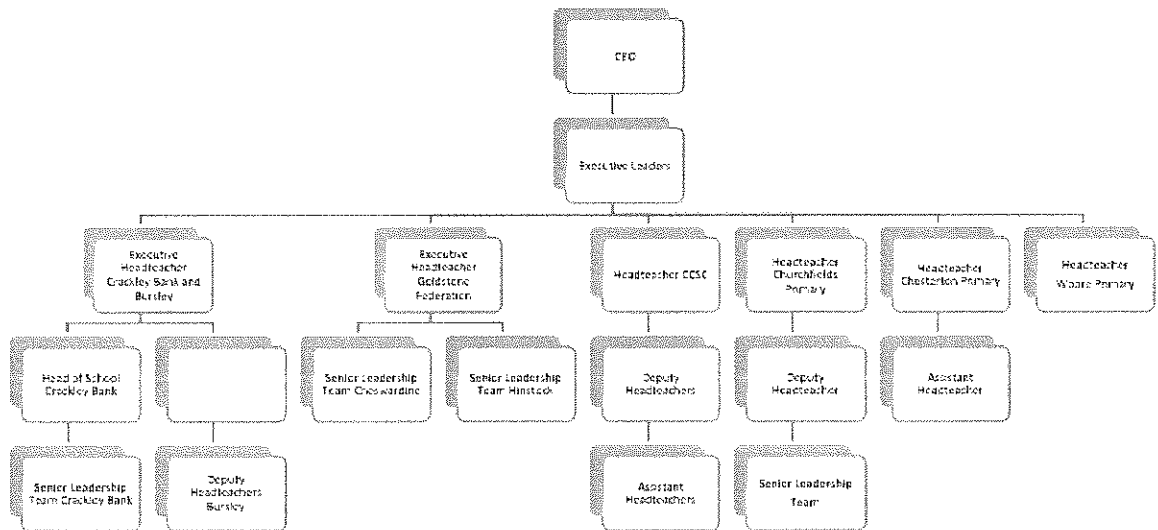
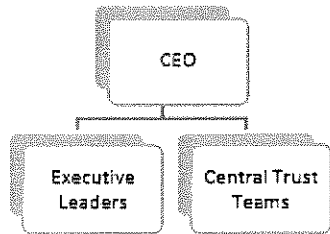
- CEO (and Accounting Officer)
- Executive Leaders, including both Educational and Operations Leaders

Diagrams summarising the leadership and management structure of the Trust is set out below (note all Headteachers of trust schools are part of the Executive Leadership of the Trust):

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Trustees' report (continued)
for the year ended 31 August 2025

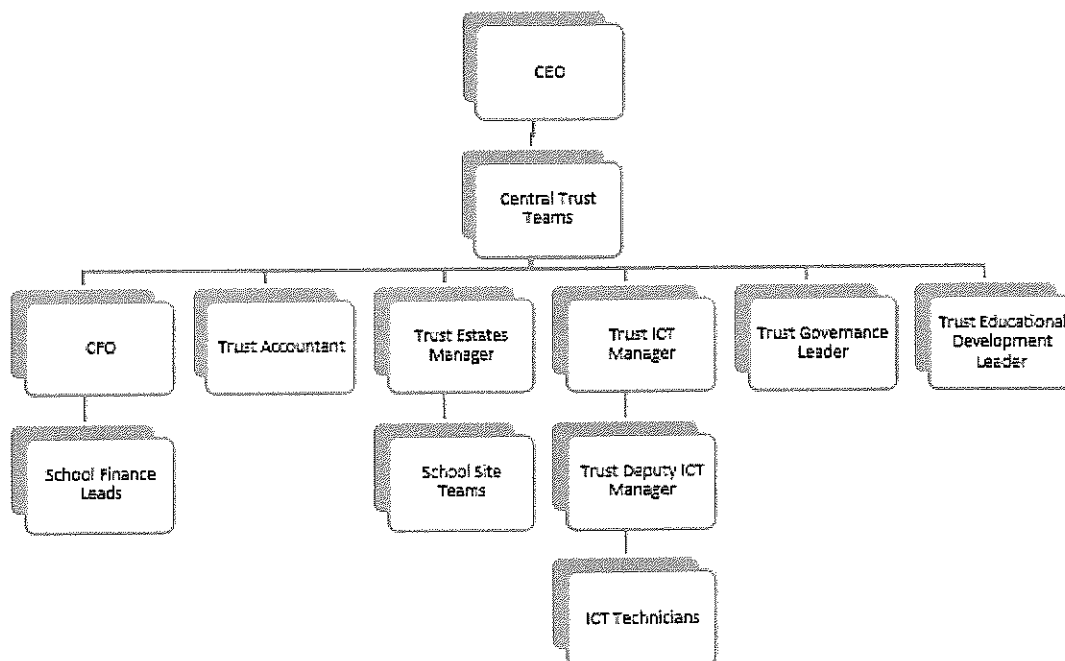
Structure, governance and management (continued)



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**Trustees' report (continued)
for the year ended 31 August 2025**

Structure, governance and management (continued)



The board of Directors has in place a comprehensive document outlining the details of the responsibilities of each layer and the delegation policy showing the responsibility for each tier in the organisation, including limits at which expenditure can be authorised at each level of management within the academy. (Reference: Governance Structure, Roles, Responsibility and Schemes of Delegation – Collective Vision Trust)

All schools within the Trust have their own Local Governing Committee (a subcommittee of the Trust Board) as seen in the above diagram. The scheme of delegation is covered in the document referenced above.

Collective Vision Trust

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**Trustees' report (continued)
for the year ended 31 August 2025**

Structure, governance and management (continued)

g. Arrangements for setting pay and remuneration of key management personnel

Staff pay is governed by the Collective Vision Trust Pay Policy, which is reviewed by Directors annually.

Performance management reviews occur on an annual cycle and are used as the procedure on which decisions for individuals to progress through the pay scales are made. There is a clear system, laid down in the policy, and line managers review individual's performance regularly throughout the year and this is part of the day to day practice and culture of the organisation. Directors' Pay Committee, which is made up of the members of the Trust, considers the management recommendations for pay progression and has the ultimate say in the decision making.

Key individuals

Trustees (non- SLT employees). The process is the same as for all staff outlined above. It is clear rigorous and evidence based.

Trust senior leadership roles

In setting the original pay rates for members of the trust leadership the pay committee looked at evidence from a report in terms of roles and responsibilities, this evidence also looked at benchmarking against similar vacancies that have been advertised and pay levels in other trusts nationally of a similar size. External opinion was also taken from the consultant who advises on the CEO's Performance Management.

Future pay progression follows a rigorous performance management process. Directors receive external support from a consultant, who is a recently retired CEO with a proven track record, when reviewing the performance of the CEO. The CEO follows the same process with the Trust Senior Leaders and Headteachers. The external consultant is also used to advise in this respect. Recommendations are then made to the pay committee who make the final decision.

Other Headteachers within the trust

The CEO undertakes a rigorous performance management process that is evidence based for all Headteachers within the trust. Recommendations for any pay progression are based upon an impartial examination of the facts. These recommendations are then discussed with the local governing bodies which pass on recommendations to the Trust's Pay Committee for a final decision.

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Trustees' report (continued)
for the year ended 31 August 2025

Structure, governance and management (continued)

h. Trade union facility time

Relevant union officials

Number of employees who were relevant union officials during the year	2
Full-time equivalent employee number	2

Percentage of time spent on facility time

Percentage of time	Number of employees
0%	-
1%-50%	2
51%-99%	-
100%	-

Percentage of pay bill spent on facility time

	£	
Total cost of facility time	3,239	
Total pay bill	9,465,947	
Percentage of total pay bill spent on facility time	-	%

Paid trade union activities

Time spent on paid trade union activities as a percentage of total paid facility time hours	-	%
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i. Related parties and other connected charities and organisations

Until 1 October 2016 the academy consisted of two schools. Chesterton Community Sports College which sponsors Churchfields Primary School.

Crackley Bank Primary School and Chesterton Primary School joined the Trust in October 2016.

Bursley Academy joined the Trust in June 2022, in a transfer from the Praxis Trust.

Goldstone Federation – consisting of Cheswardine Primary School and Hinstock Primary School joined the Trust in May 2024.

Woore Primary School joined the Trust in February 2025

Collective Vision Trust provides IT services to some schools outside the Trust: St Chad's Primary and Knutton St Mary's (until 31st August 2025).

Currently there are no plans for any further schools to join Collective Vision Trust

Collective Vision Trust
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Trustees' report (continued)
for the year ended 31 August 2025

Structure, governance and management (continued)

j. Engagement with employees (including disabled persons)

Collective Vision Trust ethos is characterised by the positive relationships that it has across all its schools and between all of its staff.

Communication is seen as a two-way process and is built into the way the trust and the schools operate. Trust systems include representation from all schools in the trust, example the Trust Executive Leadership includes all Headteachers, finance team involves members of staff from all schools. This ensures that there are always clear lines of communication from the Trust to the schools.

Employees receive central communication from the finance team on matters concerning pay and contracts.

Headteachers are responsible for ensuring the staff in their schools are aware of all policies and procedures in the Trust. These are also available on the trust website and in most cases the school's website or internal staff pages.

The Trust regularly and routinely seeks the views and opinions of its staff through the line management and communication channels that exist throughout the schools and trust structure. Staff tell us that they value this open relationship that exists.

As well as this the Trust has a positive relationship with the Trade Unions within the trust and regularly discusses matters with school representatives.

As part of the Governance Structure the Trust ensures that local governing committees seek the views of staff and usually has a member of staff as a member of the committee.

The Trust operates an 'Interview Guarantee Scheme' for people with a disability and who meet the essential criteria of the post.

(NB: The Equality Act defines a person as having a disability if they "have a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities")

Existing disabled employees or employees who became disabled are supported through our HR processes, and suitable adjustments are made wherever feasible. The Trust uses HR consultants and occupational health specialists to provide extra information to help us to do this.

Disability is not seen as a bar to career development and promotion.

Collective Vision Trust
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Trustees' report (continued)
for the year ended 31 August 2025

Structure, governance and management (continued)

k. Engagement with suppliers, customers and others in a business relationship with the Academy Trust

The Trust puts children at the heart of all it does and everything it does has improving education and life chances for its children as its primary concern. In order to do this, it believes in working closely with families, parents, carers and the wider community. Parent representatives sit on all local governing committees.

The Trust schools are characterised by highly positive relationships between staff, pupils and parents. This is frequently commented on by visitors.

Our schools all play an important part in their wider communities, and it is something that the Trust advocates as part of its wider civic duty as a public body.

Our procedures ensure that all supplier and customer engagement operate in the interests of the Trust and adhere to the level of transparency and accountability that are expected for public bodies.

Collective Vision Trust

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**Trustees' report (continued)
for the year ended 31 August 2025**

Objectives and activities

a. Objects and aims

The main objective of the Academy Trust is to ensure that all pupils achieve the highest possible standards. This applies to both academic qualifications and to wider aspects of learning.

We believe that our children should have the best possible education and support - both academic and pastoral. Children are challenged 'to be the best that they can be' in all aspects of their life.

We deliver this through an excellent curriculum delivered by high quality staff who always go the extra mile to ensure that the children are at the heart of what we do.

We have a culture of high expectations for all aspects of school life.

We believe strongly in the importance of a well sequenced knowledge-based curriculum which ensures children:

"Know more, remember more, understand it and apply it"

Our schools are very much part of the community and are inclusive environments in which all can thrive.

We believe that children need to feel safe and secure in order to learn. Our school environments aim to provide calm, safe spaces where children can enjoy learning and so develop the knowledge and skills that will make them happy and successful citizens.

All our schools will ensure that there is:

- **High Expectations in Leadership** - Leaders drive their schools forward with a 'no excuse' culture: all children can succeed.
- **High Expectations in Behaviour** - Underpinned by the core values of respect, tolerance and independence; building resilient, positive role models of the future
- **High Quality Curriculum** - A curriculum that ensures children "know more, remember more, understand it and apply it"
- **High Expectations in Teaching and Learning** - Challenge, inspire and support all learners to be successful.
- **High Achievement for all** - Everyone working to 'be the best you can be'.

We aim that pupils leave our schools as fully rounded individuals who have the educational, social and emotional skills to play a full part in their local, national and inter-national community.

Collective Vision Trust

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**Trustees' report (continued)
for the year ended 31 August 2025**

Objectives and activities (continued)

b. Objectives, strategies and activities

Main development priorities and key actions were:

- Embed new leadership structure
- Continue to drive quality of education by developing staff's reflective practice and AfL strategies
- Review governance and trust procedures
- Strengthen Trust central systems, particularly around HR
- Continue to develop the central finance team
- Further develop Trust's Estates management

Key Actions

1. Embed new leadership structure.

- Establish working practices with schools as new CEO.
- Develop Trust roles of Governance Leader and Educational Development Leader.
- Work with headteachers and executive headteachers to develop the Executive Leadership Team

2. Drive Quality of education

- Work with leaders to ensure that reflection and self-improvement are a key characteristic of all staff in all schools.
- Work with schools SLT to develop appropriate school-based actions to ensure that staff regularly reflect on their own practice.
- Work with schools SLT to develop appropriate school-based actions to ensure that staff use effective methods of AfL to ensure that they have a good knowledge of pupils understanding and use this to help in their reflection.
- Monitor closely the impact of school improvement work on data projections.

3. Review Governance and Trust Structures

HR

- Carry out a review of current Governance structures with a view to ensure they help the Trust to meet its legal responsibilities for all schools
- Review current scheme of delegation and associated documentation
- Develop the new Governance Leader role
- Look at appropriate training for Trustees and members of local governing committees.

ICT

- Continue to develop the ICT provision in schools.
- Continue to develop the different model for small rural schools.

4. Strengthen Trust central systems, particularly around HR.

- Conduct a review of current HR procedures
- Decide what functions of HR should be done centrally and which should be done at school level
- Develop systems around the Access system
- Ensure that historic paper records are uploaded onto the system to improve efficiency.

Collective Vision Trust
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Trustees' report (continued)
for the year ended 31 August 2025

Objectives and activities (continued)

5. Continue to develop the central finance team

- CFO and Trust Accountant to continue to lead finance team.
- Communication to be improved with Executive Leaders.
- Building on the excellent work already started, weekly meetings developed further to improve the trust systems still further.
- Develop the systems and personnel so that they work efficiently for small rural schools.

6. Further develop the Trust's Estate's management

Estates

- Make better use of the expertise in the Estates team to ensure that we add more value to our estate.
- Look at review of current compliance system so Trust centrally has more oversight.
- Develop systems so that we provide schools with more guidance and direction around the estates.
- Improve the information to Trustees to provide an enhanced oversight of estates.
- Look at developing a model where we can provide a different type of service for smaller rural schools wishing to join the Trust.

Chesterton Community Sports College

The school priorities and key actions were:

- Knowledge-based learning continues to drive everything – “Know more, remember more, understand it and apply it”
- Specific focus on how AfL highlights knowledge gaps/misconceptions. It dictates the direction of learning in every lesson and informs planning of subsequent lessons.
- To continue to develop use of technology to support curriculum and independent learning outside of lessons. Refocus and revamp of “online quizzes”
- Passive learners are identified, and timely intervention takes place in all lessons.
- Staff to reflect deeper on their practice and implement change in order to improve daily. (Whole school staff reflection sheets)
- Promote Independent learning across the school. This should be now seen in a variety of ways.
- Make sure that personal development is at the forefront – creating opportunities for all pupils.

Key Actions:

Priority 1

Knowledge-based learning continues to drive everything - “**Know more, remember more, understand it and apply it**”

- To make sure that all crucial knowledge documents are **continually** updated, reviewed and shared constantly
 - Weekly staff reflection sheets to continue to be embedded in practice and have real impact on teaching and learning
 - Ensure that gaps in knowledge and misconceptions are addressed effectively at the earliest opportunity
 - Embed start points and end points into EVERY lesson, with heavy focus on the WHY
 - When CK is embedded, continue to develop deep understanding and application in all classes
 - Subject leaders and subject teachers to explore external stimulus from experts in subject-specific fields in order to teach and facilitate understanding and application better
 - Teachers to focus on and break down their own subject knowledge and understanding in order to more effectively teach new learning so that pupils of all abilities are able to better access the knowledge and understanding
-

Collective Vision Trust

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**Trustees' report (continued)
for the year ended 31 August 2025**

Objectives and activities (continued)

Priority 2

Specific focus on how AfL highlights knowledge gaps/misconceptions. It dictates the direction of learning in every lesson and informs planning of subsequent lessons.

- Assessment of understanding is constant and takes place at every point in students' learning using a range of assessment strategies (e.g. use of whiteboards, CK quiz feedback, hinge point questions, teacher assessment, monitoring of pupil work – movement around the classroom/OneNote, pupil feedback, etc.)
- Gaps in knowledge and misconceptions are identified and addressed effectively at the earliest opportunity (where possible, during the lesson)
- Teachers work to understand reasons for misconceptions in order to address effectively
- Teaching staff and HoDs ensure that knowledge is fully embedded
- Teaching staff and HoDs routinely make evidence-based decisions about the direction of learning during lessons and for future learning
- Assessment includes regular summative assessment (at least every half-term) with specific, focused and meaningful written teacher feedback and grades

Priority 3

To continue to develop use of technology to support curriculum and independent learning outside of lessons. Refocus and revamp of "online quizzes".

- Quizzes test exact CK needed
- Core quizzes to be given more importance with staff and pupils (Independent Study focus) and are monitored by HoDs and SLT consistently
- Pupils are expected to know ALL of the information in CK quizzes and gain full marks. CK quizzes should be repeated to drill knowledge
- Quizzes to be mostly done out of lessons, BUT reinforce key knowledge for lessons
- Look at extended work in and out of lessons through the extension of knowledge quizzes. Make use of technology to support and develop knowledge, understanding and application

Priority 4

Passive learners are identified, and timely intervention takes place in all lessons.

- Staff to ensure pupils are working harder in every lesson
- Staff to stand/sit behind class during independent work
- Staff to ensure ONLY required work is open on pupils' iPads
- Staff walk around the classroom to ensure there is no "passive behaviour"
- Staff expectations to increase for lessons – set through start/end points

Priority 5

Staff to reflect deeper on their practice and implement change in order to improve daily. (Whole school staff reflection sheets)

- Weekly staff reflection focuses to continue – reflection sheet focuses directed by SLT
- Reflection sheets continue to be embedded in everyday teaching practice and have real impact on teaching and learning

Collective Vision Trust

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**Trustees' report (continued)
for the year ended 31 August 2025**

Objectives and activities (continued)

Priority 6

Promote Independent learning across the school. This should be now seen in a variety of ways.

- Ensure CK is embedded and recapped constantly using variety of methods
- Use "silent working time" effectively. All pupils should be successful during silent work
- Ensure that during "silent work", pupils have access to the Crucial Knowledge to help recap/recall
- Monitor silent work by either walking around the room or by looking through notebook pages whilst pupils are working

Priority 7

Make sure that personal development is at the forefront - creating opportunities for all pupils.

- Staff to continue to offer opportunities in and out of lessons through:
 - Trips
 - CLW
 - Rewards system
 - After-school clubs
 - Extra-curricular events
 - Whole school pupil roles/leaders
 - Specific department leaders/roles
 - Online engagement - quizzes, but also Instagram, etc.
 - Careers to be part of curriculum planning
 - Community projects
 - PSCE, RE and RSE events, days and form time delivery
 - Parental involvement and engagement
 - Ensure that the house system is engaging for all
 - Develop use of Unifrog to track and monitor personal development across all areas

Churchfields Primary School

The school priorities and key actions were:

- To continue to develop leadership and management at all levels so subject leaders are proactively driving their subjects and ensuring children know more, remember more, understand and apply
- To continue to develop teaching and learning so all children make good progress with a focus on the lower middle band
- Parents to be more actively involved in their child's learning starting with EYFS further enhance their in-face sessions and learning information. To further enhance MarvellousMe as a curriculum guidance tool and to develop social media and use of videos to upskill parents
- To enhance the personal development plan so all children have access to a range of diverse and enriching experiences.

Collective Vision Trust

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**Trustees' report (continued)
for the year ended 31 August 2025**

Objectives and activities (continued)

Key Actions:

Priority 1

1. To continue to develop leadership and management at all levels so subject leaders are proactively driving their subjects and ensuring children know more, remember more, understand and apply
2. To have a consistency in documentation in all subject areas with a clarity on not only what is needed but why
 - Staff training day September – clear Subject leader role to be discussed and agreed what a strong subject leader looks like.
 - Performance management to be used to set clear targets for all leaders in school with a focus on moving their subject forward and how far they meet the needs of the role identified on the training day
 - Agreement during PM on what paperwork is in place and how this is communicated with the key staff
 - Action plans to be created for all subject areas when targets have been agreed by end of October 2024 with a 3-year plan with a more detailed year 1 so clear understanding of what is needed by all
 - Key staff to continue on NPQs and consideration given to CPD development for other staff around leadership
 - Further develop the use of the national college online training
 - Half termly review meetings to take place with SLT / line manager with a review of how far the subject has moved forward and ensure the action plan is focused
 - Strong middle leaders to be established as mentors for other middle leaders
 - Use of the director of education to further support this development
 - During Autumn term all curriculum documentation to be reviewed with a reflection on what it is and why it is needed

Priority 2

To continue to develop teaching and learning so all children make good progress in all subgroups.

- Lesson structure reviewed - I do (Crucial knowledge) we do (modelling/understanding) you do (apply it) to ensure this is what we are looking at. Then lead to practice for apply and understand
- Further discussion of during the we do to I do how we ensure all children are ready
- Assessment data to be used to divide classes into 5 distinct group and progress of the different groups monitored
- To further develop the more able so they are able to work independently – particularly around the CK so teacher time can be spent on the key identified children
- SLT to identify the groups alongside class teacher and book looks and lesson observations to focus on group
- School to revisit AFL strategies as part of staff training and development
- Further enhance the support offered by LSAs so some key children can be targeted if progress not being made
- Pupil progress meetings to focus on subgroups and learning walk focus' to also be on identified groups after first data picture

Collective Vision Trust

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**Trustees' report (continued)
for the year ended 31 August 2025**

Objectives and activities (continued)

Priority 3

Parents to be more actively involved in their child's learning starting with EYFS further enhance their in-face sessions and learning information. To further enhance MarvellousMe as a curriculum guidance tool and to develop social media and use of videos to upskill parents.

- Review of MarvellousMe and how it is used by staff
- Parental survey to be completed on MarvellousMe and needs
- Social media to be developed including videos showing how to teach certain methods etc to upskill parents
- EYFS to investigate a communication package that shares work, and parents can contribute this to be rolled out and evaluated
- Parental events to be planned and calendared with a coherent strategic plan for all year groups
- Survey to be completed termly to check we are moving in the right direction

Priority 4

To enhance the personal development plan so all children have access to a range of diverse and enriching experiences.

- Pupil survey to be completed to look at interests including key groups PP/SEN etc
- Training daytime to be spent on each year group producing an overview of enrichment and educational visits that support/enhance knowledge-based curriculum
- Clubs to be offered and reviewed
- Enrichment days to be planned and developed
- Yearly goals around personal development to be created and monitored and opportunities to fulfil these to be given in school plans

Chesterton Primary School

The school priorities and key actions were:

- Maintain and continue to improve attainment and outcomes for children.
- Continue to improve implementation of the curriculum intent.
- Continued professional development and learning for all adults in school with accountability for roles and subject leadership.
- Continue to improve the curriculum for foundation subjects.
- To drive numbers on roll.
- Empower parents to support their child's learning at home.
- Maintain focus on improving school attendance and punctuality for all pupils.

Collective Vision Trust

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Trustees' report (continued) for the year ended 31 August 2025

Objectives and activities (continued)

Key Actions

Priority 1

Maintain and continue to improve attainment and outcomes for children.

- Maintain a focus on KS2 Data, Phonics, MTC, GLD (all external data).
- Internal data for tracking to identify areas of opportunity.
- Ensure ongoing AfL shows upward trends.
- Improve reading comprehension skills, progress and attainment LKS2 and Y5 ready for progression into Y6.
- Improve maths attainment. An earlier focus on counting on and knowledge of times tables facts from KS1 to avoid huge catch-up needed for MTC in Y4. Focus on number facts to support arithmetic.

Priority 2

Continue to improve implementation of the curriculum intent.

- Focus and develop AfL strategies with consistent use to ensure teaching and learning is of a high standard.
- AfL to check individual children's understanding. Teachers use AfL subconsciously as part of practice.
- Support and coaching approach through increased presence in classrooms and interventions.
- Teaching will include modelling, scaffolding and vocabulary of **crucial knowledge** throughout lessons, after and beyond. Referral to crucial knowledge must be ongoing and revisited beyond explicit learning to develop *remembering and applying* more.
- Recap will be present in every lesson and cross-curriculum and during transitions between lessons to ensure spaced practice over time.
- Continue to utilise scientific opportunities outside of the classroom to enhance learning and develop science skills and knowledge.
- Further develop evaluation of curriculum implementation to drive and share best practice.

Priority 3

Continued professional development and learning for all adults in school with accountability for roles and subject leadership.

- Understand that the best CPDL is that done on a regular and consistent basis in school and across the Trust through professional discussions, observations and continual support and coaching. External training courses / providers may enhance this but only if appropriate.
- Identify areas for professional development and learning ensuring teachers have the expert knowledge and skills required.
- Adults to be held accountable for their roles through clear aims and direction which are clear and transparent.
- Subject leadership focus using a buddy system of support the continued drive of purposeful subject specific learning.

Priority 4

Continue to improve the curriculum for foundation subjects.

- Improve curriculum intent for foundation subjects.
- Art: to develop the existing curriculum to enhance sequencing with explicitly planned recap opportunities.
- Music: to build on the existing successful performance levels of some students to develop further practical elements for children to explore music (including visits and trips).
- Computing: utilise the high level of computing resources across the school and Trust to further explore digital literacy and computer science.
- D&T: To further develop the D&T intent and implementation to focus on developing problem-solving skills.

Collective Vision Trust

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**Trustees' report (continued)
for the year ended 31 August 2025**

Objectives and activities (continued)

- History: Continue to implement the strong curriculum including the planned recap utilising creative opportunities to experience historical events.
- Geography: Further enhance learning with local field studies to broaden knowledge in context and application.
- Spanish: Utilise specialists to support teaching and learning.
- PE: To continue with the wide range of sports learning, competition and extracurricular opportunities. Teachers develop active strategies across other learning, especially in maths.
- PSHE: Continue to ensure the strong curriculum is implemented and recapped, using AfL to ensure learning is understood and can be applied in context.
- Monitor and evaluate implementation of curriculum intent.

Priority 5

To drive numbers on roll.

- Increase numbers for Pre-Nursery and Nursery class through refer-a-friend and local advertising.
- Advertise benefits of Chesterton Primary School through local links, community action and IT.

Priority 6

Empower parents to support their child's learning at home.

- Provide parents with links and information to support their child's learning at home and encourage conversations about learning (follow the EYFS model).
- Home Learning to be project / active based with clear and purposeful aims (e.g. Timestable games).
- Online learning portals for parents and options to visit school for a shared lesson.
- Home learning packs available. E.g. Busy Bags from EYFS loaned to families to support learning through play and development of skills at home.

Priority 7

Maintain our strong focus and support on good school attendance and punctuality for all pupils.

- Daily updates and monitoring of school registers to identify areas for improvement.
- Targeted support to vulnerable families and persistent absences / lateness.
- Maintain reward incentives for punctuality and 97%+ attendance, weekly, half termly and termly.

Collective Vision Trust
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Trustees' report (continued)
for the year ended 31 August 2025

Objectives and activities (continued)

Crackley Bank Primary School

The school priorities and key actions were:

- Questioning and feedback to deepen learning throughout the curriculum
- Improve standards in writing.
- Continue to develop provision in EYFS for all children including SEND and support parental involvement in children's development milestones.
- Improve standards in mathematics.
- Develop opportunities for parents and carers to engage in their child's learning.
- Curriculum development.

Key Actions:

Priority 1

Questioning and feedback to deepen learning throughout the curriculum

- Staff meeting 16th Sept – teachers share good practice and ideas
- Staff meeting 30th Sept – shared experience of how well strategies have worked
- Termly lessons observations to monitor application in lessons
- Monitor planning
- Pupil discussions to assess impact

Priority 2

Improve standards in writing.

- Staff meeting new Action Plan shared with teachers – 24.06.24
- Inset September 02.09.24 share Action Plan with all staff
- CPD support teachers to develop the use of non-fiction links in other foundation subjects.
- Review long term plan to reflect shorter terms ensuring coverage of fiction and non-fiction comprehension and writing.
- Develop the use of non-fiction writing links for other foundation subjects.
- Leaders review Long-Term Overview for Writing to ensure that non-fiction writing units link to the previous half term's Crucial Knowledge for History, Geography and other foundation subjects as they are introduced.
- Short term plans for each writing unit will continue to begin with a modelled plan to structure the writing and for children to refer to whilst writing independently.
- Continue to develop stamina for writing. Planned Big Writes will continue to take place at the end of each writing week - an extended period in which children will write their final piece.

Priority 3

Continue to develop provision in EYFS for all children including SEND and support parental involvement in children's development milestones.

- Meeting with prior Nurseries and teachers as well as visiting children in previous Nurseries (July 2024)
- Meeting with new parents to understand their child's individual needs. Questionnaires to parents prior to children starting school before play and stays, then again before September for needs and interests. (July 2024)
- Workshops for parents; phonics, maths, PSHE Parental Meetings and personal hygiene if needed. (Phonics in Reception Autumn 1, Maths in Reception Autumn 2. Nursery: Fun in Phonics Spring 1 and Fun in Maths Spring 2

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**Trustees' report (continued)
for the year ended 31 August 2025**

Objectives and activities (continued)

- Encouragement of parental engagement in a new way such as 'Take a selfie' (*For e.g. Send home a bag asking children to collect Autumn items on the way home and send in a selfie of them collecting and add these to fb/website*)
- The EYFS provision will be continually adapted according to the needs of the pupils. Termly assessment of provision based on data analysis
- LTP, MTP and short-term Planning adapted for pupils with SEND whilst still giving the opportunities to be inclusive. Review long term plan, progress sheets and CK ready September and throughout the year if needed (July 2024 then Autumn 2)
- Regular, timetabled review meetings with staff in EYFS to discuss data, progress, planning and next steps for children
- Liaising with SENDCO and outside agencies for children with plans, and those who need to be on plans
- CPD for all EYFS staff on child development as well as special to continue. CPD via National College for new staff to EYFS specifically around play within the continuous provision.
- Providing help and support through the website/ fb and information sharing, consideration of health and outside agencies to support parents understanding of children's milestones.

Priority 4

Improve standards in mathematics.

- INSET day September – Go through any changes with staff and ensure everything else is continuing. Share action plan.
- CPD – to support/ teach HA children from Ofsted feedback.
- Improving times table recall and knowledge – On weekly timetables teachers allow 10 minutes each day (20 minutes in Y4) to practice times tables – Focus on set tables per term. E.g., year 4 practice 3 and 4 in autumn, 6 and 7 in spring and 9 and 12 in summer.
- Children in Y3 will practice on the times table checker from April 2025 this will continue into Y4, 5 and 6.
- Develop overviews with teachers to factor in trips, assessments, wellbeing week, try something different etc.
- Whole year maths lessons focus on arithmetic – place value, addition, subtraction, multiplication, fractions and division – once finished then re-teach again. This is to make sure the children are extremely secure with their number work. All other units e.g., shape, length, perimeter etc will be done in the first 10-15 minutes of the maths lesson and will be re taught once finished.
- Problem solving and Reasoning should be done through challenges and CKT's most days. This needs to include CKT's for Blast Maths.
- Teaching time through everyday conversations. Formal lessons once every half term. Monitoring of time to be included in Maths release timetable
- Monitor the Maths environment (displays and equipment)

Priority 5

Develop opportunities for parents and carers to engage in their child's learning

- Inset Day – go through plans with all. Discuss with staff ideas for workshops parental engagement during inset include Teaching Assistants
- Parental questionnaire into what they would like a workshop/event in/on/ - Autumn 1
- Contact other providers to deliver parental workshops / events.
- MHST parent workshops each term focusing on a different area – liaise with MHST on questionnaire results -
- Drop ins and a coffee/tea morning – mental health support
- Subject specific workshops one each half term, subject leader to deliver
- Phonics EYFS/KS1 invite into classes
- Arithmetic and Reading sessions

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**Trustees' report (continued)
for the year ended 31 August 2025**

Objectives and activities (continued)

- External agencies workshops
- Online safety parental workshop in Autumn term – PSHE link with Jane
- Whole school summer event invite community into school

Priority 6

Curriculum development

- Roll out Spanish curriculum to all KS2 year groups – INSET 2nd September 2024.
- All year groups to start with the Year 3 curriculum. (Year 5 to recap Unit 1 and then start with Unit 2).
- Curriculum is set out so that there is clear recap in each term / year group.
- Teachers to plan and teach at least x2 lessons per CK point to ensure vocabulary has been embedded.
- Crucial Knowledge to be developed for Y4-6 curriculum.
- Content to be developed for Y4-6 curriculum. Develop Spanish phonics sessions as part of this.
- CPD for Spanish teaching using National College.
- Liaise with CCSC HoDs for advice.

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Trustees' report (continued)
for the year ended 31 August 2025

Objectives and activities (continued)

Bursley Academy

The school priorities and key actions were:

- Develop a curriculum that is well-sequenced, progresses from EYFS to Y6 and has clear and concise Crucial Knowledge
- Develop opportunities for pupils to apply their spelling, punctuation and grammar knowledge in sustained pieces of writing.
- Use formative assessment to inform next steps in pupils' learning more consistently
- Make effective checks on how well the curriculum is being delivered in all subjects, so that inconsistencies can be identified, and appropriate support put in place.
- Develop clear systems to assess progress in Reading, Writing and Maths
- Ensure that pupils consistently take pride in their work across the curriculum.

Key Actions:

Priority 1

Develop a curriculum that is well-sequenced, progresses from EYFS to Y6 and has clear and concise Crucial Knowledge

- Review all curriculum documents
- Rewrite subject overviews ensuring NC coverage, appropriate sequencing and progression
- CPD re: CK
- CPD re: curriculum clarity and CK
- CPD - staff meeting to rewrite CK during staff meetings so that the whole curriculum will be reviewed by Sept 2025

Priority 2

Develop opportunities for pupils to apply their spelling, punctuation and grammar knowledge in sustained pieces of writing.

- Review of English curriculum and planning
- Consistent lesson structure for Y1-Y6 based upon class text
- Class text plan - developing through the year ensuring appropriateness of challenge
- Weekly grammar lessons
- Opportunities to write extended pieces
- New assessment grid for writing - whole school baseline based on previous end of year expectations.

Priority 3

Use formative assessment to inform next steps in pupils' learning more consistently

- Review marking and feedback policy
- Revise marking and feedback policy
- Monitor marking and feedback policy

Priority 4

Make effective checks on how well the curriculum is being delivered in all subjects, so that inconsistencies can be identified, and appropriate support put in place.

- Staff meeting to monitor foundation subjects ½ termly
- SLT monitoring weekly - based upon action plan
- Programme of subject leadership release alongside SLT to develop subject leaders
- Lesson observations - termly with AG/EH

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**Trustees' report (continued)
for the year ended 31 August 2025**

Objectives and activities (continued)

Priority 5

Develop clear systems to assess progress in Reading, Writing and Maths

- Introduce new writing assessment grids (SS)
- Termly assessments weeks in place
- Introduce NFER tests for Reading and Maths (SS)
- Report to Governors termly (SLT)

Priority 6

Ensure that pupils consistently take pride in their work across the curriculum.

- Write presentation guide (SS)
- Introduce guide to staff – CPD (SS)
- Staff implement the guide
- Monitor as per SLT timetable

Goldstone Federation

The school priorities and key actions were:

- Maths – Hinstock work on gap analysis and a move to White Rose Maths in KS2. Continued development of WRM in Cheswardine
- Use of ICT – Getting the most out of new equipment and ways of working.
- Spelling and Writing – Babcock spellings as a starter for the new term. Build practice from phonics – work on sustainable programme.
- Revise and Revisit Behaviour Policy and Principles – Focus on play.
- Improve Leadership model and distribution of Leadership across the Federation.

Key Actions:

Priority 1

Maths

- Gap analysis and response to data and TA refined at Hinstock.
- WRM put in place and Teachers trained in use and mixed year plans
- Maths standardisation across the Federation – share strengths and weaknesses and CPD focus

Priority 2

Use of ICT and improvements in computing

- Review statements from staff half termly
- Leadership scrutiny – release to do this and report back in termly reports.
- Pupil survey
- App log – how much are they in use? Who by? When? Teachers to review how this impacts on the learning termly.

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**Trustees' report (continued)
for the year ended 31 August 2025**

Objectives and activities (continued)

Priority 3

Improvement to spelling and writing

- Implement Babcock spelling strategies across the federation. Needs to be seen on a daily basis for Year 2-Year 6 (Year 5/6 following Year 5s programme to start with). Emphasise keeping to the scheme. Introduce on PD Day 2.9.24 in pm after sharing resources prior to the Summer. Discuss and ensure plans are in place.
- Discuss effective phonics development with Stella and investigate strategies used that could be effective. Assess Babcock and address gaps.
- Writing – implement Handwriting policy consistently across Federation and emphasise its importance. Work on pride and independence – pen licenses.
- English leads to develop crucial knowledge - genre based and punctuation
- Include vocabulary development in KS2. Raise expectations and vocab used.

Priority 4

Revise and Revisit Behaviour Policy

- This is done well in both schools, and we want to maintain behaviour and improve it where this is feasible.
- Assembly planners: Three rules and British values as well as a clear programme and sequence of learning behaviours and growth mindset / festivals etc.
- Federation: Assembly expectations clear -all teachers in assemblies on Mon and Fri and if there are any visitors, TAs to do interventions if required or in another time.
- Hinstock –playtimes focus, building on neuro-diversity audit – teaching play to children and widening options – using spaces that are available to us practically and purposefully. Teaching lunchtime staff through teacher modelling and using KS1 play and additional time in KS2 for role modelling and teaching. Increased play leaders and increased options.
- Ches: Sports competitions -develop behaviour and expectation of behaviour to be included in teams.
- Clarity and consistency across the Federation for everyone -visitors and staff.

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**Trustees' report (continued)
for the year ended 31 August 2025**

Objectives and activities (continued)

Priority 5

Leadership Model for the future of the Federation

- RS and RW to work to achieve a model and when staff are in position, and it is working then this will have been achieved. Clear job descriptions relating to the Federation will be in place and staff suitable appointed for the roles.

All schools show commitments to local, national and international charities and have undertaken activities that educate pupils and show support for many charities. The principal ones are:

- Salvation Army Christmas Toy Appeal
- Royal British Legion Poppy appeal
- Children in Need
- Comic Relief
- Fair Trade
- Sports Relief
- Operation Christmas Child (Samaritan's Purse)
- Cancer Research
- Christmas Hampers (Local care homes etc)
- Stoke City Community Trust
- Dougie Mac/Donna Louise Trust
- Young Minds Mental Health
- Hope House
- Headway
- Newcastle Food Bank
- Jeans for Genes
- Children's Society (Christingle)
- Severn Hospice
- Omera Winter Coat Drive (S-O-T)
- Market Drayton Food Bank
- Rags2Riches clothing appeal
- Jack Dulson Memorial Fund
- World Down Syndrome Day

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Trustees' report (continued)
for the year ended 31 August 2025

Objectives and activities (continued)

c. Public benefit

The Academy trust has continued to manage the public use to the Sports Centre at Chesterton Community Sports College. This was successfully re-opened after this academic year after the global pandemic meant that its use had to be limited. In setting our objectives and planning our activities, the Trustees have given careful consideration to the Charity Commission's general guidance on public benefit.

Strategic report

Achievements and performance

Chesterton Community Sports College opened as an Academy on 1st December 2013 and replaced the previous school of the same name. The school was last inspected in September 2022 where it was judged to be good.

The school's reputation amongst the community is very strong. The school is increasingly popular with parents. Our intake is consistently above PAN. In 2018 the DfE/ESFA increased the numbers we can admit on our funding agreement. We have consistently admitted above PAN ever since. Since September 2018 our intake has been around 200 pupils each year.

GCSE results for 2025 are very strong and consolidate the huge increase that occurred in 2023.

Churchfields Primary School opened as an Academy on 1st December 2013 and replaced the previous school of the same name. The school was inspected in February 2025 when it was judged to be 'good' in all categories.

Performance in National Tests in 2025 showed a decline from previous years, this had been predicted due to the cohort's low prior attainment. Unfortunately, there were no progress measures available in 2025, which would have highlighted the progress that these pupils achieved.

Crackley Bank Primary School opened as an academy on 1 October 2016 and replaced the previous school of the same name. It was last inspected by Ofsted in March 2023 where it was judged good in all categories.

The school has improved its performance considerably since joining the trust. Last year saw a further increase in standards for pupils in year 6, with pupils achieving well above the national average.

Chesterton Primary School opened as an academy on 1 October 2016 and replaced the previous school of the same name. Although the school had an Ofsted category of good at the time of conversion, there were considerable concerns about current standards.

The school was subject to an Ofsted inspection in September 2019 (the second week of the academic year) and was judged to have Serious Weaknesses.

The school and the Trust worked quickly to address these issues and in June 2021 which concluded that the school was now 'good' with behaviour and attitudes being 'outstanding'. This improvement has been consolidated since then with pupils achieving well in reading and writing.

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Trustees' report (continued)
for the year ended 31 August 2025

Strategic report (continued)

Achievements and performance (continued)

Bursley Academy transferred from Praxis Trust on 1 June 2022. The school was last inspected in February 2024 where it was graded requires improvement due to inconsistencies in the quality of education. All other judgements were good. Since inspection the school has had a change in management and has undergone considerable improvements. Results this year were above national averages.

Goldstone Federation joined the trust in May 2024. Both schools, Cheswardine Primary and Hinstock Primary had been graded good by Ofsted prior to conversion.

Woore Primary and Nursery School joined the Trust in February 2025. It had been graded good by Ofsted prior to conversion.

The Trust has continued to support all our schools in moving forward to continue to innovate the curriculum and have a real focus on children's learning. All schools are committed to providing an excellent, well-sequenced, broad, and balanced, knowledge-based curriculum that ensures children 'know more, remember more, understand and apply'.

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**Trustees' report (continued)
for the year ended 31 August 2025**

Strategic report (continued)

Achievements and performance (continued)

a. Key performance indicators

Chesterton Community Sports College

- Ofsted Inspection September 2022 – Good in all aspects
- 2025 GCSE data is showing an Attainment 8 score of 42.68, 23% achieving 5+ in English and Maths, 55% achieving 4+ in English and maths and 23% achieving 4+ in EBacc.
- Knowledge based curriculum developed based on children 'knowing, remembering, understanding and applying'.
- Pupil and parent surveys show very high level of satisfaction
- All year groups are oversubscribed
- Pupil intake for year 7 in September was 195 (PAN 170)

Churchfields Primary

- Ofsted Inspection February 25 – Good in all categories
- KS2 – Achieving the main measure of reading, writing and maths combined was 44%.
- KS2 achieving the standard or higher in each subject were: Reading 50%, Maths 60%, Writing 54%
- There were no progress scores in 2024 due to COVID.
- Phonics results achieved in year 1 – 76%

Crackley Bank Primary

- Ofsted Inspection March 2023 – Good in all categories
- Achieving the main measure in KS2 reading, writing and maths combined was 78%.
- KS2 achieving the standard or higher in each subject were: Reading 89%, Maths 83%, Writing 83%
- There were no progress measures in 2024 due to COVID.
- Phonics results at the end of year 1 were 65%

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**Trustees' report (continued)
for the year ended 31 August 2025**

Strategic report (continued)

Achievements and performance (continued)

Chesterton Primary

- Ofsted Inspection June 21 – Good with Outstanding for Behaviour and Attitudes.
- KS2 - Achieving the main measure of reading, writing and maths combined was 38%.
- KS2 achieving the standard or higher in each subject were: Reading 76%, Maths 48%, Writing 67%.
- There were no progress measures in 2024 due to COVID.
- Phonics results at the end of year 1 were 81%.

Bursley Academy

- Ofsted Inspection February 2024 – Requires improvement
- KS2 - Achieving the main measure of reading, writing and maths combined was 70%.
- KS2 achieving the standard or higher in each subject were: Reading 78%, Maths 89%, Writing 76%
- There were no progress measures in 2024 due to COVID.
- Phonics results at the end of year 1 were 90%

Cheswardine Primary

- Ofsted Inspection October 23 – Good in all categories.
- KS2 - Achieving the main measure of reading, writing and maths combined was 33%.
- KS2 achieving the standard or higher in each subject were: Reading 50%, Maths 67%, Writing 50%.
- There were no progress measures in 2024 due to COVID.
- Phonics results at the end of year 1 were 100%.

Hinstock Primary

- Ofsted Inspection March 23 – Good in all categories.
- KS2 - Achieving the main measure of reading, writing and maths combined was 40%.
- KS2 achieving the standard or higher in each subject were: Reading 47%, Maths 60%, Writing 73%.
- There were no progress measures in 2024 due to COVID.
- Phonics results at the end of year 1 were 71%.

Woore Primary

- Ofsted Inspection November 23 – Good in all categories.
- KS2 - Achieving the main measure of reading, writing and maths combined was 83%.
- KS2 achieving the standard or higher in each subject were: Reading 100%, Maths 83%, Writing 100%.
- There were no progress measures in 2024 due to COVID.
- Phonics results at the end of year 1 were 100%

b. Going concern

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

Collective Vision Trust
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Trustees' report (continued)
for the year ended 31 August 2025

Strategic report (continued)

Achievements and performance (continued)

c. Promoting the success of the company

The Directors of Collective Vision Trust have acted in accordance with section 172(1) (a) to (f) of the Companies Act 2006 to promote the success of the company and in doing so have considered, adhered, and acted in the best interest of its employees, pupils and stakeholders by ensuring the following:

- Being aware of any likely long-term consequences to any decisions being made.
- Taking into account the interests of the company's employees
- The need to foster a positive business environment which extends the company's business relationships with suppliers, customers, and others.
- Recognising that there is a moral imperative to understand the impact of the company's operations on the community and the environment.
- The desirability of the company maintaining a reputation for high standards of business conduct.
- The need to act fairly as between members of the company.

As defined under the Articles of Association and statutory duties under the Companies Act 2006 which provides, in particular that a Director of a company must act in the way which he/she considers, in good faith, and that, under Section 173, a Director of a company must exercise independent judgement and that duty is not to be infringed by acting in accordance with an agreement entered into by the company that purports to restrict the future exercise of that discretion by its Directors or by instructions given to individual Directors.

Financial review

The Academy Trust's key source of funding is the General Annual Grant (GAG) from the Department for Education (DfE). Funding from the DfE is shown as restricted funds in the Statement of Financial Activities. During the year to 31 August 2025, the Academy Trust received GAG of £12,434,106 in addition to other income sources. The analysis of the specific grants and income received can be seen within notes 3 to 6 to the financial statements.

During the year to 31 August 2025, total resources expended are £16,649,382 excluding depreciation. Depreciation of £1,265,070 has been charged during the year against the restricted fixed asset fund.

The excess of income over expenditure for the period (excluding the movement in the pension reserve and restricted fixed asset fund) was £172,844

At 31 August 2025, the net book value of tangible fixed assets totalled £20,195,792 and movements in tangible fixed assets are shown in note 15 to the financial statements. The net book value of intangible assets totalled £nil, movements in intangible fixed assets are shown in note 14 to the financial statements. The assets were used exclusively for providing education and associated support services to the students of the Academy Trust.

Collective Vision Trust

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**Trustees' report (continued)
for the year ended 31 August 2025**

a. Reserves policy

The reserves policy encompasses the nature of income and expenditure streams, the need to match income with commitments and the nature of reserves.

The individual academy reserves will be held together and in total will form the central trust reserves. Individual academies will have access to these reserves.

The Board of Directors review the reserve levels of The Collective Vision Trust annually.

The appropriate level of free reserves should be equivalent to 12 weeks expenditure to provide sufficient working capital to cover the delays between spending and receipt of grants to provide a cushion to deal with unexpected emergencies such as urgent maintenance. When they are lower than required the Academy Trust will continue building up reserves until they reach it.

The aim of the Directors is to maintain a level of free reserves that will be adequate to provide a stable base for the continuing operation of the Academy Trust whilst ensuring that excessive funds are not accumulated. The Reserves provide a cushion to deal with unexpected emergencies such as urgent maintenance, help to maintain staffing levels during a short-term reduction in pupil numbers, for maternity cover, long-term illness cover and help to plan for capital projects. Reserve levels are regularly discussed at Finance, Risk and Audit Committee meetings and will be reviewed annually.

Current reserves of £2,579,951 (excluding the pension reserve and restricted fixed asset fund) are being held in line with the above.

Collective Vision Trust
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Trustees' report (continued)
for the year ended 31 August 2025

b. Material Investment policy

The Academy Trust aims to manage surplus cash to provide the day-to-day working capital requirements of its operations, whilst seeking to protect its value against inflation. In addition, the Academy Trust aims to invest surplus cash funds to optimize returns whilst ensuring the level of risk taken is appropriate.

Objectives and Targets

- To ensure adequate cash balances are maintained to cover day-to-day working capital requirement
- To avoid the risk of loss in the capital value of any cash funds invested
- To protect the capital value of any invested funds against inflation
- To optimize returns on invested funds

Action plan

Adequate cash balances must be maintained to ensure that there are always sufficient funds in the school's current account to cover financial commitments such as payroll and day-to-day expenses. When the cash flows identify a base level of cash funds that will be surplus to requirements, these may be invested only in the following:

Interest bearing accounts

Deposits or other investments where the risk of loss is minimized.

Funds, and any interest they earn, will be automatically reinvested, unless they are required for immediate or anticipate expenditure.

Monitoring and evaluation

The CFO will compare alternative investment opportunities every year to ensure that the Academy Trust's funds achieve the best interest rates. An independent financial adviser will be used to undertake the research and make a recommendation.

The CEO and CFO are responsible for ensuring that his policy is adhered to.

Collective Vision Trust

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Trustees' report (continued) for the year ended 31 August 2025

c. Principal risks and uncertainties

The principal risks and uncertainties have been assessed and are as follows:

Financial – The Academy Trust has considerable reliance on continued Government funding and whilst this level is expected to continue, there is no assurance the government policy or practice will remain the same, or that public funding will continue at the same levels or on the same terms.

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

Strategic and Reputational – the continuing success of the Academy Trust is dependent on continuing to attract applicants in sufficient numbers by maintaining the highest educational standards. To mitigate this risk Directors, ensure that student success and achievement are closely monitored and reviewed.

Safeguarding and child protection – the Directors continue to ensure that the highest standards are maintained in the areas of selection and monitoring of staff, the operation of child protection policies and procedures, health and safety and discipline.

Staffing – the success of the Academy Trust is reliant on the quantity of its staff and so the Directors monitor and review policies and procedure to ensure continued development and training of staff as well as ensuring there is clear succession planning.

Fraud and mismanagement of funds – The Academy Trust has appointed an Internal Auditor to carry out checks on financial records. All finance staff receive training to keep them up to date with financial requirements and develop their skills in this area.

Estate management – The Trust is responsible for ensuring that the Trust's estate is safe, well maintained and complies with relevant regulations. The Trust has an estates team that oversees the estates compliance and general maintenance. The Trust also buys property services and compliance SLA from Entrust to ensure the required testing is in place. The CEO and Deputy CEO oversee the estates strategy and compliance for the trust. The Deputy CEO looks at longer term investment and co-ordinates CIF bids.

The Trust has a risk register that is regularly reviewed by the Directors. This is supported by risk awareness overviews that are updated every half term.

The finance, audit and risk committee for the Trust reviewed the internal scrutiny strategy in December 24 following the internal scrutiny report from Hardings and also the report from Eddie Wilkes, external consultant, and external auditors' comments for academic year 2023/24. The review also considered the trusts risk awareness overviews that are updated throughout the year.

The outcome was that it was felt the Trust had continued to have a strong internal scrutiny record for financial controls and had widened to include some non-financial controls, e.g. HR systems, contracts, aspects of Governance. The addition to include an external evaluation of areas of educational performance which could hold a significant risk to the Trust was felt to be an excellent addition and had been received favourably by the external auditors.

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**Trustees' report (continued)
for the year ended 31 August 2025**

It was agreed that the Trust would continue to commission Hardings to perform the internal scrutiny of financial and non-financial system controls and the current external education consultant to evaluate the quality of education within individual schools.

Fundraising

- Individual academies within the Trust do carry out fundraising activities from time to time. Proceeds of these can either be for school funds or for external charities (national and local).
- Fundraising activities vary from Seasonal Fayres, Community events, to own clothes days and cake sales.
- Participation in all these events is purely voluntary and parents are not forced to donate.
- All fundraising is organised within the individual academies either by staff or parents. Professional fundraisers are not used.
- Any complaints regarding fundraising would be addressed through the normal complaint's procedure.

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Trustees' report (continued)
for the year ended 31 August 2025

Streamlined energy and carbon reporting

The Academy Trust's greenhouse gas emissions and energy consumption are as follows:

	2025	2024
Energy consumption used to calculate emissions (kWh)	2,359,860	2,460,186
Energy consumption breakdown (kWh):		
Gas	1,786,537	1,906,900
Electricity	550,591	533,548
Transport fuel	22,732	19,738
Scope 1 emissions (in tonnes of CO2 equivalent):		
Gas consumption	326	348
Owned transport	6	4
Total scope 1	332	352
Scope 2 emissions (in tonnes of CO2 equivalent):		
Purchased electricity	114	110
Total gross emissions (in tonnes of CO2 equivalent):	446	462
Intensity ratio:		
Tonnes of CO2 equivalent per pupil	0.2	0.23

The Academy Trust has followed and used the following quantification and reporting methodologies:

- the 2019 HM Government Environmental Reporting Guidelines;
- the GHG Reporting Protocol - Corporate Standard; and
- the 2025 UK Government's Conversion Factors for Company Reporting.

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

During the year the Trust has strengthened its approach to energy and carbon reporting. Smart meters are across academy sites to enable accurate and consistent monitoring of energy consumption. Replaced inefficient boilers with energy efficient replacements. Replaced old technology with more energy efficient replacements. The Trust has implemented a range of energy efficiency measure including the installation of LED lighting. The Trust has also developed a carbon reduction plan with clear targets, reflecting our commitment to supporting the Sustainability and Climate Change Strategy.

Collective Vision Trust
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Trustees' report (continued)
for the year ended 31 August 2025

Plans for future periods

Collective Vision Trust

Overview of Trust Priorities for 2025-26

- Continue to embed new leadership structures across the trust
- Use the new Ofsted framework to evaluate, monitor, and prioritise strategy across all schools.
- Improve the quality of education by inclusive curriculum, AFL strategies, and adaptive teaching.
- Strengthen Trust central systems.
- Continue to develop Internal & external support, monitoring, and verification systems.

Key Actions

- 1. Continue to embed new leadership structures across the trust**
 - Establish working practices with schools and develop focus visits and links to outside verification.
 - Develop Trust roles of Governance Leader and Educational Development Leader
 - Work with headteachers and executive headteachers to develop clear strategy, thought process and development of SLT's, middle leadership across all schools
- 2. New Ofsted Framework**
 - To lead the introduction and implementation of the new Ofsted framework across the Trust and to use the framework to shape the offer from each school. To use the framework to drive up standards and to increase the level of challenge within each school regarding performance.
 - To lead a Trust led system of collecting evidence to support judgements made .
 - To work with all staff, but especially senior leaders, on the new skills and oversights needed to develop their schools within the new framework.
 - To develop deep reflection across the trust to improve "clarity of thought" process to make priority and strategy far more effective across all schools, this will lead to stronger positive impact for all pupils.
 - To continue to build capacity within the schools and across the Trust that allows individual professional development and meets the Trusts future needs.
 - To coach and manage the headteachers in the Trust to further develop their contribution and to help them shape the trust.
- 3. Improve the quality of education by inclusive curriculum, AFL strategies and adaptive teaching.**
 - Work with leaders to ensure that reflection and self-improvement are a key characteristic of all staff in all schools.
 - Work with schools SLT to develop appropriate school-based actions to ensure that staff regularly reflect on their own practice.
 - Work with schools SLT to develop appropriate school-based actions to ensure that staff use effective methods of AfL to ensure that they have a good knowledge of pupils understanding and use this to help in their reflection.
 - Monitor closely the impact of school improvement work on data projections.

Collective Vision Trust

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Trustees' report (continued) for the year ended 31 August 2025

Plans for future periods (continued)

4. Strengthen Trust central systems.
 - Performance in the areas identified above are regularly reported by the headteachers to the CEO and the Trust board via the existing reporting framework.
 - The CEO will undertake 'Focus Visits' into key teaching and learning areas with each school on a half termly basis in agreement with the headteachers.
 - In consultation with the Professional development lead for the Trust the CEO will oversee a full programme of professional development
 - To continue to amend and update the remaining policies and specific procedures appropriate for the schools in the Trust and to deliver these as central core policies within CVT.
 - HR/Finance systems continue to become more centralised
5. Continue to develop Internal & external support, monitoring, and verification systems.
 - To develop and oversee the new streamline reporting framework cycle that informs both the Trust and the schools at the appropriate times.
 - CEO support and monitoring to be more frequent and detailed
 - To develop risk overviews, monitoring, and support mechanisms
 - To continue to source external support and verification as CEO deems relevant to individual schools or as a whole trust.

Chesterton Community Sports College

Overview of School Priorities for 2025 – 2026

1. Maximise the Impact of Assessment for Learning (AfL)
AfL should consistently identify gaps in knowledge and misconceptions. This process must directly inform in-lesson decisions (to adapt teaching) and shape the planning of future lessons.
2. Continued Focus on Outcomes for all Pupil Groups
Reflect and build on results from previous years and continue to explore strategies to improve standards across all pupil groups including SEN, Vulnerable, Pupil Premium, EAL and Higher Attainers.
3. Address Barriers to Learning Through Timely Intervention
Identify any barriers to learning, including passive learners, at the earliest point and adapt teaching to engage and support pupils actively in their learning journey.
4. Strengthen Staff Reflection to Drive Improvement
Promote deeper, more purposeful self-reflection on teaching practice. Staff should use whole-school reflection tools to identify areas for growth and take action to improve every day.
5. Culture of Inclusion
Inclusion should be at the forefront of teaching and learning, pupil development and experiences, pastoral care and the wider community. Inclusion should feature in everything that we do, inside and outside of the classroom.
6. Continued Focus on Knowledge-Based Learning
Ensure that all teaching is driven by a focus on knowledge acquisition: students should know more, remember more, understand more, and apply their learning with confidence.

Collective Vision Trust

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Trustees' report (continued) for the year ended 31 August 2025

Plans for future periods (continued)

Key Actions:

Priority 1

Maximise the Impact of Assessment for Learning (AfL)

AfL should consistently identify gaps in knowledge and misconceptions. This process must directly inform in-lesson decisions and shape the planning of future lessons.

- Assessment of understanding is constant and takes place at every point in students' learning using a range of assessment strategies (e.g. use of whiteboards, Crucial Knowledge quiz feedback, hinge point questions, teacher assessment, monitoring of pupil work – movement around the classroom/OneNote, pupil feedback, etc.)
- Big push on adaptive teaching informed by constant AfL and reflection sheets
- Gaps in knowledge and misconceptions are identified and addressed effectively at the earliest opportunity (where possible, during the lesson)
- Teachers work to understand reasons for misconceptions in order to address effectively
- Teaching staff and HoDs ensure that knowledge is fully embedded
- Teaching staff and HoDs routinely make evidence-based decisions about the direction of learning during lessons and for future learning (planning)
- Assessment includes regular summative assessment (at least every half-term) with specific, focused and meaningful written teacher feedback and grades
- Teaching and support staff share good practice and examples of effective AfL during staff training days
- All leaders are confident in supporting and coaching staff

Priority 2

Continued Focus on Outcomes for all Pupil Groups

Reflect and build on results from previous years and continue to explore strategies to improve standards across all pupil groups including SEN, Vulnerable, Pupil Premium, EAL and Higher Attainers.

- SLT continue to drive outcomes. Leaders to ensure that this is a continued focus at departmental level and all staff to have more ownership of individual/class outcomes
- Leaders to coach staff in the analysis of pupil outcomes. Strategies to improve are developed and shared within departments and at whole school level
- SLT conversations and monitoring of impact
- Whole school data to continue to be shared with all staff
- SLT to utilise department meetings to drive outcomes
- Hannah Felton and Maria Moscoti to utilise ECT training to develop skills and understanding of assessment analysis, understanding of pupil groups, focus on outcomes, etc.
- SLT and HoDs to drive Progress 8, Attainment 8, Maths/English and EBacc data with teaching staff. Huge focus on ensuring correlation of Maths and English data
- SLT to oversee the planning and allocation of time for key assessment dates for coursework-based subjects, taking into account the calendar and submission deadlines
- Data and exam scripts to be analysed as part of training days (after exam and mock exam periods). Staff to reflect on successes but also delve into areas to improve further
- Staff to use whole school data to monitor pupil groups in tracking, e.g. Pupil Premium, EAL, SEN, vulnerable groups. Staff to have more ownership in monitoring the outcomes of these groups
- Staff to make full use of Pupil Passports and SEN information (isams) in conjunction with data tracking
- Leaders to monitor the impact of adaptive teaching on pupil outcomes

Collective Vision Trust

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Trustees' report (continued) for the year ended 31 August 2025

Plans for future periods (continued)

- Staff to have an awareness and understanding of the importance of destination data and the school's responsibility to pupils in accessing the correct guidance for their next steps in education. Staff to be aware of RONI (Risk of NEET Indicator) in their classrooms.

Priority 3

Address Barriers to Learning Through Timely Intervention

Identify any barriers to learning, including passive learners, at the earliest point and adapt teaching to engage and support pupils actively in their learning journey.

- Staff to ensure pupils are working harder in every lesson – high expectations of all pupils. Staff are expected to circulate the room, monitor iPad activity during independent tasks and check pupil progress and understanding, adapting strategies where needed. Staff to ensure ONLY required work is open on pupils' iPads
- Staff move around the classroom to address passive behaviour and use classroom strategies or pastoral systems if needed
- Communication with other staff in the department, specific leaders and parents contacted if concerns are persistent
- Staff expectations to increase for lessons, set through Start/End Points. These need to be part of every lesson and shared with pupils so they understand expectations and the purpose of each lesson
- All pupils have access to their assessment data through OneNote. Teachers to discuss this consistently so that it is up-to-date and meaningful for pupils

Priority 4

Strengthen Staff Reflection to Drive Improvement

Promote deeper, more purposeful reflection on teaching practice. Staff should use whole-school reflection tools to identify areas for growth and take action to improve every day.

- Weekly staff reflection sheets continue to be embedded in practice and have a real impact on everyday T&L
- Reflections sheets link with planning and AfL within the classroom and teaching is adapted accordingly
- Teachers should reflect regularly and constantly adapt teaching to move pupils' learning forward

Priority 5

Culture of Inclusion

Inclusion should be at the forefront of teaching and learning, pupil development and experiences, pastoral care and the wider community. Inclusion should feature in everything that we do, inside and outside of the classroom.

- Staff to ensure that inclusion is a focus in all that we do
- All pupil groups are accommodated and supported by all staff members, and teaching is adapted appropriately. This includes SEN, vulnerable pupils, high attainers, pupils with low attendance, school refusers, alternative provision pupils, new pupils, etc.
- Inclusivity to continue to be outstanding at CCSC
- Continue to develop the ethos that every pupil matters
- Inclusion should also refer to staff members, parents and the community

Collective Vision Trust

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**Trustees' report (continued)
for the year ended 31 August 2025**

Plans for future periods (continued)

Priority 6

Continued Focus on Knowledge-Based Learning

Ensure that all teaching is driven by a focus on knowledge acquisition: students should know more, remember more, understand more, and apply their learning with confidence.

- Ensure that all Crucial Knowledge documents are **continually** updated, reviewed and shared
- Ensure that gaps in knowledge and misconceptions are addressed effectively at the earliest opportunity
- Embed Start Points and End Points into EVERY lesson with a focus on the WHY
- When Crucial Knowledge is embedded, continue to develop deep understanding and application in all classes
- Subject leaders and subject teachers to explore external stimulus from experts in subject-specific fields in order to teach and better facilitate understanding and application
- Teachers to focus on and further break down their own subject knowledge and understanding in order to more effectively teach new learning so that pupils of all abilities are able to better access the knowledge and understanding
- Sequencing is designed to build on, embed and regularly recap Crucial Knowledge and extended learning
- Ensure that staff are reflective, and that knowledge-based learning is accessible in all lessons

Priority 7

Champion Independent Learning

Encourage a culture of independent learning that is clearly visible across subjects and year groups. This should be reflected in varied and innovative approaches to student autonomy. Refresh and revitalise the use of online quizzes to maximise impact.

- Ensure Crucial Knowledge is embedded and recapped constantly using variety of methods
- Use "silent working time" effectively. All pupils should be successful during silent work. Staff should monitor and assess understanding but allow pupils to try on their own
- Ensure that during "silent work", pupils have access to the Crucial Knowledge to help recap/recall
- Monitor silent work by either walking around the room or by looking through notebook pages whilst pupils are working
- Quizzes set mirror and recap department Crucial Knowledge
- Class teachers and HoDs regularly set appropriate Crucial Knowledge quizzes to drill knowledge and assess recall
- Refocus on Crucial Knowledge quizzes which are continually monitored by teaching staff, HoD and SLT
- Pupils are expected to know ALL of the information in Crucial Knowledge quizzes and gain full marks. Crucial Knowledge quizzes should be repeated to drill knowledge
- Quizzes to be mostly done out of lessons, but reinforce key knowledge for lessons
- Look to make effective use of technology to extend learning, and support and develop knowledge, understanding and application

Collective Vision Trust

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Trustees' report (continued) for the year ended 31 August 2025

Plans for future periods (continued)

Priority 8

Prioritise Personal Development for All Pupils

Ensure personal development remains central to the school ethos, with meaningful opportunities provided for every pupil to grow in character, confidence, and aspiration.

- Staff to continue to offer opportunities in and out of lessons through:
 - Trips
 - Creative Learning Week
 - Rewards system
 - After-school clubs
 - Extra-curricular events
 - Whole school pupil roles/leaders
 - Specific department leaders/roles
 - Online engagement – quizzes, but also Instagram, etc.
 - Careers to be part of curriculum planning
 - Community projects
 - PSICHE, RE and RSE events, days and form time delivery
 - Parental involvement and engagement
- Ensure that the house system is engaging for all
- Develop use of Unifrog to track and monitor personal development across all areas

Churchfields Primary School

Overview of School Priorities for 2025-26

- Curriculum development - Enhancing substantive and disciplinary knowledge (understand and apply) across the curriculum
- Early years development - Ensure clear progression in prime areas in Early years and readiness for KS1
- Leadership and Management- Strengthen leadership in EYFS and SEND
- Personal development - Increase participation, embed values, promote pupil leadership
- SEND - Refine tracking systems for early identification and intervention
- Leadership and Management - To increase numbers on roll and ensure a consistent intake

Key Actions:

Priority 1

Curriculum Development

- Define and embed disciplinary knowledge across all subjects.
- Audit and revise curriculum maps to highlight disciplinary elements.
- Develop progression maps from EYFS to Y6.
- Train staff and monitor implementation.

Priority 2

Behaviour and Attendance

- Create behaviour and attendance dashboards.
- Train staff on behaviour recording.
- Review and relaunch anti-bullying procedure.
- Increase parental engagement on attendance.

Collective Vision Trust
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Trustees' report (continued)
for the year ended 31 August 2025

Plans for future periods (continued)

Priority 3

Early Years Development

- Develop progression and sequencing documents.
- Train staff and monitor implementation.
- Track progress and support transition.

Priority 4

Leadership and Management

- Provide coaching for EYFS Lead.
- Facilitate trust-wide collaboration
- Develop and train Assistant SENDCo.
- Plan for sustainable SEND provision.

Priority 5

Development & SEND Provision

- Monitor club participation among PP and SEN pupils.
- Embed values and leadership opportunities.
- Conduct pupil voice surveys.
- Audit and refine SEND impact-tracking systems
- Train staff on new SEND formats.
- Monitor impact and gather feedback.

Priority 6

Leadership and management – numbers on roll

- Develop a strong social media presence (regular posts showcasing student work, events, achievements)
- Host open days, taster sessions, and community events (e.g. summer fairs, performances, sports tournaments)
- Launch parent ambassador programme (parents sharing positive experiences with prospective families)
- Produce promotional material including video material

Chesterton Primary School

Overview of School Priorities for 2025-2026

- Accountability of leadership is robust across the school at all levels (high expectations, training, peer reviews, reflection)
- Inclusion is embedded across all aspects of school academically and pastorally.
- Assessment for Learning informs adaptive teaching practice (reflection, sustained practice)
- Improve KS2 (Year 6 SATs) outcome taking into account the national average.
- Maintain and improve (where possible) good outcomes for EYFS, Phonics and MTC data in line with national averages.
- Increase numbers on roll for sustainability.
- Good attitudes and behaviour visible across the school (personal and social).
- High levels of Health and Safety standards.

Collective Vision Trust

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Trustees' report (continued) for the year ended 31 August 2025

Plans for future periods (continued)

Key Actions

Priority 1

Accountability of Leadership.

- All team members to recognise they are leaders in some capacity and to know the areas they are responsible for leading.
- Individuals are accountable for the learning / area they are leading.
- Communication across the school team is to be purposeful with collaborative narratives.
- Subject leadership is effective. Leaders have a good understanding of learning and attainment across the school and how to make further progress. Subject leaders support teaching teams in a purposeful way which impacts the school positively.
- Senior leadership are accountable for managing and quality of teaching and learning, strategic direction and vision and a safe school.

Priority 2

Inclusion is embedded across all aspects of school academically and pastorally.

- All team members to understand that inclusion encompasses everyone, from every demographic.
- Barriers to be identified and addressed for all children / parents and staff.
- Support is proactive in reducing / removing barriers and ensuring opportunities for all.
- Parent support groups and workshops to support inclusion for all pupils.
- Measure the impact of cultural capital and personal development.

Priority 3

Assessment for Learning (AfL) informs adaptive teaching practice.

- Assessment for Learning (AfL) is knowing what each individual child can do, what they know and what they need to know. Adaptive teaching is how teaching is adapted to ensure all children learn.
- Assessment for Learning is used throughout every lesson. It is to incorporate every child in all classes.
- Teaching staff use AfL throughout each lesson, starting with crucial knowledge and adapt teaching to ensure quality of education meets needs.

Priority 4

Improve KS2 data to be close to national average.

- Reading:
 - Close monitoring and analysis of Accelerated Reading from the end of KS1 to ensure early intervention support.
 - Additional reading support in school.
 - 'Reading for pleasure' focus - reading clubs.
 - Consistent use and retrieval of reading crucial knowledge.
- Writing:
 - Consistent use and retrieval of writing crucial knowledge.
 - Scaffolding of 'weekly writes' including shared editing processes.
 - Focus on skills first before independent application.
 - Improved spellings.
- Maths:
 - Consistent use and retrieval of maths crucial knowledge.
 - Additional opportunities throughout the day to practise maths knowledge and skills.
 - Additional opportunities for maths learning: PE, science, D&T (time, measure, value)

Collective Vision Trust
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Trustees' report (continued)
for the year ended 31 August 2025

Plans for future periods (continued)

- Mobile pupils:
 - Mobile pupils arriving in KS2 is high.
 - Summative assessment upon arrival

Priority 5

Maintain national average for EYFS, Phonics and MTC data (consistency of impact).

- EYFS:
 - Robust EYFS curriculum
 - Early communication screening tools
 - Early intervention and support
 - Develop home/school links and parental engagement.
- Phonics:
 - Differentiated and adapted phonics groups / learning.
 - Early transitions for phonics learning.
 - Early phonics interventions.
 - Regular review
- MTC:
 - Sequenced development of times table knowledge across year groups
 - Early interventions
 - Proven effective strategies

Priority 6

Increase numbers on roll.

- Target new build sites and houses for sale / rental.
- Develop a local presence through involvement at local events (Remembrance Sunday, local litter picks, helping local facilities and community walks)
- Develop a positive reputation locally.
- School tours diarised and advertised.
- Half termly parent and baby (under 2) group.

Priority 7

Good attitudes and behaviour visible across the school (personal and social).

- School expectations are evident every day (safe, respectful, honest and trying our best).
- Proactive wellbeing support: school ambassadors, Year 6 advocate roles, Playmakers awards, children being kind to each other.
- Children are supported to make and maintain friends including help to understand emotions, share feelings in a helpful way and develop calm strategies for resolution.

Priority 8

High levels of health and safety standards and practice.

- Maintain robust safeguarding procedures across the new team.
- Health and Safety training and reflection part of weekly staff meeting.
- Staff training is in place.

Collective Vision Trust

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Trustees' report (continued) for the year ended 31 August 2025

Plans for future periods (continued)

Crackley Bank Primary School
Overview of School Priorities for 2025-26

Across all school phases:

- Outstanding leadership throughout the school
- To ensure that lessons are well adapted to meet the needs of all pupils
- There are clear opportunities to apply knowledge across all subjects
- That teachers use AfL well and have clear strategies to assess recall and application of knowledge
- Assessments are relevant, identify gaps in knowledge and show that pupils make good progress and attain well
- Outstanding behaviour and attitudes throughout the school

Key Actions:

Priority 1

To ensure that the school's practice is in line with the new Ofsted framework to secure a grade that is a least good Staff meeting 16th Sept – teachers share good practice and ideas

- Conduct a Gap Analysis: Assess current practices against the new framework's criteria.
- Revise Policies and Procedures: Update school specific policies to reflect new inspection areas and grading descriptors.
- Staff Training: Provide CPD sessions on the new framework's expectations and evaluation areas.
- Curriculum Review: Ensure curriculum documents articulate intent, implementation, and impact clearly.
- Stakeholder Engagement: Communicate changes and gather feedback from parents, pupils, and staff.
- Evaluation: Conduct internal reviews simulating the new inspection process.

Priority 2

To strengthen the effectiveness of leadership and governance by ensuring school leaders work collaboratively to monitor pupil outcomes and wellbeing and use this information to drive school improvement.

- All Subjects

Action Plan to ensure there is a clear plan to address:

- Leadership & Governance
- Quality of curriculum
- Teaching Development
- Pupils Achievement
- Inclusion & Support
- Lead staff meetings to ensure that all staff are confident in their teaching practice and the expectations for their subject
- Monitor as per the template:
- Planning – MTPs (including adaptation)
- Pupil work (range of attainment including PP)
- CK coverage
- Floor books
- Marking policy
- Evaluations – gaps and misconceptions
- Provide a termly report to Trustees under the headings:
 - Quality of curriculum
 - Teaching Development
 - Pupils Achievement
 - Inclusion & Support

Collective Vision Trust
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Trustees' report (continued)
for the year ended 31 August 2025

Plans for future periods (continued)

- English & Maths
 - Regular leadership release time to:
 - Monitor standards of pupil work
 - Check planning
 - Observe lessons and offer support and feedback to teachers and teaching assistants (always verbal and written)
 - Gain pupil voice feedback and use this plan next steps
 - Monitor curriculum adaptations for SEND pupils
 - Engage in their own CPD to ensure that they are up to date with current pedagogy
 - Triangulate the evidence gathered to evaluate practice and formulate next steps
 - Data analysis to monitor progress for:
 - Cohorts and class groups
 - Ever 6 pupils (PP)
 - SEND

and offer support depending upon the finding of the analysis

Priority 3

To refine and embed a broad, balanced, and well-sequenced curriculum that builds progressively on pupils' knowledge and skills, ensuring high levels of engagement, challenge, and achievement across all subjects.

- Intent:

Review the curriculum overview for each subject.

Review the curriculum intent for each subject.

Review the Crucial Knowledge for each subject.

- Implementation

Monitor as per the template:

- Planning - Weekly English and Maths (including adaptation for SEND) - shared between ELT
- Planning - MTPs (including adaptation for SEND) - SENDCo & AH
- Pupil work (range of attainment including PP)
- CK coverage
- Floor books
- Marking policy
- Evaluations - gaps and misconceptions
- Lesson observations / drop ins - offering support and feedback.

Leader / teacher / teaching assistant CPD where appropriate.

- Impact:

Data analysis to monitor progress for:

- Cohorts and class groups
- Ever 6 pupils (PP)
- SEND

and offer support depending upon the finding of the analysis.

Identifying common gaps and misconceptions across the school and making adaptations to curriculum or teaching methods where appropriate.

Collective Vision Trust

(A company limited by guarantee)

Trustees' report (continued) for the year ended 31 August 2025

Plans for future periods (continued)

Priority 4

To ensure teachers engage in high quality training to improve their classroom practice.

Consistently use high-quality formative assessment to identify pupils' learning needs and inform responsive planning and teaching, leading to improved pupil progress across all subjects.

- All teachers to be observed via drop-in session before end of September
- Timetable of staff meetings designed to then ensure that:
- Expectation and standards are clear to all teachers and teaching staff
- Training supports all new initiatives
- All staff have membership of National College and are encouraged to take responsibility for their own CPD, as well as utilising the training provided by the school. The EH will also signpost courses of interest to staff at the start of each month
- Specific staff meetings focussed upon Adaptation
- Staff to share good practice.
- ECTs and apprentices are supported by mentors, subject leaders and SLT.
- Regular supportive feedback given.
- Scheduled time to develop their practice.
- Regular mentor meetings.
- ECT network meetings within the Trust and ECT provider
- Stella to continue to provide support as Induction Tutor
- Adaptation
 - Ensure that there is a common understanding of what adaptive teaching is
 - Provide professional development on adaptive teaching, differentiation, and inclusive classroom strategies.
 - Establish peer observation and coaching to share effective adaptive teaching practices.
 - Review and refine curriculum resources to ensure they are accessible and appropriately challenging for all pupils.
 - Regularly analyse pupil progress data to identify groups or individuals who may require further adaptation or targeted support.
- Assessment:
 - Deliver CPD on effective formative assessment techniques (e.g., hinge questions, exit tickets, mini quizzes)
 - Establish "Assessment for Learning" (AfL) non-negotiables for classroom practice
 - Provide training on using formative assessment to adapt planning in real time
 - Introduce regular peer observations focused on AfL strategies
 - Develop pupil-friendly success criteria and self-assessment tools
 - Use formative assessment data to inform termly pupil progress discussions and intervention planning

Priority 5

To raise pupil achievement across the school, ensuring that all pupils — including disadvantaged pupils and those with SEND — make at least expected progress, with an increased proportion exceeding age-related expectations by the end of the academic year.

- Promote a Positive Learning Culture and Raise Aspirations
 - Rewards for progress and effort
 - Positive reinforcement and restorative practices through behaviour policy and 'When the Adults Change' approach

Collective Vision Trust

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Trustees' report (continued) for the year ended 31 August 2025

Plans for future periods (continued)

- Improve Academic Outcomes Across Core Subjects
 - Analyse assessment data to identify underperforming pupils and high attainers
 - Analyse assessment data to evaluate progress of all pupils
 - Provide targeted interventions
 - Embed formative assessment strategies into lessons, e.g. questioning
 - Monitor pupil progress through termly tracking
- Narrow the Attainment Gap Between Disadvantaged and Non-Disadvantaged Pupils
 - Gap and Strength Analysis of data
 - Narrow the Attainment Gap Between Disadvantaged and Non-Disadvantaged Pupils
 - Deliver mentoring and enrichment activities
 - Provide access to homework support
 - Signpost access to digital resources to use at home
- Narrow the Attainment Gap for the pupils who attain within the lower 20%.
 - Gap and Strength Analysis of data
 - Narrow the Attainment Gap for the pupils who attain within the lower 20%.
 - Deliver mentoring and enrichment activities
 - Provide access to homework support
 - Signpost access to digital resources to use at home
 - Ensure that data evaluation is clearly shared with the Trustees on a termly basis

Priority 6

To embed a whole-school culture where consistent, calm adult behaviour and relational practice underpin high expectations and positive relationships, leading to improved behaviour and wellbeing for all pupils.

- Behaviour
 - Implement a whole-school behaviour policy based on positive reinforcement and restorative practices - WTAC
 - Continue to build a values-based curriculum promoting respect, empathy, and diversity through a range of subjects and our ethos Care + Belief + Pride=Success
 - Provide staff training on inclusive practices.
 - Continue to promote engagement of pupils in their school life (e.g., school council, eco council, prefects) to give them a voice and a sense of responsibility.
 - Celebrate achievements and positive behaviour through assemblies and reward systems. E.g. positive noticing.
 - Create safe spaces for student well-being and conflict resolution.
- Attitudes
 - Ensure curriculum relevance by linking CK to real-life contexts and pupil interests.
 - Adapt support, instruction and resources to meet the diverse learning needs of all students.
 - Provide extra-curricular and enrichment opportunities to extend learning beyond the classroom. E.g. clubs, 20 things, try something different, well-being week.
 - Regularly gather pupil voice on teaching, learning, and curriculum to inform next steps
- WTAC
 - Continue whole staff training on the core principles of When the Adults Change, focusing on calm, consistent responses and relational practice.
 - Develop and agree a clear, shared set of relational behaviour expectations and language, co-created with staff and pupils.
 - Establish coaching and peer support opportunities to reinforce consistent practice and celebrate successes.
 - Use data analysis and reflective practice to identify areas of strength and development, adapting approaches as needed.

Collective Vision Trust

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Trustees' report (continued) for the year ended 31 August 2025

Plans for future periods (continued)

- Embed regular restorative conversations to repair and strengthen relationships following incidents.

Priority 7

To improve overall pupil attendance to at least 96% by the end of the academic year and reduce persistent absenteeism through early intervention, stronger parental engagement, and targeted support.

- Robust attendance tracking system with early intervention triggers - Arbor
- Develop clear communication strategies with parents about the importance of attendance and punctuality.
- Work closely with external agencies and EWO (Education Welfare Officer) for persistent absentees.
- Celebrate good and improved attendance with rewards and public recognition.
- Identify and support at-risk pupils through mentoring, pastoral care, or targeted support plans.
- Conduct home visits and regular check-ins for families with recurring attendance issues.

Priority 8

To help pupils to understand their place in the world and to develop greater emotional literacy and resilience, enabling them to identify and manage their feelings, build positive relationships, and seek help when needed.

- Broader development
 - Embed SMSC across the curriculum, ensuring subjects promote spiritual, moral, social, and cultural understanding.
 - Deliver regular themed assemblies on SMSC topics linked CBPS
 - Maintain a varied extracurricular programme including arts, sports, and community events.
 - Track participation in enrichment activities to ensure equitable access for all students.
 - Partner with local community organisations to provide real-life contexts for social and moral development.
 - Create student-led clubs to encourage leadership, initiative, and cross-year collaboration.
- Modern Britain
 - Deliver a strong PSHE and Citizenship programme that covers democracy, rule of law, liberty, tolerance, and respect
 - Invite guest speakers (e.g. local councilors, police officers, campaigners) to engage pupils. Y4 pupils complete the Police Cadets course
 - Celebrate national events and awareness weeks, e.g. Parliament Week – the pack from Parliament will be delivered in the summer. Black History Month, Remembrance Day.
 - Incorporate current affairs into lessons to foster critical thinking and informed discussion. E.g. Picture News
 - Encourage student voice and leadership, including school council elections to model democratic processes.
 - Promote equality and diversity through inclusive displays, curriculum content, and anti-discrimination initiatives.
- Mental Health & Well-being
 - Appoint a dedicated mental health lead and provide regular mental health first aid training for staff. JJ
 - Introduce a structured well-being curriculum with age-appropriate content on emotions, resilience, and self care. Wellbeing week in the summer term.
 - Offer access to in-school counselling or therapy services, and clear referral pathways to external support.
 - Conduct pupil and staff surveys on well-being to inform ongoing improvement plans.

Collective Vision Trust
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Trustees' report (continued)
for the year ended 31 August 2025

Plans for future periods (continued)

Priority 9

To improve teachers' knowledge to adapt curriculum delivery and classroom practice, ensuring that all pupils—including those with additional learning needs, high achievers, and English language pupils—are supported and challenged appropriately.

- The school effectively identifies and supports pupils with SEND
 - Strengthen early identification procedures through staff training and regular screening tools.
 - Ensure individual SEND support plans (e.g., IEPs/One-Page Profiles) are co-produced with pupils, parents, and specialists.
 - Provide targeted CPD for all staff on specific learning difficulties, neurodiversity, and adaptive teaching strategies.
 - Monitor progress of SEND pupils closely through frequent review cycles and data analysis.
 - Enhance access to in-school and external specialist services, such as speech therapists, educational psychologists, or CAMHS.
 - Develop a SEND information hub on the school website with clear support pathways and resources for families.
- Inclusive practices embedded across the school
 - Audit and adapt classroom environments and teaching materials to reflect diversity and accessibility.
 - Deliver whole staff training on inclusive pedagogy and unconscious bias
 - Promote a school-wide ethos of respect, belonging, and dignity through visible policies, assemblies, and staff modelling.
 - Ensure pupil voice from all backgrounds and needs is actively gathered and acted upon, including EAL, SEND, and other minority groups.
 - Celebrate diversity through curriculum content and school events, ensuring representation in texts, resources, and displays.
 - Review behaviour policies to ensure they support restorative, inclusive approaches rather than punitive measures.
- Equity - The school ensures equity for disadvantaged pupils
 - Use Pupil Premium funding strategically to remove barriers to learning and enrich experiences (e.g., tutoring, trips, technology).
 - Track academic progress, attendance, and engagement of disadvantaged pupils with regular review meetings.
 - Assign a senior leader as Pupil Premium Champion to oversee strategy, impact, and accountability.
 - Offer structured mentoring, emotional and academic support to disadvantaged and vulnerable pupils.
 - Increase parental engagement through flexible communication methods, home visits, and workshops.
 - Ensure equal access to extracurricular activities, trips, and leadership opportunities through subsidies and proactive invitation.

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Trustees' report (continued) for the year ended 31 August 2025

Plans for future periods (continued)

Priority 10

The school's provision ensures that all pupils are safe, and all requirements are met.

- Policies and Procedures
 - To effectively achieve the intended outcomes for Personal, Social and Emotional Development, Communication and Language, and Physical Development, schools must implement strong policies, embed clear procedures, and foster a culture of safeguarding that Regularly review and update safeguarding policies in line with statutory guidance (e.g., *Keeping Pupils Safe in Education*, EYFS framework).
 - Ensure policies clearly address online safety, physical safety, and emotional well-being.
 - All staff (including temporary staff and volunteers) must:
 - Complete statutory safeguarding training on induction.
 - Undertake regular refresher training (e.g., annually).
 - Know how to recognise signs of abuse, neglect, emotional distress, or developmental delay.
 - Know how to record and report concerns using the school's safeguarding systems (e.g., My Concern or paper-based logs).
 - Implement robust safer recruitment procedures and maintain accurate Single Central Records (SCR).
 - Maintain clear procedures for:
 - Managing disclosures
 - Responding to allegations against staff
 - Notifying the DSL and involving external agencies when needed
 - Have specific protocols in place for:
 - Pupils with SEND
 - Pupils who are Looked After (CLA) or have Child Protection Plans
 - Information sharing and confidentiality
 - Audit safeguarding practice termly to ensure compliance and identify improvements.

- Culture

Safeguarding is treated as everyone's responsibility — not just the DSL's.

- DSL and DDSL are visible, approachable, and regularly update staff on safeguarding priorities.
 - Staff are supported to build trusted relationships with pupils, particularly those who are vulnerable or at risk.
 - The school actively promotes a culture of listening to pupils, encouraging them to express feelings, share concerns, and ask for help.
 - Safeguarding displays around school and in classrooms help reinforce messages about staying safe (in age-appropriate ways).
 - Pupils are taught about:
 - Healthy relationships (via PSHE, circle time, etc.)
 - Consent and body autonomy
 - How to identify and talk about emotions
 - Staying safe online and offline
 - Leaders model and promote empathy, respect, and Inclusivity, aligning with PSED goals.
 - Staff use emotionally literate language and restorative practices to support pupils in self-regulation.
 - Safeguarding is a standing agenda item in all staff meetings, SLT meetings, and governing body reviews.
 - Staff are encouraged to report concerns without fear, knowing all concerns are taken seriously.
- Linking Culture & Policy to EYFS Outcomes:

These safeguarding-focused actions support pupils:

- PSED: Feeling safe enables secure attachments and emotional development.
- Communication and Language: Pupils feel confident to express themselves and ask for help.
- Physical Development: Environments are physically safe, routines promote well-being, and pupils trust adults enough to take appropriate risks.

Collective Vision Trust

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Trustees' report (continued) for the year ended 31 August 2025

Plans for future periods (continued)

Priority 11

To improve outcomes in the Early Years Foundation Stage by ensuring consistently high-quality provision and teaching, so that a greater proportion of children achieve a Good Level of Development (GLD) by the end of Reception.

- Assessment and Responsive Teaching

Ensure teaching and assessment is sharply focused on closing gaps

- Use accurate baseline, half-termly assessments and ongoing observations to identify next steps.
- Plan high-impact group times focused on phonics, early language, and targeted learning.
- Ensure children not on track receive timely intervention and key person support.
- Provide time in the timetable which puts adults within provision talking, guiding, modelling and extended children's learning

- High-Quality Provision (Indoor & Outdoor)

Embed consistently high-quality, language-rich provision indoors and outdoors

- Audit provision and identify gaps in continuous provision.
- Ensure all areas promote curiosity, vocabulary, and extended talk (e.g., small world, role play, investigation).
- Provide open-ended, real-life and culturally inclusive resources.
- Refresh enhancements in line with termly topics and children's interests.
- Maximise Outdoor Learning
- Continue to develop clear learning zones outside (e.g. construction, mark making, water play).
- Link outdoor activities to core skills (e.g. gross motor, early writing, problem-solving).

- Skilled Adult Interaction

Improve the quality of adult interactions and scaffolding during play and direct teaching

- Use CPD sessions and peer observations to develop staff understanding of effective questioning and language modelling.
- Develop a shared understanding of how to extend learning through play (e.g., sustained shared thinking, commenting rather than questioning).

Implement regular coaching and feedback cycles.

- Communication and Language Focus

Prioritise communication and interaction across all areas of the EYFS Curriculum

- Implement daily opportunities for adult-child and child-child interaction through planned and spontaneous play.
- Use approaches like 'Time to Listen', 'Time to Talk', and Speech and Language targeted plans to support identified children.
- Refer children to Speech and Language services early to support this
- Adults to model high-quality language, extend vocabulary, and scaffold children's ideas.
- Ensure visuals, signs, and Makaton support understanding.

- Effective Use of Learning Journeys

Improve the consistency and effectiveness of learning journeys to capture meaningful evidence of progress

- Agree on a whole-team approach to learning journeys
- Prioritise quality over quantity: focus on significant learning, next steps, and language used. Include voice of the child and family contributions to build a holistic picture.
- Use observations to inform planning and teaching, not just to document activities.

Provide staff CPD on making purposeful observations and linking them to the EYFS areas

Collective Vision Trust

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Trustees' report (continued) for the year ended 31 August 2025

Plans for future periods (continued)

Bursley Academy

Overview of School Priorities for 2025-26

- To design and implement a curriculum that is coherently sequenced from EYFS to Year 6, ensuring each subject builds systematically on prior knowledge and identifies clear, concise "Crucial Knowledge" that all pupils must know, remember, and apply.
- Make effective checks on how well the curriculum is being delivered in all subjects, so that inconsistencies can be identified, and appropriate support put in place.
- To ensure teachers consistently use high-quality formative assessment to identify pupils' learning needs and inform responsive planning and teaching, leading to improved pupil progress across all subjects.
- To improve teachers' knowledge to adapt curriculum delivery and classroom practice, ensuring that all pupils—including those with additional learning needs, high achievers, and English language pupils—are supported and challenged appropriately.
- To ensure all pupils with SEND are identified promptly and accurately, enabling tailored interventions to be implemented at the earliest possible stage.
- To implement targeted strategies that improve the attainment and progress of Pupil Premium pupils across all key stages, ensuring they achieve in line with or above national expectations.
- To embed a whole-school culture where consistent, calm adult behaviour and relational practice underpin high expectations and positive relationships, leading to improved behaviour and wellbeing for all pupils.
- To develop structured opportunities across the curriculum for pupils to apply their spelling, punctuation, and grammar (SPaG) knowledge in sustained, high-quality pieces of writing.

Key Actions:

Priority 1

- Audit current curriculum for sequencing gaps and knowledge progression
- Define and agree a "Crucial Knowledge" framework for all subjects (format, expectations)
- Rewrite long-term and medium-term plans to embed sequencing and Crucial Knowledge
- Provide staff CPD on knowledge retention strategies (e.g., spaced retrieval, knowledge organisers)
- Introduce pupil retrieval practice strategies and mini assessments across the school
- Conduct pupil voice surveys to evaluate knowledge retention and curriculum coherence

Priority 2

- Subject action plans to identify monitoring
- Staff meeting to monitor foundation subjects ½ termly
- SLT monitoring weekly – based upon action plan
- Programme of subject leadership release alongside SLT to develop subject leaders
- Lesson observations – termly with AG/EH
- Visits from Eddie Wilkes to assess focus areas of the school – including subject leader discussions

Collective Vision Trust

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**Trustees' report (continued)
for the year ended 31 August 2025**

Plans for future periods (continued)

Priority 3

- Deliver CPD on effective formative assessment techniques (e.g., hinge questions, exit tickets, mini quizzes)
- Establish "Assessment for Learning" (AfL) non-negotiables for classroom practice
- Provide training on using formative assessment to adapt planning in real time
- Introduce regular peer observations focused on AfL strategies
- Develop pupil-friendly success criteria and self-assessment tools
- Use formative assessment data to inform termly pupil progress discussions and intervention planning

Priority 4

- Ensure that there is a common understanding of what adaptive teaching is
- Provide professional development on adaptive teaching, differentiation, and inclusive classroom strategies.
- Establish peer observation and coaching to share effective adaptive teaching practices.
- Review and refine curriculum resources to ensure they are accessible and appropriately challenging for all pupils.
- Regularly analyse pupil progress data to identify groups or individuals who may require further adaptation or targeted support.

Priority 5

- Review and update SEND identification processes, including referral forms and checklists
- Deliver whole-school training on early identification of SEND, including less visible needs (e.g., ASD, SEMH))
- Introduce termly data analysis (SEND team) for specific SEND identification focus
- Implement SEND concern tracking system (e.g., early concerns spreadsheet) accessible to all staff
- Conduct termly SEND audits to ensure consistency in identification across year groups

Priority 6

- Conduct a full Pupil Premium strategy review and needs analysis
- Provide bespoke CPD for staff on high-impact strategies for supporting disadvantaged learners (EEF toolkit)
- Identify and implement targeted academic interventions and mentoring programme's for Pupil Premium pupils
- Embed high-quality, responsive teaching (e.g., scaffolding, adaptive teaching) as the first wave of Pupil Premium support
- Develop enrichment opportunities (trips, clubs, leadership roles) targeted at increasing cultural capital for Pupil Premium pupils
- Strengthen communication and partnership with parents/carers of Pupil Premium pupils through regular meetings and workshops
- Monitor, track, and evaluate the progress of Pupil Premium pupils termly, adjusting support where necessary

Priority 7

- Continue whole staff training on the core principles of When the Adults Change, focusing on calm, consistent responses and relational practice.
- Develop and agree a clear, shared set of relational behaviour expectations and language, co-created with staff and pupils.
- Establish coaching and peer support opportunities to reinforce consistent practice and celebrate successes.
- Use data analysis and reflective practice to identify areas of strength and development, adapting approaches as needed.
- Embed regular restorative conversations to repair and strengthen relationships following incidents.

Collective Vision Trust

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Trustees' report (continued) for the year ended 31 August 2025

Plans for future periods (continued)

Priority 8

- Audit current curriculum to identify gaps in opportunities for extended writing
- Embed weekly opportunities for pupils to produce sustained writing across subjects (e.g., history, science, RE)
- Deliver CPD on strategies for bridging SPaG skills into independent writing tasks
- Develop clear writing success criteria and writing scaffolds that reference SPaG objectives
- Introduce regular extended writing "Big Write" sessions and cross-curricular writing challenges
- Conduct termly internal moderation sessions focused on writing and SPaG application

Goldstone Federation

Overview of School Priorities for 2025-26

- AFL – Adaptive Teaching and Inclusion. Effective use of TAs in adaptive teaching and AFL
- Maths: Focus from Maths Lead on dyscalculia and reducing gaps – training for TAs as a focus
- Writing: Improving the amount of writing collected by the end of KS2 and tightening up assessment points and standardisation
- Numbers on roll – publicity and support
- Visioning for the developing leadership across the Federation – a model for the future that uses succession planning effectively
- British Values and PHSE review and reinforcement.

Key Actions:

Priority 1

Adaptive teaching and Inclusion (in line with Ofsted Framework focus) Gap analysis and response to data and TA refined at Hinstock.

- Focussed staff meeting time and PD Day work on Adaptive teaching and the role of TAs. Using the National College resources to support.
- Audit of teachers and their own effectiveness with this
- Reflection time in staff meetings to address practice and return to/ reflect on audit in reality.
- Observations with EW and HT to focus on adaptive practice
- Feedback and reflections on improvements to be made
- Training and work with TAs on effective practice with support in an adaptive manner – scaffolding, communication, clarity, creating independence.

Priority 2

Maths: addressing specific needs, e.g. dyscalculia and closing gaps.

- Identify key children for support in both schools, ET look at gaps to be covered, through data collection and conversations.
- ET work with children and train TAs in manipulatives and strategies for improving practice for these children
- Support GK at Hinstock in particular focussing in on Year 6 and Maths in Year 5/6 over the year. Modelling teaching and developing practice.
- WRM CPD and training of TAs – led by ET – reverse teaching and video support.
- Intervention groups guided and set up by ET who will monitor practice and progress
- Booster sessions in the Spring term in both Year 6s.
- Possible links made between ET and secondary Maths lead to inform Year 6 practice.

Collective Vision Trust

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Trustees' report (continued) for the year ended 31 August 2025

Plans for future periods (continued)

Priority 3

Writing: Improving writing and spelling across the school.

- Better genre coverage throughout the year.
- More stringent assessment and moderation across the federation: Once a half term, class to do a pre-agreed assessment piece of writing in order to be able to moderate and assess accurately. E.g. Ladybirds, Squirrels and Class 1 will all do a poem in Autumn 1, a character description in Autumn 2 etc.
- Improve spelling from year 2 onwards: Using the first 30 minutes of every day, class focus on reading and SPaG. Within this time groups such as phonics, moon dog and talisman groups to be used to close gaps in spelling. Better use of NESSY across the school too with all children from Squirrels upwards having access.

Priority 4

Numbers on Roll – Cheswardine in particular and PSHE

- Open afternoon prior to reception decisions advertised on social media and at the Newport Show
- Request support and guidance / ideas from the Trust
- Advertise and use the Newspapers / social media to celebrate exciting events in school
- Opportunities in local events to advertise what we offer.

Priority 5

Leadership across the Federation

- Visioning exercise: What would effective leadership look like across the Federation – emphasis on the Federation as a whole not individual schools.
- Expansion of roles and succession planning – opportunities opened internally
- A structure of leadership in place for the future to support an Executive Head or as a future model without one.

Priority 6

British Values and PSHE review and reinforcement

- Review Assembly planners termly incorporating work on British Values
- Review PSHE and RSE policies and check coverage in relation to KCSIE 2025 and cybercrime / online worries and consent.
- Explore opportunities for trips and experiences beyond present experiences – differences culturally and of protected characteristics exposure.

Woore Primary and Nursery School

Overview of School Priorities for 2025-26

- Leadership & Management-Continued Professional Development
- Curriculum Review and Implementation
- Begin to develop 'Crucial Knowledge' planning
- To improve outcomes in writing by ensuring consistency across the school
- Enhance oracy in mathematics and collaborative planning
- To embed digital literacy across the curriculum by enabling pupils and staff to use MacBooks and iPads confidently, creatively, and critically in support of learning

Collective Vision Trust

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**Trustees' report (continued)
for the year ended 31 August 2025**

Plans for future periods (continued)

Key Actions:

Priority 1

- Enhance maths leadership skills through engagement with NPQLM
- Maths Lead to continue engagement with the NPQLM
- CD to utilise the support of Stella Formosa where required to support the completion of the NPQ
- MW to support CD through termly coaching sessions
- Maths Lead continue to engage with Maths Hub to enhance and embed mastery programme
- CD/MW attend KS2 Mastering number CPD opportunities
- CD implement Mastering Number at KS2
- CD/MW continue to attend conferences & work groups as part of the Mastery programme
- Develop a series of open maths lessons to support staff CPD
- Improve outcomes in writing at KS1 through English Hub training
- Training for YR/1 teacher and Reading Leader to link with the new writing framework.
- Attendance at the English Hub training: 'Securing Full Stops in KS1'
- CA and SP to feedback to AJ
- Coaching for New Reading Leader by Headteacher and Strategic Reading Lead from English Hub
- Reading Leader to receive termly support and visits from the Strategic Reading Lead via the English Hub.
- MW to mentor SP with on-going tasks as part of the role
- Enhance support for neurodivergent pupils through a second year of engagement with the Partnership in Neurodiversity Programme (PINS) project
- Headteacher and SENCO to attend training opportunities provided by the Partnership in Neurodiversity Programme (PINS)
- Workshops to include: Teaching & Learning, Sensory and Physical, Readiness to Learn, Strengthening relationships with parent carers, communication and mental health & well-being.
- SENCO to lead PINS initiatives in school to support neurodiverse pupils
- SENDCO attends termly training to support children with SEND
- SENDCO/Teachers/Teaching Assistants engage with High quality CPD as part of the termly Future in Mind programme.
- Supporting the well-being of care-experienced young people
- SENCO to attend Virtual school training- 'Supporting the well-being of care-experienced young people'
- SENCO to attend Virtual School Training-Solution-Focussed Approaches to working with care-experienced Young People
- Improve digital literacy in the classroom
- Hannah Felton (CVT) to lead a training session for teachers and teaching assistants on the use of ipads in the classroom to improve and develop the ways in which the ipads are being used to promote learning and independence.
- Provide staff CPD on adaptive teaching strategies
- Whole-school CPD on adaptive teaching strategies to ensure lessons are inclusive for pupils with SEND, EAL, and disadvantaged backgrounds (National College).
- Support provided to teaching staff/TAs for the effective use of assessment
- SENCO to lead staff training on using assessment information to plan for individual needs.

Collective Vision Trust

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Trustees' report (continued) for the year ended 31 August 2025

Plans for future periods (continued)

Priority 2

- Conduct a curriculum timetable review
- Review curriculum timetables in each class to ensure adequate curriculum time is provided for each subject
- Conduct a comprehensive curriculum review
- Audit the current curriculum to ensure it meets both statutory requirements and the needs of all pupils.
- Review long- and medium-term planning in all subjects.
- Gather feedback from teachers, pupils, and parents.
- Ensure curriculum is diverse
- Audit curriculum for diversity and representation of different cultures, voices, and perspectives.
- Refine Curriculum Intent and Progression
- Redefine curriculum intent statements and begin to review knowledge and skills progression in each subject.
- Identify key concepts and ensure clear progression across year groups.
- Enhance Curriculum Implementation
- Subject leaders provide CPD on effective curriculum delivery, including adaptive teaching and mixed age teaching. In the first instance, focus upon maths and English.
- Inclusion and accessibility within medium term planning
- Ensure subject leaders consider inclusion and accessibility when reviewing medium-term planning.

Priority 3

Begin to develop 'Crucial Knowledge' planning

- All teaching staff and Teaching Assistants will receive comprehensive training on the rationale, content, and pedagogy underpinning Collective Vision Trust's 'crucial knowledge' approach. Rob Swindells to lead.
- Leaders review and evaluate existing 'crucial knowledge' documents from other Collective Vision Trust schools in English.
- Audit current English curriculum coverage against CVT's 'crucial knowledge' exemplars for each year group.
- Begin to work on Woore's Crucial Knowledge documents in English (Rec-Y6) based on trust exemplars. Adapt to suit Woore's curriculum intent and local context. (Autumn Term)
- Develop knowledge organisers and long-term plans to ensure all key knowledge is explicitly taught and revisited.
- Develop pupil-friendly and accessible versions of knowledge organisers (visuals, scaffolds, simplified text).
- Share revised curriculum maps and knowledge organisers with staff, pupils and parents.

Priority 4

To develop consistency across the school to ensure improved outcomes in writing by the effective implementation of year group 'crucial knowledge'.

- Trial the use of 'crucial knowledge' documents in English lessons, Reception to Year 6, throughout Spring term.
- Create pupil-friendly versions of knowledge organisers and display them in classrooms.
- Provide CPD for all teaching staff on effective delivery of key English knowledge, including vocabulary, reading comprehension, and writing skills.
- Use lesson study or peer observations to share best practice and reflect on teaching of crucial knowledge.
- Use formative and summative assessments to track pupils' acquisition of crucial knowledge.
- Complete internal writing moderation opportunities on a termly basis (inclusive of vulnerable groups)
- Provide targeted writing interventions for SEND and disadvantaged pupils, including use of visual prompts and scaffolding.

Collective Vision Trust

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Trustees' report (continued) for the year ended 31 August 2025

Plans for future periods (continued)

Priority 5

- Enhancing oracy in mathematics using the Voice 21 strategies and resources
- Maths Lead identify and share examples of effective oracy in maths lessons
- Maths Lead to create a shared glossary of mathematical vocabulary
- Teachers to integrate structured talk opportunities into all maths lessons
- Introduce and model use of sentence stems (e.g., "I notice...", "I disagree because...") from Voice 21
- Plan regular use of oracy protocols in each lesson
- Use structured talk strategies to support participation of quieter pupils/ SEND learners.
- Identify and adapt existing maths tasks for deeper discussion and reasoning
- To improve the quality of pupil mathematical talk and reasoning.
- Set oracy-based learning intentions in lessons (e.g. "Explain clearly how you solved the problem")
- Provide pupils with formative feedback on their talk
- Begin to use the Voice 21 strategies within other subjects to broaden the oracy approach
- Teachers and TAs begin to use the oracy strategies in the above target within other subject areas (where appropriate) to enhance and broaden the oracy approach across the school
- Collaborative planning opportunities to improve subject knowledge and ensure consistent implementation
- Regularly schedule times to plan units of work in maths together to ensure appropriate sequencing of learning
- Planning to focus on crucial knowledge and key language associated with each unit
- To look collectively at the White Rose planning documents to identify misconceptions, key learning and stem sentences

Priority 6

To embed digital literacy across the curriculum by enabling pupils and staff to use MacBooks and iPads confidently, creatively, and critically in support of learning.

- Provide staff training on the effective use of ipads in lessons (Hannah Felton-Sept 1st pm)
- Teachers visit other CVT schools to look at best practice with the use of ipads in the classroom
- Teachers/TA's use skills and strategies from iPad CPD/school visits within day-to-day lessons
- Plan subject specific opportunities to use ipads across the curriculum
- Ensure digital literacy is woven into daily routines and across the curriculum
- Download useful apps to ipads to further enhance the curriculum
- Audit apps/resources to ensure they promote inclusion and independence for SEND learners.

Funds held as custodian on behalf of others

The Academy Trust does not hold any funds on behalf of others.

Collective Vision Trust
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Trustees' report (continued)
for the year ended 31 August 2025

Disclosure of information to auditors

Insofar as the Trustees are aware:

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

The Trustees' report, incorporating a strategic report, was approved by order of the Board of Trustees, as the company directors, on 11 December 2025 and signed on its behalf by:

Signed by:

8ECA96429D134E0 .

Mrs S Gribbin
Chair of Trustees

Collective Vision Trust
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Governance Statement

Scope of responsibility

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

The Board of Trustees has delegated the day-to-day responsibility to the CEO, 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 Collective Vision Trust and the Secretary of State for Education. They are 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 current Governance structure was adopted in October 2018 after rigorous self and peer review, including external consultation with City of London Academies Trust. It was revised further in June 2022 after Bursley Academy joined the Trust, subsequently in May 24 when the Goldstone Federation joined the Trust and again in February 25 after Woore Primary joined the Trust. The Trust document 'Governance Structure, Roles, Responsibilities and Schemes of Delegation' is reviewed annually in the Summer Term Directors meeting to ensure that it is still fit for purpose. It was last reviewed in July 2025 and is planned to be reviewed again in July 2026.

The board of trustees has formally met 4 times during the year and 6 times as the Finance, Audit and Risk Committee. The purpose of meeting as a Finance, Audit and Risk Committee is to monitor the financial activities of the Academy Trust and make decisions relating to finance. It also has the responsibilities of the audit committee, in order to review the controls over the Academy Trust's finances and to actively review and manage risk. These meetings have all been held virtually due to the extra efficiency that the Board feel the technology has brought to their operations.

Attendance during the year at meetings of the board of trustees and finance, audit and risk committees was as follows:

Trustee	Meetings attended	Out of a possible
Mrs S Gribbin, Chair of Trustees	2	4
Mr R Swindells, Accounting Officer from 1 January 2025	2	2
Mrs S Phillips	3	4
Ms E Searl	1	4
Mr R Dutton	3	4
Mrs R Patrick	4	4
Ms H Smith	4	4
Mrs L Jackson, Accounting Officer until 31 December 2024	2	2

Collective Vision Trust
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Governance Statement (continued)

Governance (continued)

Attendance during the year at meetings for the Finance, Risk and Audit Committee was as follows:

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
Mr R Dutton	4	6
Mrs S Patrick	6	6
Ms E Searl	3	6
Mrs S Phillips	5	6
Mrs S Gribbin, Chair of Trustees	3	6
Ms H Smith	6	6

Change in membership

At the start of the academic year changes were made as reported last year. From 1 September 2024 Ms L Davenport ceases to be a Trustee and was appointed a member. Mrs R Patrick and Ms H Smith were appointed as Trustees. Both had been members of local governing committees with a strong educational background.

Further changes happened at the end of the Autumn Term. The Mrs L Jackson, CEO & Accounting Officer retired from this post on 31 December 2024 and was replaced by the Deputy CEO, Mr R Swindells who took up his post on 1 January 2025. Also on 31 December 2024 Mr M Dolman, Chair of Members, retired. Mr I Sharp took over as Chair and Mrs J Stokes filled the vacant position on the Members Board.

Conflicts of Interest section

The Trust maintains a pecuniary interest register that is filled in electronically at the start of each academic year. Interests are publicly declared. These interests are checked at each meeting via a standard item on the agenda reminding of the need to declare any changes and also to record if there is any item of business which requires individuals to declare an interest. Where there is a potential for a conflict of interest this is declared and there is a clear plan to avoid the conflict occurring.

Governance reviews

Governance structures and systems had a major review in 2018 with an independent external expert (City of London Academy Trust). The outcome of which was a total restructure.

Further reviewed in 2020/21 with input from DfE via a voluntary SRMA report. Outcome was strengthening of documentation and minuting. Training for Bursar to transition into CFO role. This was completed and the role was transitioned from 1 September 2022.

Annually (summer term) Directors evaluate their skills matrix and ensure that they have the skills needed to complete the role. They then plan for the Local Governing Committees to review their skills matrix in the Autumn Term. Also, in the Summer Term the Directors review the Trust document 'Governance Structure, Roles, Responsibilities and Schemes of Delegation'. The last review took place in July 2025.

Collective Vision Trust

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Governance Statement (continued)

Review of value for money

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

The Accounting Officer considers how the 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 where appropriate. The Accounting Officer for the Academy Trust has delivered improved value for money during the year by:

The Trust is committed to:-

1. Improving educational outcomes

This is demonstrated by the work of all of the academies.

All our academies have concentrated their efforts on improving educational outcomes through the development of their curriculum. They have worked on ensuring children receive a well-planned, sequenced, knowledge-based curriculum in all of the National Curriculum subjects. There is a drive across all our schools to ensure that children 'know more, remember more, understand and apply'. There has also been a strong emphasis on recap of learning to ensure that knowledge is remembered over time.

Additionally:

Chesterton Community Sports College

- Ofsted inspection September 2022 - Good in all aspects
- 2025 GCSE data is showing an Attainment 8 score of 42.68, 23% achieving 5+ in English and Maths, 55% achieving 4+ in English and maths and 23% achieving 4+ in EBacc.
- Knowledge based curriculum developed based on children 'knowing, remembering, understanding and applying'.
- Pupil and parent surveys show very high level of satisfaction
- All year groups are oversubscribed
- Pupil intake for year 7 in September was 195 (PAN 170)

Churchfields Primary

- Ofsted inspection February 25 - Good in all categories
- KS2 - Achieving the main measure of reading, writing and maths combined was 44%.
- KS2 achieving the standard or higher in each subject were: Reading 50%, Maths 60%, Writing 54%
- There were no progress scores in 2024 due to COVID.
- Phonics results achieved in year 1 - 76%

Crackley Bank Primary

- Ofsted inspection March 2023 - Good in all categories
- Achieving the main measure in KS2 reading, writing and maths combined was 78%.
- KS2 achieving the standard or higher in each subject were: Reading 89%, Maths 83%, Writing 83%
- There were no progress measures in 2024 due to COVID.
- Phonics results at the end of year 1 were 65%

Collective Vision Trust

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Governance Statement (continued)

Review of value for money (continued)

Chesterton Primary

- Ofsted Inspection June 21 - Good with Outstanding for Behaviour and Attitudes.
- KS2 - Achieving the main measure of reading, writing and maths combined was 38%.
- KS2 achieving the standard or higher in each subject were: Reading 76%, Maths 48%, Writing 67%.
- There were no progress measures in 2024 due to COVID.
- Phonics results at the end of year 1 were 81%.

Bursley Academy

- Ofsted Inspection February 2024 - Requires improvement
- KS2 - Achieving the main measure of reading, writing and maths combined was 70%.
- KS2 achieving the standard or higher in each subject were: Reading 78%, Maths 89%, Writing 76%
- There were no progress measures in 2024 due to COVID.
- Phonics results at the end of year 1 were 90%

Cheswardine Primary

- Ofsted Inspection October 23 - Good in all categories.
- KS2 - Achieving the main measure of reading, writing and maths combined was 33%.
- KS2 achieving the standard or higher in each subject were: Reading 50%, Maths 67%, Writing 50%.
- There were no progress measures in 2024 due to COVID.
- Phonics results at the end of year 1 were 100%.

Hinstock Primary

- Ofsted Inspection March 23 - Good in all categories.
- KS2 - Achieving the main measure of reading, writing and maths combined was 40%.
- KS2 achieving the standard or higher in each subject were: Reading 47%, Maths 60%, Writing 73%.
- There were no progress measures in 2024 due to COVID.
- Phonics results at the end of year 1 were 71%.

Woore Primary

- Ofsted Inspection November 23 - Good in all categories.
- KS2 - Achieving the main measure of reading, writing and maths combined was 83%.
- KS2 achieving the standard or higher in each subject were: Reading 100%, Maths 83%, Writing 100%.
- There were no progress measures in 2024 due to COVID.
- Phonics results at the end of year 1 were 100%.

Collective Vision Trust
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Governance Statement (continued)

Review of value for money (continued)

2. Robust Governance and Oversight of Academy Finances

The trust benefits from Directors with financial experience and they have employed a firm of accountants (Hardings) to review key financial policies, systems and procedures, including ensuring the Responsible Officer (internal audit) role is fulfilled for financial and other controls. The Trustees receives regular 'internal scrutiny' reports from Hardings on compliance. The Trust also has procured the services of a senior Ofsted inspector as an educational consultant to add internal scrutiny around education areas.

The Trust produces a risk awareness overview for each academy, this uses the latest evidence to give a trust view on the level of risk for both financial and non-financial areas.

The finance, audit and risk committee receive regular monitoring reports and report on compliance with the Scheme of Delegation. The Board approves the budget each year and is mindful of the need to balance expenditure against income to ensure that the Trust remains a 'going concern'. The Directors also receive and approve the Annual Accounts and the External Auditors Management Report.

Directors are kept up to date between meetings by the publication of the monthly management accounts via the Governance Teams page.

3. Better Purchasing

The Trust monitors and reviews its contracts on a regular basis ensuring each provides value for money. Regular meetings are held with the CEO, Deputy CEO, CFO, Trust Accountant and the Headteacher(s) with main service providers to ensure that the contracts remain fit for purpose and give the academies the best possible deal.

The Trust regularly monitors its financial and educational performance against other academies to demonstrate that it is providing value for money.

Tendering exercises ensure that major purchases achieve value for money.

The Trust looks at purchases across all academies to ensure that the best deal is achieved by the increased purchasing power of four schools. The trust has also used the Crown Commercial Services to improve its value for money.

4. Maximising income generation

The Trust takes every opportunity to generate income through the hire of its facilities. The sporting facilities are heavily used for the benefit of the local community.

The Trust also provides ICT services to a number of local primary schools outside the trust this benefits all schools.

5. Reviewing controls and managing risks

The CEO along with the CFO, Trust Accountant and Headteachers review expenditure within each budget heading and make adjustments based on the effectiveness of strategies introduced in previous years, curriculum changes and any other new strategies identified in the School Development Plans.

Collective Vision Trust
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Governance Statement (continued)

Review of value for money (continued)

6. Managing estates

The trust has a strong and skilled estates team which is managed by the Director of Estates who works closely with the CEO and Deputy CEO to ensure that the trust estate is well maintained and managed for the best interests of the children. The trust purchases the services of relevant professionals to ensure that all required safety and compliance checks are in place. Health and safety is co-ordinated at school and Trust level and advice is taken from LA who also conduct external reviews of all schools.

The purpose of the system of internal control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives; it can therefore only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of 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 Collective Vision Trust for the year 1 September 2024 to 31 August 2025 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 Academy 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 ongoing process for identifying, evaluating and managing the Academy Trust's significant risks, that has been in place for the year 1 September 2024 to 31 August 2025 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the board of trustees.

The risk and control framework

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

- Comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the board of trustees
- Regular reviews by the finance, audit and risk committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes
- Setting targets to measure financial and other performance
- Clearly defined purchasing (asset purchase or capital investment) guidelines
- Delegation of authority and segregation of duties
- Identification and management of risks

The board of trustees has considered the need for a specific internal audit function and appointed Hardings an internal auditor for financial and other controls. In accordance with the academy trust handbook, the board of trustees identified the need to widen the parameters of internal control. To this end they have procured the services of an educational consultant with experience of Ofsted inspection, Eddie Wilkes, to provide information and scrutiny on the quality of education in individual academies. The Trustees have appointed Dains Audit Limited as the external auditors. The auditors' role includes giving advice on financial matters and performing a range of checks on the Academy Trust's

Collective Vision Trust
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Governance Statement (continued)

The risk and control framework (continued)

financial systems. In particular the checks carried out in the current period included:

- Income*
- Purchasing*
- Payroll and HR*
- Monthly financial process*
- Business continuity plans
- Governance approval and oversight
- Completion of statutory returns
- HR compliance, including right to work checks
- Pecuniary interests
- Statutory policies in place
- Risk registers.

On a termly basis, Hardings, the reviewer, reports to the board of trustees on the operation system of control and on the discharge of the board of trustees' financial responsibilities.

Additional internal scrutiny has taken place regarding quality of education with visits to all academies in the trust and findings shared with the board of trustees via the CEO and Deputy CEO reports.

Review of effectiveness

As accounting officer, the CEO 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 auditors;
- the financial management and governance self-assessment process;
- the work of the executive managers within the Academy Trust who have responsibility for the development and maintenance of the internal control framework;

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

Conclusion

Based on the advice of the Finance, Risk and audit 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.


Collective Vision Trust
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Governance Statement (continued)

Approved by order of the members of the Board of Trustees and signed on their behalf by:

Signed by:

8ECA96429D134E0...
Mrs S Gribbin
Chair of Trustees
Date: 11 December 2025

Signed by:

5CF33C805FD642C...
Mr R Swindells
Accounting Officer

Collective Vision Trust

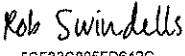
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Statement on Regularity, Propriety and Compliance

As accounting officer of Collective Vision Trust, I confirm that I have had due regard to the framework of authorities governing regularity, propriety and compliance, including the trust's funding agreement with DfE, and the requirements of the Academy Trust Handbook, including responsibilities for estates safety and management. I have also considered my responsibility to notify the academy trust board of trustees and DfE of material irregularity, impropriety and non-compliance with terms and conditions of all funding, including for estates safety and management.

I confirm that I, and the board of trustees are able to identify any material irregular or improper use of all funds by the academy trust, or material non-compliance with the framework of authorities.

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

Signed by:

5CF33C805FD642C...

Mr R Swindells

Accounting Officer

Date: 11 December 2025

Collective Vision Trust

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**Statement of Trustees' responsibilities
for the year ended 31 August 2025**

The Trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for preparing the Trustees' report and the financial statements in accordance with the Academies Accounts Direction published by the Department for Education, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

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


- select suitable accounting policies and then apply them consistently;
- observe the methods and principles of the Charities SORP 2019 and the Academies Accounts Direction 2024 to 2025;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

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

The Trustees are responsible for ensuring that in its conduct and operation the charitable company applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from 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 financial statements may differ from legislation in other jurisdictions.

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

Signed by:

8ECA96429D134E0...

Mrs S Gribbin
Chair of Trustees

Date: 11 December 2025

Collective Vision Trust
(A company limited by guarantee)

Independent Auditors' Report on the financial statements to the Members of Collective Vision Trust

Opinion

We have audited the financial statements of Collective Vision Trust (the 'academy trust') for the year ended 31 August 2025 which comprise the statement of financial activities, the balance sheet, the statement of cash flows and the related notes, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice), including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Charities SORP 2019 and the Academies Accounts Direction 2024 to 2025 issued by the Department for Education.

In our opinion the financial statements:

- give a true and fair view of the state of the Academy Trust's affairs as at 31 August 2025 and of its incoming resources and application of resources, including its income and expenditure for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006, the Charities SORP 2019 and the Academies Accounts Direction 2024 to 2025 issued by the Department for Education.

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 Auditors' responsibilities for the audit of the financial statements 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 financial statements in the United Kingdom, including the Financial Reporting Council'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.

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.

Collective Vision Trust
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Independent Auditors' Report on the financial statements to the Members of Collective Vision Trust (continued)

Other information

The other information comprises the information included in the annual report other than the financial statements and our auditors' report thereon. The Trustees are responsible for the other information contained within the annual report. Our opinion on the financial statements 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 financial statements 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 financial statements 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.

Opinion 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 Strategic report for the financial year for which the financial statements are prepared is consistent with the financial statements.
- the Trustees' report and the Strategic report have been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of our 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 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 financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of Trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

Collective Vision Trust
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Independent Auditors' Report on the financial statements to the Members of Collective Vision Trust (continued)

Responsibilities of trustees

As explained more fully in the Statement of Trustees' Responsibilities, the Trustees (who are also the directors of the Academy Trust for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, 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 Academy Trust or to cease operations, or have no realistic alternative but to do so.

Auditors' responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' 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 financial statements.

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

Our approach to identifying and assessing the risks of material misstatement in respect of irregularities, including fraud and non-compliance with laws and regulations, was as follows:

- the senior statutory auditor ensured that the engagement team collectively had the appropriate competence, capabilities and skills to identify or recognise non-compliance with applicable laws and regulations;
- we identified the laws and regulations applicable to the academy trust through discussions with directors and other management, and from our commercial knowledge and experience of the academy sector;
- we focused on specific laws and regulations which we considered may have a direct material effect on the financial statements or the operations of the academy trust, including the financial reporting legislation, Companies Act 2006, Academies Accounts Direction, taxation legislation, anti-bribery, employment, and environmental and health and safety legislation;
- we assessed the extent of compliance with the laws and regulations identified above through making enquiries of management and inspecting legal correspondence; and
- identified laws and regulations were communicated within the audit team regularly and the team remained alert to instances of non-compliance throughout the audit.

Collective Vision Trust
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Independent Auditors' Report on the financial statements to the Members of Collective Vision Trust (continued)

We assessed the susceptibility of the academy trust's financial statements to material misstatement, including obtaining an understanding of how fraud might occur, by:

- making enquiries of management as to where they considered there was susceptibility to fraud, their knowledge of actual, suspected and alleged fraud; and
- considering the internal controls in place to mitigate risks of fraud and non-compliance with laws and regulations.

To address the risk of fraud through management bias and override of controls, we:

- performed analytical procedures to identify any unusual or unexpected relationships;
- tested journal entries to identify unusual transactions;
- assessed whether judgements and assumptions made in determining the accounting estimates set out in Note 2 were indicative of potential bias; and
- investigated the rationale behind significant or unusual transactions.

In response to the risk of irregularities and non-compliance with laws and regulations, we designed procedures which included, but were not limited to:

- agreeing financial statement disclosures to underlying supporting documentation;
- reading the minutes of meetings of those charged with governance;
- enquiring of management as to actual and potential litigation and claims; and
- reviewing correspondence with HMRC, relevant regulators and the academy trust's legal advisors.

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 is also greater regarding irregularities occurring due to fraud rather than error, as fraud involves intentional concealment, forgery, collusion, omission or misrepresentation.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditors' report.

Collective Vision Trust
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Independent Auditors' Report on the financial statements to the Members of Collective Vision Trust (continued)

Use of our report

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



Jonathan Dudley (Senior Statutory Auditor)
for and on behalf of

Dains Audit Limited
Statutory Auditor
Chartered Accountants
Suite 2, Albion House
2 Etruria Office Village
Forge Lane
Etruria
Stoke on Trent
ST1 5RQ

11 December 2025

Collective Vision Trust

(A company limited by guarantee)

Independent Reporting Accountant's Assurance Report on Regularity to Collective Vision Trust and the Secretary of State for Education

In accordance with the terms of our engagement letter dated 21 October 2025 and further to the requirements of the Department for Education (DfE), as included in the extant Framework and Guide for External Auditors and Reporting Accountants of Academy Trusts, we have carried out an engagement to obtain limited assurance about whether anything has come to our attention that would suggest, in all material respects, the expenditure disbursed and income received by Collective Vision Trust during the period 1 September 2024 to 31 August 2025 have not been applied to the purposes intended by Parliament and that the financial transactions do not conform to the authorities which govern them.

This report is made solely to Collective Vision Trust and the Secretary of State for Education in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Collective Vision Trust and the Secretary of State for Education 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 Collective Vision Trust and the Secretary of State for Education, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of Collective Vision Trust's accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of Collective Vision Trust's funding agreement with the Secretary of State for Education dated 1 September 2016 and the Academy Trust Handbook 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 extant Framework and Guide for External Auditors and Reporting Accountants of Academy Trusts. 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 2024 to 31 August 2025 have not been applied for the 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 DfE, which requires a limited assurance engagement as defined set out 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.

Collective Vision Trust

(A company limited by guarantee)

Independent Reporting Accountant's Assurance Report on Regularity to Collective Vision Trust and the Secretary of State for Education (continued)

Conclusion

In the course of our work, nothing has come to our attention which suggest in all material respects the expenditure disbursed and income received during the year 1 September 2024 to 31 August 2025 has not been applied for the purposes intended by Parliament of that the financial transactions do not conform to the authorities which govern them.



Dains Audit Limited

Suite 2, Albion House
2 Etruria Office Village
Forge Lane
Etruria
Stoke on Trent
ST1 5RQ

Date: 11 December 2025

Collective Vision Trust
(A company limited by guarantee)

**Statement of financial activities (incorporating income and expenditure account)
for the year ended 31 August 2025**

		Unrestricted funds 2025 £	Restricted funds 2025 £	Restricted fixed asset funds 2025 £	Total funds 2025 £	Total funds 2024 £
	Note					
Income from:						
Donations and capital grants:	3					
Transfer on conversion		120,216	70,000	738,209	928,425	2,839,465
Other donations and capital grants		26,367	-	698,382	724,749	71,307
Other trading activities	5	275,240	4,750	-	279,990	271,044
Investments	6	605	65,000	-	65,605	7,452
Charitable activities		308,255	16,096,793	-	16,405,048	14,510,946
Total income		730,683	16,236,543	1,436,591	18,403,817	17,700,214
Expenditure on:						
Raising funds	7	393,969	-	-	393,969	165,410
Charitable activities	7	188,451	16,066,962	1,265,070	17,520,483	15,199,367
Total expenditure		582,420	16,066,962	1,265,070	17,914,452	15,364,777
Net income/ (expenditure)		148,263	169,581	171,521	489,365	2,335,437
Transfers between funds	20	(83,683)	(546,389)	630,072	-	-
Net movement in funds before other recognised gains/(losses)		64,580	(376,808)	801,593	489,365	2,335,437
Other recognised gains/(losses):						
Actuarial gains on defined benefit pension schemes	29	-	2,393,000	-	2,393,000	726,000
Pension surplus not recognised	29	-	(2,538,000)	-	(2,538,000)	(1,075,000)
Net movement in funds		64,580	(521,808)	801,593	344,365	1,986,437

Collective Vision Trust
(A company limited by guarantee)

Statement of financial activities (incorporating income and expenditure account) (continued)
for the year ended 31 August 2025

	Unrestricted funds 2025 £	Restricted funds 2025 £	Restricted fixed asset funds 2025 £	Total funds 2025 £	Total funds 2024 £
Reconciliation of funds:					
Total funds brought forward	955,833	2,081,346	19,878,339	22,915,518	20,929,081
Net movement in funds	64,580	(521,808)	801,593	344,365	1,986,437
Total funds carried forward	1,020,413	1,559,538	20,679,932	23,259,883	22,915,518

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

The notes on pages 85 to 124 form part of these financial statements.

Collective Vision Trust
(A company limited by guarantee)
Registered number: 08786812

Balance sheet
As at 31 August 2025

	Note	2025 £	2024 £
Fixed assets			
Intangible assets	14	-	-
Tangible assets	15	20,195,792	19,683,478
		<u>20,195,792</u>	<u>19,683,478</u>
Current assets			
Stocks	16	6,350	7,146
Debtors	17	842,242	835,851
Cash at bank and in hand		3,660,068	3,812,390
		<u>4,508,660</u>	<u>4,655,387</u>
Creditors: amounts falling due within one year	18	(1,399,248)	(1,359,116)
		<u>3,109,412</u>	<u>3,296,271</u>
Net current assets		3,109,412	3,296,271
Total assets less current liabilities		23,305,204	22,979,749
Creditors: amounts falling due after more than one year	19	(45,321)	(64,231)
		<u>(45,321)</u>	<u>(64,231)</u>
Total net assets		23,259,883	22,915,518
Funds of the Academy Trust			
Restricted funds:			
Fixed asset funds	20	20,679,932	19,878,339
Restricted income funds	20	1,559,538	2,081,346
Pension reserve		-	-
		<u>22,239,470</u>	<u>21,959,685</u>
Total restricted funds	20	22,239,470	21,959,685
Unrestricted income funds	20	1,020,413	955,833
		<u>1,020,413</u>	<u>955,833</u>
Total funds		23,259,883	22,915,518

Collective Vision Trust

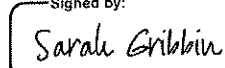
(A company limited by guarantee)

Registered number: 08786812

Balance sheet (continued)

As at 31 August 2025

The financial statements on pages 80 to 124 were approved and authorised for issue by the Trustees and are signed on their behalf, by:

Signed by:

8ECA96429D134E0...

Mrs S Gribbin

Chair of Trustees

Date: 11 December 2025

The notes on pages 85 to 124 form part of these financial statements.

Collective Vision Trust
(A company limited by guarantee)

Statement of cash flows
for the year ended 31 August 2025

	Note	2025 £	2024 £
Cash flows from operating activities			
Net cash provided by operating activities	22	116,897	287,268
Cash flows from investing activities			
	24	(250,309)	(628,653)
Cash flows from financing activities			
	23	(18,910)	(18,910)
		<u>(152,322)</u>	<u>(360,295)</u>
Change in cash and cash equivalents in the year		(152,322)	(360,295)
Cash and cash equivalents at the beginning of the year		3,812,390	4,172,685
Cash and cash equivalents at the end of the year	25, 26	<u>3,660,068</u>	<u>3,812,390</u>

The notes on pages 85 to 124 form part of these financial statements

Collective Vision Trust
(A company limited by guarantee)

Notes to the financial statements
for the year ended 31 August 2025

1. Accounting policies

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

1.1 Basis of preparation of financial statements

The financial statements 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 (Charities SORP (FRS 102)), the Academies Accounts Direction 2024 to 2025 issued by DfE, the Charities Act 2011 and the Companies Act 2006.

Collective Vision Trust meets the definition of a public benefit entity under FRS 102.

1.2 Going concern

The Trustees assess whether the use of going concern is appropriate i.e. whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the Academy Trust 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 financial statements 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 financial statements.

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 year for which it is receivable and any abatement in respect of the year 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.

Collective Vision Trust
(A company limited by guarantee)

Notes to the financial statements
for the year ended 31 August 2025

1. Accounting policies (continued)

1.3 Income (continued)

- **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 year it is receivable and to the extent the Academy Trust has provided the goods or services.

- **Transfer on conversion**

Where assets and liabilities are received by the Academy Trust on conversion to an academy, the transferred assets are measured at fair value and recognised in the balance sheet at the point when the risks and rewards of ownership pass to the Academy Trust. An equal amount of income is recognised as a transfer on conversion within 'Income from Donations and Capital Grants' to the net assets received.

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 allocated on the portion of the asset's use.

- **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.

All resources expended are inclusive of irrecoverable VAT.

1.5 Interest receivable

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the Academy Trust; this is normally upon notification of the interest paid or payable by the institution with whom the funds are deposited.

Collective Vision Trust
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Notes to the financial statements
for the year ended 31 August 2025

1. Accounting policies (continued)

1.6 Intangible assets

Intangible assets costing £1,000 or more are capitalised and recognised when future economic benefits are probable and the cost or value of the asset can be measured reliably.

Intangible assets are initially recognised at cost and are subsequently measured at cost net of amortisation and any provision for impairment.

All intangible assets are considered to have a finite useful life. Computer software are considered to have a useful life of three years and are written off over this period.

1.7 Tangible fixed assets

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 requiring 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.

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 incorporating income and expenditure account.

The long term leasehold land and buildings within the accounts relates to the academy premises which were donated to the academy on conversion on a 125 year lease from Staffordshire County Council. The leasehold land and buildings were valued using the DfE valuation. These are being depreciated in accordance with the depreciation policies set out below. No annual charge is made for the use of the land and buildings under the terms of the lease.

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

Collective Vision Trust
(A company limited by guarantee)

Notes to the financial statements
for the year ended 31 August 2025

1. Accounting policies (continued)

1.7 Tangible fixed assets (continued)

Depreciation is provided on the following bases:

Long-term leasehold land	- 125 years straight line
Long-term leasehold buildings	- 10 to 50 years straight line
Building improvements	- 10 - 125 years straight line
Furniture and equipment	- 5 years straight line
Computer equipment	- 3 - 4 years straight line
Motor vehicles	- 5 years straight line

Assets in the course of construction are included at cost. Depreciation on these assets is not charged until they are brought into use and reclassified to freehold or leasehold land and buildings

1.8 Operating leases

Rentals paid under operating leases are charged to the statement of financial activities on a straight-line basis over the lease term.

1.9 Stocks

Stocks are valued at the lower of cost and net realisable value after making due allowance for obsolete and slow-moving stocks.

1.10 Debtors

Trade and other debtors are recognised at the settlement amount after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

1.11 Cash at bank and in hand

Cash at bank and in hand includes cash and short-term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

1.12 Liabilities and provisions

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. Provisions are measured at the best estimate of the amounts required to settle the obligation. Where the effect of the time value of money is material, the provision is based on the present value of those amounts, discounted at the pre-tax discount rate that reflects the risks specific to the liability. The unwinding of the discount is recognised within interest payable and similar charges.

Collective Vision Trust
(A company limited by guarantee)

Notes to the financial statements
for the year ended 31 August 2025

1. Accounting policies (continued)

1.13 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 bases are as follows:

Financial assets - trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 17. Prepayments are not financial instruments.

Financial liabilities - trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost as detailed in notes 18 and 19. 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.

1.14 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 Part 11, chapter 3 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.

Collective Vision Trust
(A company limited by guarantee)

Notes to the financial statements
for the year ended 31 August 2025

1. Accounting policies (continued)

1.15 Pensions

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.

The TPS is an unfunded scheme and contributions are calculated so as 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 on the basis of quadrennial valuations using a prospective unit credit method. 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 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 operating surplus 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.

1.16 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 the 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.

Transfers between funds relate to fixed asset purchases from restricted general funds.

Collective Vision Trust
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Notes to the financial statements
for the year ended 31 August 2025

2. Critical accounting estimates and areas of judgment

Estimates and judgments 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:

Local Government Pension Scheme

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 or income for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 29, 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 2025. 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.

LGPS surplus recognition

An entity shall recognise a plan surplus as a defined benefit plan asset only to the extent that it is able to recover the surplus either through reduced contributions in the future or through refunds from the plan. The trust are expected to participate in the LGPS indefinitely and therefore do not believe there is any entitlement to a refund. The trust has also instructed the pension actuary to calculate an asset ceiling report to calculate the estimated economic benefit available as a reduction in future contributions, which shows a £Nil value. Management have therefore derecognised the total pension surplus of £3,836,000, which has resulted in the movement in surplus of £2,538,000 to be derecognised in the year.

Long-term leasehold land and buildings

The long term leasehold land and buildings within the accounts relates to the academy premises which were donated to the academy on conversion on a 125 year lease from Staffordshire County Council. The leasehold land and buildings were valued using the DfE valuation for Chesterton Community Sports College and Churchfields Primary School. The net book values of the assets held by the Local Authority at the date of conversion, were used as a basis of valuation for Crackley Bank Primary School, Chesterton Primary School, Hinstock Primary School, Cheswaredine Primary and Nursery School and Woore Primary School. The net book value of the assets held by Bursley Academy at the date of transfer to the Trust, was used as a basis of valuation for Bursley Academy. These are being depreciated in accordance with the depreciation policies set out in note 1. No annual charge is made for the use of the land and buildings under the terms of the lease, based on management not being able to reliably measure the open market rate.

Collective Vision Trust
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Notes to the financial statements
for the year ended 31 August 2025

3. Income from donations and capital grants

	Unrestricted funds 2025 £	Restricted funds 2025 £	Restricted fixed asset funds 2025 £	Total funds 2025 £	Total funds 2024 £
Donations	26,367	-	-	26,367	28,468
Capital Grants	-	-	698,382	698,382	42,839
Transfer on conversion	120,216	70,000	738,209	928,425	2,839,465
	<u>146,583</u>	<u>70,000</u>	<u>1,436,591</u>	<u>1,653,174</u>	<u>2,910,772</u>
Total 2024	<u>198,569</u>	<u>152,000</u>	<u>2,560,203</u>	<u>2,910,772</u>	

Collective Vision Trust
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Notes to the financial statements
for the year ended 31 August 2025

4. Funding for the Academy Trust's charitable activities

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total funds 2025 £	Total funds 2024 £
Educational Operations				
DfE/ESFA grants				
General Annual Grant (GAG)	-	12,434,016	12,434,016	10,880,990
Other DfE/ESFA grants				
Pupil Premium	-	916,107	916,107	804,379
Universal Infant Free School Meals	-	189,352	189,352	159,915
Teachers Pay Grant	-	213,378	213,378	201,770
Teachers Pension Grant	-	261,586	261,586	107,527
Supplementary grant	-	453,050	453,050	373,793
Others	-	211,017	211,017	393,063
	-	14,678,506	14,678,506	12,921,437
Other Government grants				
Nursery Education Funding	-	616,627	616,627	475,360
Special Educational Needs Grant	-	630,505	630,505	558,579
Other Government Grants	-	57,719	57,719	119,504
	-	1,304,851	1,304,851	1,153,443
Other income from the Academy Trust's educational operations				
	308,255	113,436	421,691	436,066
	308,255	16,096,793	16,405,048	14,510,946
Total 2024	330,786	14,180,160	14,510,946	

Collective Vision Trust
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Notes to the financial statements
for the year ended 31 August 2025

5. Income from other trading activities

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total funds 2025 £	Total funds 2024 £
Miscellaneous income	43,471	4,750	48,221	72,147
Lettings income	66,976	-	66,976	58,785
Meals and refreshments	97,509	-	97,509	76,470
ICT support income	67,284	-	67,284	63,642
	<u>275,240</u>	<u>4,750</u>	<u>279,990</u>	<u>271,044</u>
Total 2024	<u>262,462</u>	<u>8,582</u>	<u>271,044</u>	

6. Investment income

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total funds 2025 £	Total funds 2024 £
Investment income	605	-	605	452
Pension income	-	65,000	65,000	7,000
	<u>605</u>	<u>65,000</u>	<u>65,605</u>	<u>7,452</u>
Total 2024	<u>452</u>	<u>7,000</u>	<u>7,452</u>	

Collective Vision Trust
(A company limited by guarantee)

Notes to the financial statements
for the year ended 31 August 2025

7. Expenditure

	Staff Costs 2025 £	Premises 2025 £	Other 2025 £	Total 2025 £	Total 2024 £
Expenditure on fundraising trading activities:					
Direct costs	231,361	-	162,608	393,969	165,410
Educational Operations:					
Direct costs	10,885,237	-	1,449,007	12,334,244	10,491,909
Allocated support costs	1,852,630	956,223	2,377,386	5,186,239	4,707,458
	<u>12,969,228</u>	<u>956,223</u>	<u>3,989,001</u>	<u>17,914,452</u>	<u>15,364,777</u>
Total 2024	<u>10,687,630</u>	<u>1,026,013</u>	<u>3,651,134</u>	<u>15,364,777</u>	

8. Analysis of expenditure by activities

	Activities undertaken directly 2025 £	Support costs 2025 £	Total funds 2025 £	Total funds 2024 £
Educational Operations	<u>12,334,244</u>	<u>5,186,239</u>	<u>17,520,483</u>	<u>15,199,367</u>
Total 2024	<u>10,491,909</u>	<u>4,707,458</u>	<u>15,199,367</u>	

Collective Vision Trust
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Notes to the financial statements
for the year ended 31 August 2025

8. Analysis of expenditure by activities (continued)

Analysis of direct costs

	Total funds 2025 £	Total funds 2024 £
Staff costs	10,885,237	9,047,221
Depreciation	298,723	292,346
Educational supplies	677,291	519,115
Examination fees	114,694	114,341
Staff development and other staff costs	23,045	26,503
Technology costs	67,985	42,741
Consultancy	135,112	293,899
Other costs	100,703	113,979
Other direct costs	31,454	41,764
	12,334,244	10,491,909

Collective Vision Trust
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Notes to the financial statements
for the year ended 31 August 2025

8. Analysis of expenditure by activities (continued)

Analysis of support costs

	Total funds 2025 £	Total funds 2024 £
Staff costs	1,852,630	1,602,018
Depreciation	966,347	891,834
Catering	458,844	389,238
Staff development and other staff costs	12,138	8,731
Technology costs	328,815	272,028
Consultancy	249,636	237,961
Other support costs	169,912	145,858
Staff related insurance	7,272	-
Maintenance of premises and special facilities	90,486	116,596
Operating lease costs	144,966	104,595
Cleaning and caretaking	273,399	215,402
Bad debts written off	523	1,060
Rates	48,359	63,945
Security	5,765	2,041
Energy	274,360	408,712
Legal and professional	73,016	68,301
Transport	48,213	38,365
Apprenticeship Levy expenditure/Interest	32,319	26,051
Other premises costs	149,239	114,722
	5,186,239	4,707,458

Collective Vision Trust
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Notes to the financial statements
for the year ended 31 August 2025

9. Net income

Net income for the year includes:

	2025	2024
	£	£
Operating lease rentals	25,109	33,942
Depreciation of tangible fixed assets	1,265,061	1,184,180
Amortisation of intangible assets	-	350
Fees paid to auditors for:		
- audit	28,300	26,500
- other services	9,300	7,350
	<u>28,300</u>	<u>26,500</u>
	<u>9,300</u>	<u>7,350</u>

10. Staff

a. Staff costs and employee benefits

Staff costs during the year were as follows:

	2025	2024
	£	£
Wages and salaries	9,361,180	8,003,377
Social security costs	1,026,982	814,698
Pension costs	2,457,418	1,821,644
	<u>12,845,580</u>	<u>10,639,719</u>
Supply teacher costs	123,648	47,911
	<u>123,648</u>	<u>47,911</u>
	<u>12,969,228</u>	<u>10,687,630</u>

Collective Vision Trust
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Notes to the financial statements
for the year ended 31 August 2025

10. Staff (continued)

b. Staff numbers

The average number of persons employed by the Academy Trust during the year was as follows:

	2025	2024
	No.	No.
Teachers	112	97
Administration and support	181	158
Management	16	11
	309	266

c. Higher paid staff

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

	2025	2024
	No.	No.
In the band £60,001 - £70,000	10	6
In the band £70,001 - £80,000	4	4
In the band £80,001 - £90,000	2	-
In the band £90,001 - £100,000	2	1
In the band £110,000 - £120,000	-	2
In the band £120,000 - £130,000	2	-

d. 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 key management personnel benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the Academy Trust was £1,623,619 (2024 - £958,025).

Collective Vision Trust
(A company limited by guarantee)

Notes to the financial statements
for the year ended 31 August 2025

11. Central services

The Academy Trust has provided the following central services to its academies during the year:

MAT staffing cost and service level agreements which cover the following: HR, Health and safety, Governance, Legal services, Occupational health, Payroll, Property management, Admissions, Free school meals checking, Visionary individual pathways (VIP), Finance and audit costs.

The Academy Trust charges for these services on the following basis:

The MAT charges 6.5% from GAG funding from each school.

The actual amounts charged during the year were as follows:

	2025	2024
	£	£
Chesterton Community Sports College	378,729	360,299
Churchfields Primary School	117,165	114,291
Crackley Bank Primary School	66,801	60,985
Chesterton Primary School	54,863	51,675
Bursley Academy	108,473	98,209
Cheswardine Primary and Nursery School	24,708	-
Hinstock Primary School	40,554	-
Total	791,293	685,459

Woore Primary School (2024: Hinstock Primary School and Cheswardine Primary and Nursery School) did not contribute to central services during the year.

Collective Vision Trust
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Notes to the financial statements
for the year ended 31 August 2025

12. Trustees' remuneration and expenses

One or more 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. The value of Trustees' remuneration and other benefits was as follows:

		2025	2024
		£	£
Mrs L Jackson, Accounting Officer until 31 December 2024	Remuneration	45,000 -	115,000 -
		50,000	120,000
	Pension contributions paid	10,000 -	30,000 -
		15,000	35,000
Mr R Swindells, Accounting Officer from 1 January 2025	Remuneration	80,000 -	N/A
		85,000	
	Pension contributions paid	20,000 -	N/A
		25,000	

During the year ended 31 August 2025, no Trustee expenses have been incurred (2024 - £NIL).

13. Trustees' and Officers' insurance

The Academy Trust has opted into the Department for Education's risk protection arrangement (RPA), an alternative to insurance where UK government funds cover losses that arise. This scheme protects Trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business, and provides cover up to £10,000,000. It is not possible to quantify the Trustees and officers indemnity element from the overall cost of the RPA scheme membership.

Collective Vision Trust
 (A company limited by guarantee)

Notes to the financial statements
for the year ended 31 August 2025

14. Intangible assets

	Computer software £
Cost	
At 1 September 2024	13,650
	<hr/>
At 31 August 2025	13,650
	<hr/>
Amortisation	
At 1 September 2024	13,650
	<hr/>
At 31 August 2025	13,650
	<hr/>
Net book value	
At 31 August 2025	-
	<hr/> <hr/>
At 31 August 2024	-
	<hr/> <hr/>

Collective Vision Trust
(A company limited by guarantee)

Notes to the financial statements
for the year ended 31 August 2025

15. Tangible fixed assets

	Long-term leasehold property £	Furniture and equipment £	Computer equipment £	Motor vehicles £	Building improve- ments £	Total £
Cost or valuation						
At 1 September 2024	17,838,815	307,022	1,476,094	36,019	5,732,626	25,390,576
Additions	-	47,999	214,438	11,995	764,734	1,039,166
Acquired on conversion	735,000	3,209	-	-	-	738,209
At 31 August 2025	18,573,815	358,230	1,690,532	48,014	6,497,360	27,167,951
Depreciation						
At 1 September 2024	2,231,609	188,069	1,066,447	16,819	2,204,154	5,707,098
Charge for the year	326,372	43,823	254,900	7,199	632,767	1,265,061
At 31 August 2025	2,557,981	231,892	1,321,347	24,018	2,836,921	6,972,159

Collective Vision Trust
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Notes to the financial statements
for the year ended 31 August 2025

15. Tangible fixed assets (continued)

	Long-term leasehold property £	Furniture and equipment £	Computer equipment £	Motor vehicles £	Building improve- ments £	Total £
Net book value						
At 31 August 2025	16,015,834	126,338	369,185	23,996	3,660,439	20,195,792
At 31 August 2024	15,607,206	118,953	409,647	19,200	3,528,472	19,683,478

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Notes to the financial statements
for the year ended 31 August 2025

16. Stocks

	2025 £	2024 £
Uniform stock	<u>6,350</u>	<u>7,146</u>

17. Debtors

	2025 £	2024 £
Due within one year		
Trade debtors	11,146	5,097
VAT recoverable	257,939	198,009
Prepayments and accrued income	573,157	632,745
	<u>842,242</u>	<u>835,851</u>

18. Creditors: Amounts falling due within one year

	2025 £	2024 £
Other loans	18,910	18,910
Trade creditors	475,727	343,063
Other taxation and social security	239,356	191,669
Other creditors	273,004	245,980
Accruals and deferred income	392,251	559,494
	<u>1,399,248</u>	<u>1,359,116</u>

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Notes to the financial statements
for the year ended 31 August 2025

	2025	2024
	£	£
Deferred income at 1 September	213,923	402,796
Resources deferred during the year	232,664	213,923
Amounts released from previous periods	(213,923)	(402,796)
	232,664	213,923

At the balance sheet date the Academy Trust was holding funds received in advance for grants and trips that relate to the 2025/26 academic year.

Included within other loans are two Salix loans totalling £18,910. These are interest free loans repayable in fixed instalments over 8 years. One loan commenced in September 2020 and the other three loans commenced in March 2021.

19. Creditors: Amounts falling due after more than one year

	2025	2024
	£	£
Other loans	45,321	64,231

Included within other loans are two Salix loans totalling £45,321. These are interest free loans repayable in fixed instalments over 8 years. One loan commenced in September 2020 and the other three loans commenced in March 2021.

Included within the above are amounts falling due as follows:

	2025	2024
	£	£
Between one and two years		
Other loans	18,910	18,910
Between two and five years		
Other loans	26,411	45,321

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Notes to the financial statements
for the year ended 31 August 2025

20. Statement of funds

	Balance at 1 September 2024 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2025 £
Unrestricted funds						
General Funds	955,833	730,683	(582,420)	(83,683)	-	1,020,413
Restricted general funds						
General annual grant (GAG)	2,074,698	12,434,016	(12,409,435)	(546,389)	-	1,552,890
Pupil Premium	-	916,107	(916,107)	-	-	-
UIFSM	-	189,352	(189,352)	-	-	-
Teachers Pay Grant	-	213,378	(213,378)	-	-	-
Teachers Pension Grant	-	261,586	(261,586)	-	-	-
Other DfE/ESFA Grants	-	664,067	(664,067)	-	-	-
Ecorys Grant	-	24,799	(24,799)	-	-	-
Nursery Education Funding	-	616,627	(616,627)	-	-	-
Special Educational Needs Grant	-	630,505	(630,505)	-	-	-
Other Government Grants	-	57,719	(57,719)	-	-	-
Other Restricted Income	6,648	93,387	(93,387)	-	-	6,648
Pension reserve	-	135,000	10,000	-	(145,000)	-
	2,081,346	16,236,543	(16,066,962)	(546,389)	(145,000)	1,559,538

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Notes to the financial statements
for the year ended 31 August 2025

20. Statement of funds (continued)

	Balance at 1 September 2024 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2025 £
Restricted fixed asset funds						
Transfer from Local Authority on conversion	11,310,166	738,209	(262,938)	-	-	11,785,437
DfE/ESFA capital grants	2,866,605	698,382	(652,700)	-	-	2,912,287
Capital expenditure from restricted general funds	1,254,880	-	(224,248)	630,072	-	1,660,704
Capital Donations	7,865	-	(7,865)	-	-	-
Transfer from Existing Academy Trust	4,438,823	-	(117,319)	-	-	4,321,504
	<u>19,878,339</u>	<u>1,436,591</u>	<u>(1,265,070)</u>	<u>630,072</u>	<u>-</u>	<u>20,679,932</u>
Total Restricted funds	<u>21,959,685</u>	<u>17,673,134</u>	<u>(17,332,032)</u>	<u>83,683</u>	<u>(145,000)</u>	<u>22,239,470</u>
Total funds	<u><u>22,915,518</u></u>	<u><u>18,403,817</u></u>	<u><u>(17,914,452)</u></u>	<u><u>-</u></u>	<u><u>(145,000)</u></u>	<u><u>23,259,883</u></u>

Collective Vision Trust

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**Notes to the financial statements
for the year ended 31 August 2025**

20. Statement of funds (continued)

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

Unrestricted General Funds

This fund represents those resources which may be used towards meeting any of the charitable objectives at the discretion of the Trustees.

Restricted General Funds

This fund represents grants received for the Academy Trust's operational activities and development.

Pension reserve

This fund represents the Academy Trust's share of the pension liability arising on the LGPS pension fund.

Restricted Fixed Asset Fund

This fund relates to grant funding received from the DfE/ESFA to carry out works of a capital nature and also the donation of the leasehold land and buildings from the Local Authority on a 125 year lease, the playing fields and land from the local authorities and capital expenditure from restricted and unrestricted funds.

Collective Vision Trust

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**Notes to the financial statements
for the year ended 31 August 2025**

20. Statement of funds (continued)

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

	Balance at 1 September 2023 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2024 £
Unrestricted funds						
General Funds	649,436	792,269	(485,872)	-	-	955,833
Restricted general funds						
General annual grant (GAG)	2,319,280	10,880,990	(10,569,288)	(556,284)	-	2,074,698
Pupil Premium	-	804,379	(804,379)	-	-	-
UIFSM	-	159,915	(159,915)	-	-	-
Teachers Pay Grant	-	201,770	(201,770)	-	-	-
Teachers Pension Grant	-	107,527	(107,527)	-	-	-
Supplementary Grant	-	373,793	(373,793)	-	-	-
Other DfE/ESFA Grants	-	393,063	(393,063)	-	-	-
Ecorys Grant	-	28,309	(28,309)	-	-	-
Nursery Education Funding	-	475,360	(475,360)	-	-	-
Special Educational Needs Grant	-	558,579	(558,579)	-	-	-
Other Government Grants	-	118,666	(118,666)	-	-	-
Other Restricted Income	14,333	86,391	(94,076)	-	-	6,648
Pension reserve	-	159,000	190,000	-	(349,000)	-
	<u>2,333,613</u>	<u>14,347,742</u>	<u>(13,694,725)</u>	<u>(556,284)</u>	<u>(349,000)</u>	<u>2,081,346</u>

Collective Vision Trust
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Notes to the financial statements
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20. Statement of funds (continued)

**Restricted fixed
asset funds**

Transfer from Local Authority on conversion	9,058,725	2,517,364	(265,923)	-	-	11,310,166
DfE/ESFA capital grants	3,339,064	42,839	(529,772)	14,474	-	2,866,605
Capital expenditure from restricted general funds	975,337	-	(262,267)	541,810	-	1,254,880
Capital expenditure from unrestricted funds	483	-	(483)	-	-	-
Capital Donations	16,280	-	(8,415)	-	-	7,865
Transfer from Existing Academy Trust	4,556,143	-	(117,320)	-	-	4,438,823
	<u>17,946,032</u>	<u>2,560,203</u>	<u>(1,184,180)</u>	<u>556,284</u>	<u>-</u>	<u>19,878,339</u>
Total Restricted funds	<u>20,279,645</u>	<u>16,907,945</u>	<u>(14,878,905)</u>	<u>-</u>	<u>(349,000)</u>	<u>21,959,685</u>
Total funds	<u><u>20,929,081</u></u>	<u><u>17,700,214</u></u>	<u><u>(15,364,777)</u></u>	<u><u>-</u></u>	<u><u>(349,000)</u></u>	<u><u>22,915,518</u></u>

Collective Vision Trust
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Notes to the financial statements
for the year ended 31 August 2025

20. Statement of funds (continued)

Total funds analysis by academy

Fund balances at 31 August 2025 were allocated as follows:

	2025	2024
	£	£
Chesterton Community Sports College	799,478	1,370,272
Churchfields Primary School	379,246	351,669
Chesterton Primary School	423,881	365,550
Crackley Bank Primary School	342,428	296,974
Collective Vision Trust	25,441	19,037
Bursley Academy	414,143	492,429
Hinstock Primary School	25,887	60,918
Cheswardine Nursery & Primary School	78,052	80,330
Woore Primary & Nursery School	91,395	-
	<hr/>	<hr/>
Total before fixed asset funds and pension reserve	2,579,951	3,037,179
Restricted fixed asset fund	20,679,932	19,878,339
	<hr/>	<hr/>
Total	23,259,883	22,915,518
	<hr/> <hr/>	<hr/> <hr/>

Collective Vision Trust
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Notes to the financial statements
for the year ended 31 August 2025

20. Statement of funds (continued)

Total cost analysis by academy

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

	Teaching and educational support staff costs £	Other support staff costs £	Educational supplies £	Other costs excluding depreciation £	Total 2025 £	Total 2024 £
Chesterton Community Sports College	4,453,880	736,922	482,147	1,191,115	6,864,064	6,306,379
Churchfields Primary School	1,723,799	220,919	78,796	371,720	2,395,234	2,280,730
Chesterton Primary School	735,334	242,223	30,827	222,344	1,230,728	1,213,195
Crackley Bank Primary School	916,585	154,635	12,798	223,049	1,307,067	1,318,719
Collective Vision Trust	220,350	242,452	(751)	329,641	791,692	778,622
Bursley Academy	1,582,563	272,487	24,872	357,468	2,237,390	2,035,582
Hinstock Primary School	622,046	77,684	21,067	183,326	904,123	283,634
Cheswardine Nursery & Primary School	366,953	70,110	9,636	76,767	523,466	153,736
Woore Primary & Nursery School	273,727	66,559	17,899	47,433	405,618	-
Academy Trust	10,895,237	2,083,991	677,291	3,002,863	16,659,382	14,370,597

Unallocated amounts of £10,000 (2024: £190,000) relates to LGPS adjustments.

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Notes to the financial statements
for the year ended 31 August 2025

21. Analysis of net assets between funds

Analysis of net assets between funds - current year

	Unrestricted funds 2025 £	Restricted funds 2025 £	Restricted fixed asset funds 2025 £	Total funds 2025 £
Tangible fixed assets	-	-	20,195,792	20,195,792
Current assets	1,020,413	3,004,107	484,140	4,508,660
Creditors due within one year	-	(1,399,248)	-	(1,399,248)
Creditors due in more than one year	-	(45,321)	-	(45,321)
Total	1,020,413	1,559,538	20,679,932	23,259,883

Analysis of net assets between funds - prior year

	Unrestricted funds 2024 £	Restricted funds 2024 £	Restricted fixed asset funds 2024 £	Total funds 2024 £
Tangible fixed assets	-	-	19,683,478	19,683,478
Current assets	955,833	3,504,693	194,861	4,655,387
Creditors due within one year	-	(1,359,116)	-	(1,359,116)
Creditors due in more than one year	-	(64,231)	-	(64,231)
Total	955,833	2,081,346	19,878,339	22,915,518

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Notes to the financial statements
for the year ended 31 August 2025

22. Reconciliation of net income to net cash flow from operating activities

	2025	2024
	£	£
Net income for the year (as per statement of financial activities)	489,365	2,335,437
Adjustments for:		
Depreciation and amortisation charges	1,265,061	1,184,530
Capital grants from DfE and other capital income	(698,382)	(42,839)
Dividends, interest and rents from investments	(605)	(452)
Defined benefit pension scheme obligation inherited	(70,000)	(152,000)
Defined benefit pension scheme cost less contributions payable	(10,000)	(190,000)
Defined benefit pension scheme finance cost	(65,000)	(7,000)
Decrease/(increase) in stocks	796	(544)
Decrease/(increase) in debtors	23,955	(70,061)
Increase/(decrease) in creditors	40,132	(82,338)
Net surplus on assets and liabilities from transfer of an existing academy	(858,425)	(2,687,465)
Net cash provided by operating activities	116,897	287,268

23. Cash flows from financing activities

	2025	2024
	£	£
Repayments of borrowing	(18,910)	(18,910)
Net cash used in financing activities	(18,910)	(18,910)

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Notes to the financial statements
for the year ended 31 August 2025

24. Cash flows from investing activities

	2025	2024
	£	£
Dividends, interest and rents from investments	605	452
Purchase of tangible fixed assets	(1,039,166)	(917,028)
Capital grants from DfE Group	668,036	117,822
Cash received on conversion	120,216	170,101
	<u>(250,309)</u>	<u>(628,653)</u>
Net cash used in investing activities	<u>(250,309)</u>	<u>(628,653)</u>

25. Analysis of cash and cash equivalents

	2025	2024
	£	£
Cash in hand and at bank	3,660,068	3,812,390
	<u>3,660,068</u>	<u>3,812,390</u>
Total cash and cash equivalents	<u>3,660,068</u>	<u>3,812,390</u>

26. Analysis of changes in net debt

	At 1		Other non-	At 31 August
	September	Cash flows	cash changes	2025
	2024	£	£	£
	£	£	£	£
Cash at bank and in hand	3,812,390	(152,322)	-	3,660,068
Debt due within 1 year	(18,910)	18,910	(18,910)	(18,910)
Debt due after 1 year	(64,231)	-	18,910	(45,321)
	<u>3,729,249</u>	<u>(133,412)</u>	<u>-</u>	<u>3,595,837</u>
	<u>3,729,249</u>	<u>(133,412)</u>	<u>-</u>	<u>3,595,837</u>

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Notes to the financial statements
for the year ended 31 August 2025

27. Conversion to an academy trust

On 1 March 2025 Woore Primary and Nursery School converted to academy trust status under the Academies Act 2010 and all the operations and assets and liabilities were transferred to Collective Vision Trust from Shropshire Council for £NIL consideration.

The transfer has been accounted for as a combination that is in substance a gift. The assets and liabilities transferred were valued at their fair value and recognised in the balance sheet under the appropriate heading with a corresponding net amount recognised as a net gain in the statement of financial activities as Income from Donations and Capital Grants - transfer from local authority on conversion.

The following table sets out the fair values of the identifiable assets and liabilities transferred and an analysis of their recognition in the statement of financial activities.

	Unrestricted funds £	Restricted funds £	Restricted fixed asset funds £	Total funds £
Tangible fixed assets				
Leasehold land and buildings	-	-	735,000	735,000
Other tangible fixed assets	-	-	3,209	3,209
Current assets				
Cash - representing budget surplus on LA funds	120,216	-	-	120,216
Pension asset	-	70,000	-	70,000
Net assets	<u>120,216</u>	<u>70,000</u>	<u>738,209</u>	<u>928,425</u>

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Notes to the financial statements
for the year ended 31 August 2025

28. Capital commitments

	2025	2024
	£	£
Contracted for but not provided in these financial statements		
Acquisition of intangible assets	258,737	-

29. Pension commitments

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 Staffordshire County Council and Shropshire Council. Both are multi-employer defined benefit schemes.

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

Contributions amounting to £271,501 were payable to the schemes at 31 August 2025 (2024 - £245,178) and are included within creditors.

Teachers' Pension Scheme

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pension Scheme Regulations 2014. Membership is automatic for full-time teachers in academies. 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.

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Notes to the financial statements
for the year ended 31 August 2025

29. Pension commitments (continued)

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 TPS in the year amounted to £1,618,290 (2024 - £1,268,504).

A copy of the valuation report and supporting documentation is on the Teachers' Pensions website (<https://www.teacherspensions.co.uk/news/employers/2019/04/teachers-pensions-valuation-report.aspx>).

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.

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Notes to the financial statements
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29. Pension commitments (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 contribution made for the year ended 31 August 2025 was £1,089,000 (2024 - £841,000), of which employer's contributions totalled £875,000 (2024 - £684,000) and employees' contributions totalled £214,000 (2024 - £157,000). The agreed contribution rates for future years are 5.5 to 12.5 per cent for employees' and 18.4 - 27.2 per cent for employers.

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.

Principal actuarial assumptions

	2025	2024
	%	%
Rate of increase in salaries	3.20 - 3.85	3.15 - 3.85
Rate of increase for pensions in payment/inflation	2.60 - 2.70	2.65 - 2.70
Discount rate for scheme liabilities	6.05 - 6.20	4.90 - 5.00
Inflation assumption (CPI)	2.50 - 2.70	2.60 - 2.65
Commutation of pensions to lump sums - pre April 2008	50.00	50.00
Commutation of pensions to lump sums - post April 2008	75.00	75.00

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

	2025	2024
	Years	Years
Retiring today		
Males	21.0	20.9
Females	24.2	24.2
Retiring in 20 years		
Males	22.5	22.5
Females	25.4	25.6

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Notes to the financial statements
for the year ended 31 August 2025

29. Pension commitments (continued)

Sensitivity analysis

	2025	2024
	£000	£000
Discount rate +0.1%	(197)	(229)
Discount rate -0.1%	197	229
Mortality assumption - 1 year increase	337	376
Mortality assumption - 1 year decrease	(337)	(376)
CPI rate +0.1%	192	221
CPI rate -0.1%	(92)	(220)
Salary rate +0.1%	11	13
Salary rate -0.1%	(11)	(13)

Share of scheme assets

The Academy Trust's share of the assets in the scheme was:

	At 31 August	At 31 August
	2025	2024
	£	£
Equities	7,846,000	6,940,000
Gilts	3,840,000	3,069,000
Property	977,000	727,000
Cash and other liquid assets	238,000	210,000
Total market value of assets	12,901,000	10,946,000

The actual return on scheme assets was £3,836,000 (2024 - £1,034,496).

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

	2025	2024
	£	£
Current service cost	(639,000)	(494,000)
Interest income	739,000	457,000
Interest cost	(512,000)	(450,000)
Total amount recognised in the Statement of financial activities	(412,000)	(487,000)

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Notes to the financial statements
for the year ended 31 August 2025

29. Pension commitments (continued)

Changes in the present value of the defined benefit obligations were as follows:

	2025	2024
	£	£
At 1 September	9,870,000	8,081,000
Conversion of academy trusts	189,000	838,000
Current service cost	639,000	494,000
Interest cost	512,000	450,000
Employee contributions	214,000	157,000
Actuarial gains	(2,191,000)	(68,000)
Benefits paid	(168,000)	(82,000)
	<u>9,065,000</u>	<u>9,870,000</u>
At 31 August	9,065,000	9,870,000

Changes in the fair value of the Academy Trust's share of scheme assets were as follows:

	2025	2024
	£	£
At 1 September	11,098,000	8,082,000
Conversion of academy trusts	259,000	990,000
Interest income	577,000	457,000
Actuarial gains	202,000	658,000
Employer contributions	719,000	836,000
Employee contributions	214,000	157,000
Benefits paid	(168,000)	(82,000)
	<u>12,901,000</u>	<u>11,098,000</u>
At 31 August	12,901,000	11,098,000

As detailed in note 2, the surplus asset of £3,836,000 (2024- £1,082,000) has not been recognised and the movement in surplus of £2,761,000 (2024 - £1,075,000) has been derecognised during the year.

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Notes to the financial statements
for the year ended 31 August 2025

30. Operating lease commitments

At 31 August 2025 the Academy Trust had commitments to make future minimum lease payments under non-cancellable operating leases as follows:

	2025	2024
	£	£
Not later than 1 year	51,682	40,984
Later than 1 year and not later than 5 years	120,277	120,797
Later than 5 years	9,130	9,130
	<u>181,089</u>	<u>170,911</u>

31. Other financial commitments

At the 31 August 2025 the Academy Trust had commitments under non-cancellable contracts as follows:

	2025	2024
	£	£
Within 1 year	686,629	616,470
Between 2 and 5 years	2,059,888	2,465,881
Over 5 years	-	-
	<u>2,746,517</u>	<u>3,082,351</u>

32. 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.

Collective Vision Trust

(A company limited by guarantee)

**Notes to the financial statements
for the year ended 31 August 2025**

33. 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. All transactions involving such organisations are conducted in accordance with the requirements of the Academy Trust Handbook, including notifying the DfE of all transactions made on or after 1 April 2019 and obtaining their approval where required, and with the Academy Trust's financial regulations and normal procurement procedures relating to connected and related party transactions.

No related party transactions took place in the period of accounts, other than certain trustees' remuneration and expenses already disclosed in the notes to the financial statements.

The Chair of The Board of Trustees, S Gribbin, is the wife of G Gribbin and mother of D Gribbin, both employees of the Trust. G Gribbin and D Gribbin are both paid within the normal pay scale for their roles and S Gribbin takes no part in discussions around performance and pay of the individuals and they therefore receive no special treatment as a result of their relationship to a trustee.

The member of senior management, R Swindells, is the brother of H Jones, who is an employee of the Trust. H Jones is paid within the normal pay scale for her role and R Swindells takes no part in discussions around performance and pay of the individual and they therefore receive no special treatment as a result of their relationship to senior management.

The member of senior management, D Skupham, is the wife of J Skupham, who is an employee of the Trust. J Skupham is paid within the normal pay scale for his role and D Skupham takes no part in discussions around performance and pay of the individual and they therefore receive no special treatment as a result of their relationship to senior management.

The member of senior management, S Melvin, is the sister in law of K Melvin, who is an employee of the Trust. K Melvin is paid within the normal pay scale for her role and S Melvin takes no part in discussions around performance and pay of the individual and they therefore receive no special treatment as a result of their relationship to senior management.

No other related party transactions took place in the period of account, other than those detailed in note 12 of these financial statements.