Company Registration Number: 08077289 (England & Wales)

WOODLANDS ACADEMY OF LEARNING

(A company limited by guarantee)

ANNUAL REPORT AND FINANCIAL STATEMENTS

FOR THE YEAR ENDED 31 AUGUST 2025

Feltons
Charted Accountants
Birmingham
B1 3JR

WOODLANDS ACADEMY OF LEARNING

(A company limited by guarantee)

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WOODLANDS ACADEMY OF LEARNING
(A company limited by guarantee)

REFERENCE AND ADMINISTRATIVE DETAILS

Members	Mr R Enyon Mrs L Lowe Mr M Reid Mr D Wills Mr I Whitehouse (appointed 2 December 2023)
Trustees	Miss C Bate (resigned 11 March 2025) Miss E Bate, Parent trustee Miss K Glanville, Community Trustee Mrs J Graham, Staff Trustee Mrs J Jackson, Staff Trustee Mr R Lawrence, (Chair) Community trustee Mrs M McGrath, LA Trustee Mrs T Newton, Headteacher / Accounting Officer Mr S Simpson, Co-opted Trustee Mrs D Sims, Co-opted Trustee Mrs K Sohal (appointed 12 June 2025) Mrs S Spriggs, Community Trustee Mr J Whitehouse, Community Trustee
Company registered number	08077289
Company name	Woodlands Academy of Learning
Principal and registered office	Bloxwich Road North Willenhall West Midlands WV12 5PR
Company secretary	Miss E Lane (Services 4 Schools)
Senior management team	Mrs T Newton, Headteacher Mrs C Macpherson, Deputy Headteacher Mrs L Garcha, Assistant Headteacher Mrs J Jackson, Assistant Headteacher Miss K Evans, Assistant Headteacher Mrs V Baker, Finance & Operations Lead
Independent auditors	Feltons 8 Sovereign Court 8 Graham Street Birmingham B1 3JR
Bankers	Lloyds Bank 41 Market Street Stoke on Trent ST13 1BN

REFERENCE AND ADMINISTRATIVE DETAILS (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2025

Solicitors	Browne Jacobson Victoria Square House Victoria Square Birmingham B2 4BU

TRUSTEES' REPORT
FOR THE YEAR ENDED 31 AUGUST 2025

The trustees present their annual report together with the financial statements and auditor's report of the charitable company for the period 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 academy trust operates an academy for pupils aged 3 to 11 serving a catchment area in Walsall, West Midlands. It has a pupil capacity of 472 and had a roll of 438 in the school census on 2nd October 2025.

Structure, governance and management

a. Constitution

The academy trust is a company limited by guarantee and an exempt charity. The charitable company's memorandum and articles of association are the primary governing documents of the academy trust. The trustees of Woodlands Academy of Learning are also the directors of the charitable company for the purposes of company law. The charitable company operates as Woodlands Academy of Learning.

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 has purchased insurance to protect trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business. The insurance provides cover up to £5,000,000 on any one claim.

d. Method of recruitment and appointment or election of Trustees

The trust appointed trustee is appointed by the Members of the trust.

Community and Co-opted trustees may be appointed by the board of trustees provided that the person who is appointed as a community trustee is:

- a person who lives or works in the community served by the academy; or
- a person who, in the opinion of the board of trustees, is committed to the government and success of the academy.

Staff Trustees are elected by employees of the academy trust.

The trustee post is advertised on the staff board and verbally advertised at staff briefing. A staff member indicates to the Headteacher that they would like to stand for the post. If there is more than one candidate, then all employees of the Academy are invited to vote through a ballot for their preferred candidate. The candidate with the most votes is elected as Staff Trustee.

Parent trustees are elected by the parents of registered pupils at the academy. A parent trustee must be a parent of a pupil at the academy at the time when she/he is elected.

Structure, governance and management (continued)

e. Policies adopted for the induction and training of Trustees

The board of trustees work with Services for schools, Walsall governor services and the National Governor Association to provide training, advice and support to the board of trustees.

Newly elected trustees attend induction training for new trustees, and in addition select specific training provided by trustee support in accordance with their needs.

One of the trustees is appointed as link trustee, attends relevant training and provides information to trustees following such training.

The headteacher is the leader for professional development in school, and she ensures that trustees are provided with opportunities to receive training in accordance with their role, and the school's training plan.

f. Organisational structure

The board of trustees has established committees and appoints trustees to serve on each of the committees annually. The committees for the period of the report were:

- Finance, Staffing and Buildings (Audit and Risk)
- Curriculum and Standards
- Head Teacher Performance Management
- Governors Leadership and Development
- Staff and Pupil Discipline

The written terms of reference of the committees include the monitoring of the preparation and management of the academy's budget and implementation of the academy's financial management policies, including risk assessment.

The board of trustees also appoints an internal auditor and this role has been fully implemented in accordance with the academy trust's financial procedures.

Decisions relating to appointment of senior staff (Assistant Head and above) are reserved for the board of trustees, Headteacher and identified member of the SLT. Those responsibilities delegated to management include day to day organisation of the academy and appointment of staff other than Assistant Head and above.

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

Pay and remuneration decisions for key management personnel are undertaken by FSB Committee annually.

Structure, governance and management (continued)

h. Related parties and other connected charities and organisations

- *Walsall LA*
- *Member of two clusters in Walsall*
- *School Direct Training Providers*
- *Elite Health and Safety in Education*
- *Concept Education*
- *Principle HR Services*
- *Feltons Auditors*
- *Services for Schools*
- PF Attendance & Welfare Support

Objectives and activities

a. Objects and aims

The strategic goal of Woodlands Academy of Learning is to provide a broad and balanced curriculum to all pupils in accordance with the funding agreement between the academy trust and the Department for Education.

b. Objectives, strategies and activities

Long Term Vision for Woodlands Academy of Learning

Trust Development
Woodlands mission statement 'Everyone thriving, learning and succeeding' is the golden thread that weaves through Woodlands. Woodlands continually strives to provide outstanding provision through strong leadership based on accurate self-evaluation, and by working in collaboration with other educational establishments in order to impact positively on the education of children at Woodlands and beyond.

Educational outcomes and provision
Every member of the Woodlands family needs to feel happy, secure and confident so that they can flourish in all aspects of their development.

We are committed to ensuring that every child leaves Woodlands with a love of learning and is well prepared for their next steps. Every child is a unique person and we will go above and beyond to meet their needs, in order to ensure that no child is left behind and that each young person can make the accelerated progress they are capable of.

Teaching and learning at Woodlands is an ambitious journey of discovery and excitement, a journey that extends beyond the classroom to equip every child with the academic skills, knowledge and values that will enable them to achieve their aspirations and be a valued citizen in our global community.

Key stakeholder experience
The contribution of every member of the Woodlands family is valued and essential in the pursuit of outstanding provision. Passionate, and committed staff work in partnership with families and the wider community to enable every child to thrive.

Woodlands is committed to ensuring every staff member continues to develop their skills and expertise in a supportive climate where well-being is central, so that our team are well equipped to meet the increasing and complex needs of children in the Trust.

Objectives and activities (continued)

Environment, facilities and resources
To conduct the Trust's business in accordance with the highest standards of integrity, probity and openness.

Every child is entitled to the best education and so Woodlands will ensure that the environment and resource management will continue to meet the evolving needs of the curriculum and the ever changing needs of the children, in order to secure the best provision and the most opportunities for our children and families.

The main objectives for the year are:

<u>Priority One</u>: **Introduction of adaptive teaching and learning**

1.1 Total communication system introduced across the school (Makaton and widgets)
Whole school training in Makaton
Purchase of Imprint for all whole school (access from home for workload)
Whole school agreement on consistent use of widgets

1.2 Professional development – greater understanding of neurodiversity and the barriers these children face (PINS Project)
Audit of need and identification of specific focus
Training sessions on specific need identified, sharing adaptive strategies
Monitoring of implementation of strategies

1.3 Developing a tool kit of adaptive strategies to meet need
Develop a tool kit of most used strategies for SEND areas of need eg dyslexia
Check Ins to focus on implementation of adaptive strategies

1.4 Consistent processes for SEND across the Academy
Specific teacher planning for high needs in class by adapting the curriculum onto the new proforma so accessible for support / covering staff
Updated pupil profiles for every child on SEND register
SEND information easily available in purple folders in learning rooms
Adapted ILP format in response to staff voice
Monitoring to ensure accurate implementation of new processes

1.5 Developing High Need Provision: The Treehouse including development of the curriculum and assessment processes
Develop The Treehouse environment to meet children's needs, including outdoor space
Develop a 'timetable' to meet high needs across the Academy
Develop curriculum provision in The Treehouse, that is aligned with ARE and personalised need that is clearly sequenced with a high level of ambition for our children.
Develop effective communication systems between the hub and the ARE classroom so there is a clear partnership
Establish rigorous assessment systems to track progress, inform planning and set termly targets

1.6 Meet S&L needs, particularly in EYFS
Identify a lead person
Training for the lead person
Develop an approach to meet S&L needs

Objectives and activities (continued)

Priority Two: Closing the attainment gap for our disadvantaged children in the core subjects

1.1 Know who the disadvantaged children are
1.2 Identify specific target children in every class and link to Performance Management
1.3 Understand their barriers to learning
1.4 Sharp focus on what children need to learn – learning plans
1.5 Implement adaptive strategies to enable accelerated progress
1.6 Protected intervention time
1.7 Half termly tracking and analysis of progress

Priority Three: Subject Leaders to ensure that the curriculum is coherently sequenced in their subject. Leaders ensure that there is suitable progression of knowledge and skills to enable pupils to successfully build on their learning. (Ofsted Objective)

1.1 Complete review essential learning in subjects not undertaken
1.2 Develop assessment records as a continuous journey to track progress of children in the foundation curriculum
1.3 Review and write the geography curriculum ensuring progression and sequencing
1.4 Complete the history curriculum learning journeys ensuring progression and sequencing
1.5 Subject Leaders check progression in the curriculum for sequencing the learning of knowledge and skills
1.6 To create graphic boards for high needs children
1.7 Monitoring of the implementation of the WACI curriculum to ensure quality of provision
1.8 Update Subject Policies to reflect the recent changes in the curriculum

Priority Four: Implement a new approach to writing that will inspire and enthuse children and staff whilst enabling pupil progress

1.1 Explore I'm a clever writer
1.2 Plan an overview timetable for the year
1.3 Reception training in I'm a clever writer
1.4 Whole school training in I'm a Clever Writer
1.5 Consultants working with every year group to write their curriculum map
1.6 Purchase new class texts as required
1.7 Launch implementation of new writing scheme
1.8 Monitor implementation of new scheme
1.9 Update curriculum map ready for September 2026

Other Key Actions for 2025 – 2026

- Write and launch 11 by 11 (link to British Values, Character development, Cultural Capital and life skills)
- Familiarisation and self-evaluation against the new Ofsted Framework
- New boilers to be installed
- Website to be transferred to new company – re-built
- VR Headsets
- Introduce higher safety measure for access into school
- New members of staff to become familiar with Woodlands policies and processes
- Development of KS2 playground quiet area

Objectives and activities (continued)

The strategies for achieving these objectives are:

- A carefully planned School Improvement Plan
- Development of school priorities mapped into the school calendar
- Budget planned in accordance with the priorities
- Appraisal objectives linked to school priorities
- Distributed Leadership

Significant activities over the past year have been:

Priority One: Introduction of adaptive teaching and learning
Significant change to the teaching and learning approach. Moving away from differentiation towards adaptive strategies. This priority has been approached through professional development sessions and through personal development in staff appraisal objectives.

Progress made:

- Definition of adaptive teaching and understanding how this approach is different to differentiation
- Focus on implementation in writing and moving towards maths
- Stop using the chilli challenges – complete change in approach and language
- Understanding how adaptive teaching is illustrated within a lesson and how to plan for adaptive teaching: prior to the lesson and in the moment adaptations.
- Every teacher at a different stage in their understanding and in their practice.Therefore teachers undertook a KISS personalised plan linked to their PM objective
    - **Keep**
    - **Implement**
    - **Stop**
    - **Start**
- Developing a whole school tool kit of adaptive strategies that could be utilised to enable progress in each subject
- Developed a whole school 'language' for teaching and learning
- Combine adaptive practice with principles of Rosenshine to create new teaching and learning policy
- Teachers reviewed the learning environment to enable children to adapt and be independent learners

Priority Two: To raise attainment percentage in every class by six children in writing

- Worked with Teachers to identify the barriers to writing. This resulted in a recognition that children had gaps in the basics of writing and therefore cumulative disfluency as they moved through school.
- KS2 'The Write Plan' scheme of learning written to address the 'gaps' and support teacher knowledge. Y3 to Y5 children grouped according to need, two lessons per week when children across Y3 to Y5 taught in a mixed group. Children and staff initially enjoyed this approach but as time went on it became a struggle to fit all areas of the curriculum in and staff felt the pressure because they had less English lessons to teach the curriculum. Impact was varied.
- Handwriting lead led scheme of learning. Daily handwriting lessons implementing Pen Pals across the academy.
- Reception and Y1 continues to have writing as high focus on their timetable alongside RWI.
- English lead was released every Friday afternoon to work in learning rooms with teachers. To model, coach, observe and advise.
- Performance Management Objective for Teachers and TAS – focus on a small group of target children to accelerate their progress.

Objectives and activities (continued)

- Claire Hubbard (external consultant) worked with every year group for half a day to focus on the target children that were working just below age related expectations to advise on next steps.
- Fundraising for VR Headsets to provide immersive experiences and stimulate the imagination (5 headsets and software £2,500) £3,300 raised

Overall Impact on writing results
- Results in Year 6 were strong. Year 6 were also externally moderated in writing
- Internal moderation revealed continuation of 'gaps' that affected overall end of year judgments. Gaps in the basic skills brought down the teacher end of year judgements in some year groups

	Attainment		
	At	GD	ARE +
Rec	64%	0%	64%
Y1	73%	5%	78%
Y2	40%	4%	44%
Y3	56%	5%	61%
Y4	48%	5%	53%
Y5	29%	5%	34%
Y6	66%	12%	78%

Priority Three: Overcoming the curve
- Flashbacks have become part of Woodlands lesson structure – revisiting previous learning (last week, last month, last year) Ebbinghaus theory 'The Curve of Forgetting' demonstrates that the more essential learning is revisited the greater chance of a learner remembering.
- Lightbulb Learning has been revisited and revised further so absolutely essential learning /vocabulary is listed - what do we want our children to remember?
- Subject Leaders have worked to reduce their schemes of work from 6 lessons to 5 lessons to build in 'revisiting / embedding time' for remembering essential learning
- Promotion of active learners utilising Isabella Wallace strategies – revisited September 25. Led by year groups
- Assessment tracking of progress for every child in every subject area had s been developed and launched September 2025.

Other significant activities include:
- **Creation of a SEND hub – The Treehouse.**
  - o Influx of children with high needs September 2024 – how do we meet these children's needs and support staff wellbeing?
  - o Treehouse was explored, practice in other setting researched, planned and opened February 2025
- **Maths**
  - o Maths Lead on maternity.
  - o Temporary maths lead undertook and successfully completed NPG in Maths Leadership

Objectives and activities (continued)

- **RWI**
  - Continued Oxford RWI support in homogenous groups
  - RWI training for staff – speed sounds and teaching of the text in October
  - RWI training in Sept by BS on texts
  - High focus on interventions / tutoring
    - Lowest 20% 1:1 5 minutes
    - Next 20% Group 10-15 minutes
  - RWI – cycle of renewal for resources. Home readers, paper and hardback Non-fiction in colours

- **Explore and Discovery week: A World of pure Imagination!**
  - A World of Pure Imagination that is limitless, sparking imagination and creativity
  - Open ended, teacher and children plan together – led by children's interests
  - Link to cultural capital and other foundation subjects
  - Link to school value enjoyment and laughter

- **Assessment**
  - Change from classroom monitor to Arbor for assessment tracking
  - Greater analysis of GL reading assessments to inform teaching

- **Monitoring Changes**
  - A move away from lesson observations and introduction of check ins
    - Unknown classroom visits on a more regular basis in order to remove stress and worry for staff whilst also providing a more realistic observation for subject leads
    - Weekly release time for core subject leads
    - Recording summaries are briefer, save time and to the point. Three positives and one next step for staff to act on
  - Termly Book Looks in core subjects from Nursery to Y6
  - Coaching and modelling in the teaching of writing
    - English lead released weekly to work in a year group / two classes during their extended write sessions

Workload and wellbeing

- Continues to be high focus and considered alongside development of the Academy, some examples listed below
- New from the National Agenda for Workload written into Teacher's Pay and Conditions Document: PPA should be taken in one block and staff are allowed to go off site. This has been the case at Woodlands for a long time.
- Listening sessions across two days undertaken in January, when everyone in the education team met with wellbeing lead to share their thoughts regarding key questions and anything else they want to raise.
- PD day for report writing summer 1
- School is closed over the summer holidays due to building works. Therefore we opened school later on some evenings and on a Sunday for staff
- PD day for subject leader work – again staff can choose when this work is undertaken and so can use the last day in school to set up their learning rooms
- Release time is provided for tasks that need undertaking eg pupil premium report
- PD day on Friday 20th December – accrued time from longer PD sessions. Date chosen by staff
- Flu injections took place in school – 28 members of staff took advantage of this
- PDs for school events
- A move away from formal lesson observations – Check Ins

Objectives and activities (continued)

Pupil Premium Children (Disadvantaged)

- The gap has been further widened, so need to focus on these children.
- Introduction of half termly tracking undertaken by Phase Leaders
- Performance Management objective linked to raising attainment of children in writing

Other

- Further develop the role of phase leaders in standards of teaching and learning (Assessment, Performance Management, on track with priorities, behaviour link)
- Developing EAL toolkit for children who arrive with no or limited English
- Pupil questionnaire undertaken end of year in 2024
- Parent Questionnaire October 2024
- Installation of new screen and new speakers in the hall
- TV Screens have been installed in the Treehouse and Purple Room so that staff can attach their laptops
- A chimney was removed and tiles repaired above Y6 to stop the leaking roof
- Emphasis on development of and training in the Smart Response policy (encompassing lockdown, bomb threat and fire evacuation) for staff and Critical Incident Team
- Chubb installed a further 13 cameras as part of the CCTV system.
- CIF bid was successful for the new boilers – programme of work to be undertaken during the summer break and into the autumn term 25
- Music company, Create Music, working in Oak Phase on a Tuesday. Delivering ukulele lessons to Y5 and Y6. Plus, offering guitar / ukulele lessons for KS2 for a cost.
- Walsall initiative – Miss Roberts and Mrs Gill trained in how to teach children to ride a bicycle. Plus, Woodlands have received new balance bikes and helmets to support this initiative
- Fresh start for KS2 chn struggling with decoding and fluent reading implemented
- World Book day very successful in March 25. Whole school text – children enjoyed the alien invasion!
- External Billies Moderation, year groups working together to compare standards and provision in maths and writing, two sessions for each subject
- Price Leader training. Price core group of staff trained
- Loudmouth workshop for KS2
- External Challenge and Support provided by Andrew Pilmore (DRB) Bogusia (SIP) Helen Owens (Maths) Claire Hubbard (English)
- Pastoral supervision by Matt Sparling undertaken every half term
- Attendance for the school increased and number of PAs reduced. Both better than the National picture
- Woodland's Governor Conference in November 24 focus on developing the vision and mission statement.
- Appointed a new parent governor
- Link Governor meetings undertaken

c. Public benefit

In setting our objectives and planning our activities the trustees have carefully considered the Charity Commission's general guidance on public benefit.

Woodlands Academy of Learning is an equal opportunity employer, and strives to give full and fair consideration to all applicants for employment, training and promotions, irrespective of disability, gender, race, colour or sexual orientation.

Strategic report

Achievements and performance

Developing the teaching and learning approach through adoption of adaptive practice and a move from differentiation was the key theme of the year. Greater emphasis was placed on staff personal development through Performance Management and the introduction of personal development plans in developing knowledge and skills.

The previous year's theme of 'Less is more' continued in the development of the foundation curriculum as staff reduced the curriculum and reviewed the essential learning. This enabled a sharp focus on pupil tracking across the curriculum against the essential learning.

Continued focus on the development of writing identified cumulative disfluency as gaps in learning prevented children from attaining age related expectations in KS2. The 'Write Plan' was an intervention programme for all children in Y3 to Y6 to address the gaps. Further analysis revealed a different approach is required.

Consideration of workload and wellbeing lies at the heart of all curriculum development.

Standards were generally in line or above the National; maintained at KS2 exit, above National in phonics and a rise in the multiplication check but there was a dip in Reception exit due to a cohort of high and complex needs.

Attendance levels also rose and were above National, but we continue to focus on this area.

a. Key performance indicators

Ofsted Inspection Date: 19/04/2013

- Outcome Overall Inspection 2
- Achievement of pupils 2
- Quality of teaching 2
- Behaviour and safety of pupils 2
- Leadership and management 2

Ofsted Short Inspection Date: 11/07/2017

- The school is judged to continue to be good

Ofsted Inspection Date: 13&14/03/2023

- Overall effectiveness Good
- The quality of education Good
- Behaviour and attitudes Good
- Personal development Good
- Leadership and management Good
- Early years provision Good

Strategic report (continued)

Achievements and performance (continued)

Roll and Admissions

	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	total
Autumn 25	32	60	55	60	55	61	61	58	442

Attendance

	% of sessions missed due to absence	Overall attendance	Unauthorised absence	Authorised absence	Persistent Absence below 90%
2021 - 2022	7.13	92.87	2.60	4.55	17.5
2022 - 2023	6.5	93.5	2.6	3.9	17.2
2023 – 2024	5.2	94.7	1.8	3.4	11.3
2024 - 2025	4.8	95.16	1.5	3.8	8.6

Results Overview 2025

Reception Exit	2022	2023	2024	2025
Children at GLD	63%	64%	72%	65%

Phonic Check	2022	2023	2024	2025
Year 1	71%	81%	92%	97%
Year 2	87%	95%	90%	93%

Multiplication Check Y4	NA	2023	2024	2025
Score of 25/25		28%	12%	29%
Score of 20+		67%	57%	77%

KS2	ARE+ (At or above benchmark)	Children working at "Greater Depth"	Progress Score
R,W,M Combined	69%	3%	
Reading	80%	29%	NA
Writing	78%	12%	NA
Maths	85%	27%	NA
EGPS	80%	35%	

Strategic report (continued)

Achievements and performance (continued)

- Direct costs as a percentage of total costs were 75% (2024 : 75.6%)
- Support costs as a percentage of total costs were 25% (2024 : 24.4%)
- Total payroll costs as a percentage of recurring income were 78.5% (2024 : 82.3%)

b. Going concern

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

Financial review

The financial results of Woodlands Academy of Learning are detailed in the following pages. It is considered that the finances are sound and well established. The principal financial management policies adopted are laid down by the Academy Trust Handbook published by the DfE and requirements as laid down by the Academy's Financial Handbook.

The principal funding source is grant income from the DfE. All expenditure of this grant income is planned to fulfil the objectives and strategies of the Academy.

During the year ended 31 August 2025 total resources expended were £2,992,475 and the surplus of expenditure over income was £107,601 which included depreciation of £77,279.

a. Reserves policy

The trustees continually monitor the reserves of the charitable company. This process encompasses the nature of income and expenditure streams and the need to match commitments with income and nature of reserves.

It is the board of trustees' general policy to continue to build reserves which can be used for future educational purposes.

The academy had total funds at 31 August 2025 of £2,776,022 which included £119,621 restricted funds not available for general purposes of the academy trust, £324,742 of free reserves defined as unrestricted funds available for general purposes and £2,331,659 which can only be realised by the disposal of tangible fixed assets.

The balance on restricted general funds (excluding pension reserve) plus the balance on unrestricted funds was a surplus of £444,363.

b. Investment policy

There are no investments held by the academy.

c. Principal risks and uncertainties

The trustees have considered the major risks and uncertainties facing the charitable company which include changes in legislation and regulations and cash flow management and have put in place procedures to deal with these matters.

Attention has also been focused on non-financial risks arising from fire, health and safety which includes consideration of those risks impacting on trustees' responsibilities to ensure the trust's estate is safe, well maintained and complies with relevant regulations. These risks are managed by ensuring accreditation is up to date, having robust policies in place, and regular awareness training for staff working in these operational areas.

Fundraising

The academy trust does not use any external fundraisers.

When fundraising, Woodlands Academy of Learning ensures that there is transparency throughout the whole process. From the start we make it clear what the funds raised are to be used for e.g. new playground equipment, or for an external charity (such as Children in Need). Funds raised are recorded on the financial system and there is a clear trail showing all income and related expenditure for purchases or where funds are forwarded to the relevant external charity.

In line with the (Protection and Social Investment) Act 2016 a trustee of Woodlands Academy of Learning would have an automatic disqualification where there has been:

- a conviction for:
  - various offences under counter-terrorism legislation;
  - money-laundering offences;
  - offences under the Bribery Act 2010;
  - misconduct in public office, perjury, and perverting the course of justice;
  - attempting, aiding, or abetting these offences;
- contempt of court;
- being designated under terrorist asset-freezing legislation; and
- being on the sex offenders register.

Plans for future periods

We were given a grade of "good" for all areas in the 2023 Ofsted inspection.

Next steps for the school identified during the Ofsted inspection of 2023

- Leaders have not ensured that the curriculum is coherently sequenced in some subjects. As a result, pupils do not build on their knowledge successfully from one year to the next. Leaders should ensure that there is suitable progression of knowledge and skills in all subjects to enable pupils to successfully build on their learning in all subjects.
- Some staff express concerns about workload. This impacts on staff's well-being. Leaders should ensure that they are realistic and constructive in the way that they manage the workload of staff.

Ofsted and self-evaluation identified the following key issues for 2025 - 2026

- Emphasis on Inclusion and meeting children's needs in The Treehouse and across the Academy: Develop adaptive strategies for specific SEND needs, including neuro-divergent needs.
- Close the gap for disadvantaged children
- Continue to increase outcomes for all children but particularly in writing across the Academy

Plans for future periods (continued)

- Continue to have a high focus on the management of workload to impact positively on staff emotional wellbeing
- Ensure every subject is sequenced coherently from Nursery to Y6
- Continued high priority on provision in phonics and reading.
- Continued involvement with Pixl
- To increase the percentage of attendance for all children but particularly for vulnerable groups

How are we going to achieve these recommendations?

- A detailed School Improvement Plan linked to the budget that lists actions to be undertaken in order to ensure the above.
- Continuing Professional Development (CPD) - weekly CPD meetings and the five CPD days throughout the year, linked to needs as identified in the SIP and through appraisal discussions.
- Staff appraisal, identifying staff needs for development and support, and identified school needs.

Funds held as custodian on behalf of others

There are no funds held as Custodian Trustee on behalf of others.

Auditors

Insofar as the Trustees are aware :

- there is no relevant audit information of which the charitable company's auditor is unaware; and
- the trustees have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is 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 4 December 2025 and signed on its behalf by:

R. F. Lawrence.

Mr R Lawrence
Chair of Trustees

GOVERNANCE STATEMENT

Scope of responsibility

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

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

The Board of Trustees has delegated the day-to-day responsibility to the headteacher, 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 Woodlands Academy of Learning 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 Board of Trustees has formally met 4 times during the year.

Attendance during the year at meetings of the Board of Trustees was as follows:

Trustee	Meetings attended	Out of a possible
Miss C Bate, Community Trustee	2	2
Miss E Bate, Parent trustee	2	4
Miss K Glanville, Community Trustee	3	4
Mrs J Graham, Trust Appointed	4	4
Mrs J Jackson, Staff Trustee	2	4
Mr R Lawrence, (Chair) Community trustee	4	4
Mrs M McGrath, LA Trustee	3	4
Mrs T Newton, Headteacher / Accounting Officer	4	4
Mr S Simpson, Co-opted Trustee	3	4
Mrs D Sims, Co-opted Trustee	3	4
Mrs K Sohal	1	1
Mrs S Spriggs, Community Trustee	4	4
Mr J Whitehouse, Community Trustee	2	4

Conflicts of interest

The board maintains an up-to-date and complete register of interests, this information on the register is published on the academy's website and is referred to when considering new suppliers for goods and services. Where there is an item on the agenda in which board member has a conflict of interest, they declare this at the start of the meeting and withdraw for that part.

Meetings

To ensure continued effective oversight of the academy there are also two sub committees, these are the Finance (Audit), Staffing and Buildings committee and the Curriculum and Standards committee. Each of these sub-committees formally meet 3 times per year.

The board also have a GLD group (Governance Leadership and Development), this consists of the Chair and Vice Chair of the board, the Chair and Vice Chair of each committee and also the Headteacher, Deputy Head and Finance Officer.

Governance (continued)

Governance review

An external review of governance was undertaken during the summer term of 2024. Key findings are as follows:

1) **Strategic leadership**
   a) Strategic plan to be developed.
   b) Detailed school improvement plans enable trustees to have a clear understanding of the school's development priorities and the progress against these.
   c) The SDP and SEF provide clear and accurate reflections of all areas of school performance.
   d) Trustees have access to the views of pupils, parents, and staff.
   e) There is a live risk register with evidence of regular review.
   f) Minutes of meetings show that board business has a focus on strategic aims and key trust priorities.

2) **Accountability**
   a) The trustees are provided with a wide range of quality information from school leaders.
   b) The trust has robust performance management processes in place.
   c) Where challenge questions were asked, they tended to be of an operational rather than strategic nature.
   d) The agendas for some meetings to avoid duplication of reporting, and to ensure that actions from previous meetings are followed up.
   e) There is a positive and constructive relationship between leaders and trustees that facilitates an open discussion on any topics raised.
   f) The board makes good use of external advisers and trustees are welcoming of their recommendations for improvement.

3) **People**
   a) Skills audits are issued; however, the governance professional has not been involved with using the resulting analysis to inform training, development, recruitment, and succession planning.
   b) There is a process in place for a review of the trust chair's performance at present. The board would benefit from using the governance professional to support them with this process.
   c) There are not usually other candidates for the annual election of the chair and vice chair. The board would therefore benefit from developing a succession plan
   d) The governance professional provides a good level of support for the board.
   e) School leaders and trustees work together as an effective team.

4) **Structures**
   a) The headteacher is a trustee. Two members are also trustees. The board may wish to keep the DfE preference for separation of roles under consideration in line with the Academy Trust Handbook and DfE Academy Governance Guide.
   b) The size and composition of the board and committees is kept under regular review. When next reviewing membership, the board will need to consider the position of employees who are also trustees.
   c) There are clear terms of reference in place for each committee.
   d) The trust board conducts the performance review of the headteacher with support from an external consultant.
   e) The board ensures that relevant meetings are timed to coincide with key milestones, such as the publication of Ofsted IDSR, pupil progress reviews, lesson observations etc.
   f) At the self-evaluation session I attended, newer trustees noted that they had been inducted effectively.

GOVERNANCE STATEMENT (CONTINUED)

Governance (continued)

5) **Compliance**
   a) The governance information on Governorhub, GIAS, Companies House and the school website is correct and up to date. Governorhub could be utilised more effectively.
   b) The board has a policy review schedule in place.
   c) Whilst there is evidence that safeguarding is discussed by the board, evidence of discussion of safeguarding is limited.
   d) There is an appropriate process in place for staff appraisal.

6) **Evaluation**
   a) Through a review of minutes and attendance at meetings, the reviewer found evidence that trustees are evaluative of the impact of their decisions.
   b) Trustees have taken on board the feedback from external advisors, auditors and inspectors to reflect on the current strengths and areas of development for the trust.
   c) The board has previously carried out a self-evaluation exercise and has previously commissioned an external review of governance.
   d) Trustees have access to ongoing training and development via Walsall LA and NGA Learning Link membership.

Governance (continued)

Following the external review the current action plan has been devised by the Board:

REVIEW RECOMMENDATIONS	ACTIONS REQUIRED
Summary of key recommendations: 1) **Recommendations regarding strategic direction** a) The trustees would benefit from establishing a five-year strategic plan for the academy, inclusive of growth strategy, in consideration of their current and future capacity and financial capability.	Develop a five-year strategic plan
2) **Recommendations regarding roles and responsibilities** a) Trustees would benefit from reviewing meeting agendas to make better use of time. The board would also benefit from asking relevant questions in response to headteacher's report and safeguarding reports to help stimulate discussion within meetings.	Review agendas – avoid duplication Improve questioning
b) To complete a skills audit and gap analysis with support from the governance professional. This should then be used to inform recruitment, succession planning and to establish a training and development plan.	Complete skills audit with help of governance professional and use to inform recruitment, succession planning and training needs
c) With support from the governance professional, carry out an annual review of the chair's performance.	Annual review of the chair's performance with support of governance professional
d) The board will need to consider the position of employees who are also trustees.	Review position of employees as trustees
3) **Recommendations regarding compliance** a) The academy's 2012 articles of association would benefit from review in line with the current June 2021 version.	Update articles of association
b) To review agenda setting with the governance professional to avoid any duplication of reporting.	Review agendas – avoid duplication
c) Governorhub usage could be improved upon to record governor training and compliance	Improve effectiveness of use of GovernorHub
4) **Recommendations regarding succession planning.** To develop a succession plan. Having different governors take on the chair's role also means that the board will benefit from a variety of perspectives and leadership styles. Promoting a greater range of voices can also make the board more representative of the wider community. The board could possibly align the chair's length of service with the school's strategic plan, for more focused strategic leadership.	Develop a succession plan

Governance (continued)

The trust intends to conduct its next self-evaluation/external review in 2025/2026.

The **Finance, Staffing and Buildings (Audit and Risk) committee** is a sub-committee of the main board of trustees. Its purpose is to look at – financial management, staffing, effective use of resources, challenging plans for improvement, determining best value and strategic infrastructure plans.

Attendance during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
Mr R Lawrence - (Chair) Community Trustee	3	3
Mrs T Newton - Headteacher/Accounting Officer	2	3
Mrs M McGrath - LA Trustee	1	3
Mrs S Simpson - Co-opted Trustee	3	3
Mrs D Sims - Co-opted Trustee	3	3
Mr J Whitehouse - Community Trustee	1	3

Review of value for money

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

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

Ensuring that services are delivered in the most economical, efficient and effective way, within available resources, and with independent validation of performance achieved wherever practicable. The office manager and finance officer are responsible for ensuring procedures are in place for testing the market, placing orders and paying for goods and services by following the general principles of:

Probity – an approach to all interested parties in the disclosure of information that lends itself to necessary scrutiny.

Accountability – the process whereby individuals are responsible for their actions and decisions.

Fairness – that all those dealt with by the Academy are dealt with on a fair and equitable basis.

The pursuit of minor improvements or savings is not cost effective if the administration involves substantial time or costs. Time wasted on minor improvements or savings can also distract management from more important or valuable areas..

The purpose of the system of internal control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can, therefore, only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on-going process designed to identify and prioritise the risks to the achievement of Academy 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 Woodlands Academy of Learning 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 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'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'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 and General Purposes 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
- identification and management of risks

The Board of Trustees has decided to buy-in an internal audit service from Services for Schools

Their role includes giving advice on financial matters and performing a range of checks on the academy trust's financial systems twice during the year (Spring and Summer terms). In particular the checks carried out in the current period included:

- testing of payroll systems
- testing of purchase systems
- testing of control accounts / bank reconciliations
- reviewing processes against the systems detailed in the Academies Financial Policy

Following each audit, the internal reviewer prepares a report outlining the areas reviewed, key findings, recommendations and conclusions to help the committee consider actions and assess year on year progress, these reports are shared and discussed at the finance, staffing and building committee and are made available for all trustees to access.

GOVERNANCE STATEMENT (CONTINUED)

Review of effectiveness

As accounting officer, Mrs T Newton (the headteacher) 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 reviewer;
- the financial management and governance self-assessment process;
- the school resource management self-assessment tool;
- the work of the executive managers within the Academy who have responsibility for the development and maintenance of the internal control framework.
- the work of the external auditors;

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

Approved by order of the members of the Board of Trustees on 4 December 2025 and signed on their behalf by:

R.F. Lawrence.

Mr R Lawrence
Chair of Trustees

T. Newton

Mrs T Newton
Accounting Officer

STATEMENT OF REGULARITY, PROPRIETY AND COMPLIANCE

As accounting officer of Woodlands Academy of Learning, 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.

Mrs T Newton
Accounting Officer
Date: 4 December 2025

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

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles of the Charities SORP 2019 and the Academies Accounts Direction 2024 to 2025;
- make judgements and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the 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 the 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 on 4 December 2025 and signed on its behalf by:

R.F. Lawrence

Mr R Lawrence
Chair of Trustees

INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF WOODLANDS ACADEMY OF LEARNING

Opinion

We have audited the financial statements of Woodlands Academy of Learning (the 'academy') 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'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 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'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.

INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF WOODLANDS ACADEMY OF LEARNING (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 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.

Responsibilities of trustees

As explained more fully in the Statement of trustees' responsibilities, the Trustees (who are also the directors of the Academy 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'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 or to cease operations, or have no realistic alternative but to do so.

INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF WOODLANDS ACADEMY OF LEARNING (CONTINUED)

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:

- We reviewed the academy's control and risk management procedures and planned our work based on our assessment of those controls and procedures;
- This review included an assessment of the risk of material misstatement due to errors, fraud and management override of controls for all material areas in the financial
- We made enquiries of management and the academy's lawyers regarding any actual or potential litigation and/or claims;
- Financial statements disclosures were reviewed and checked for compliance with applicable laws;
- Detailed testing was conducted on balances and transactions including unusual items and those of individual significance to the financial statements;
- Data analytics were used in order to identify unusual or significant trends;
- Communications with management and those charged with governance regarding relevant matters was undertaken throughout the audit and on completion.

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.

As part of an audit in accordance with ISAs (UK), we exercise professional judgement and maintain professional scepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion of the effectiveness of the Academy's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the Trustees.
- Conclude on the appropriateness of the Trustees' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Academy's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our Auditors' report to the related

disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our Auditors' report. However, future events or conditions may cause the Academy to cease to continue as a going concern.

- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Use of our report

This report is made solely to the Academy'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'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 and its members, as a body, for our audit work, for this report, or for the opinions we have formed.

Feltons

David W Farnsworth FCA (Senior statutory auditor)

for and on behalf of
Feltons

8 Sovereign Court

8 Graham Street

Birmingham

B1 3JR

11 December 2025

INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO WOODLANDS ACADEMY OF LEARNING AND THE SECRETARY OF STATE FOR EDUCATION

In accordance with the terms of our engagement letter dated 22 March 2021 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 2024 to 2025, 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 Woodlands Academy of Learning during the year 1 September 2024 to 31 August 2025 have not been applied to the purposes identified by Parliament and that the financial transactions do not conform to the authorities which govern them.

This report is made solely to Woodlands Academy of Learning 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 Woodlands Academy of Learning 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 Woodlands Academy of Learning and the Secretary of State for Education, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of Woodlands Academy of Learning's accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of Woodlands Academy of Learning's funding agreement with the Secretary of State for Education dated 20 February 2012 and the Academy Trust Handbook, extant from 1 September 2024, 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 2024 to 2025. We report to you whether anything has come to our attention in carrying out our work which suggests that in all material respects, expenditure disbursed and income received during the year 1 September 2024 to 31 August 2025 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

Approach

We conducted our engagement in accordance with the Framework and Guide for External Auditors and Reporting Accountant of Academy Trusts issued by DfE. We performed a limited assurance engagement as defined in our engagement letter.

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

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

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

The work undertaken to draw our conclusion includes :

- Consideration of the applicable legislation and the academy trust's funding agreement
- Review and evaluation of the academy trust's system of internal controls
- Examination and assessment of the Accounting Officer's statement on Regularity, Propriety and Compliance

INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO WOODLANDS ACADEMY OF LEARNING AND THE SECRETARY OF STATE FOR EDUCATION (CONTINUED)

- Examination, on a test basis, of third party evidence supporting income and expenditure
- Review of exceptional and unusual items

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 to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Feltons

David W Farnsworth FCA (Reporting Accountant)
Feltons

8 Sovereign Court
8 Graham Street
Birmingham
B1 3JR

Date: 11 December 2025

STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT) FOR THE YEAR ENDED 31 AUGUST 2025

	Note	Unrestricted funds 2025 £	Restricted funds 2025 £	Restricted fixed asset funds 2025 £	Total funds 2025 £	*Total funds 2024 £*
Income from:						
Donations and capital grants	3	-	-	93,024	93,024	*9,875*
Other trading activities	5	3,482	-	-	3,482	*3,482*
Investments	6	1,590	-	-	1,590	*338*
Charitable activities	4	154,238	2,847,742	-	3,001,980	*2,854,117*
Total income		159,310	2,847,742	93,024	3,100,076	*2,867,812*
Expenditure on:						
Charitable activities	8	159,310	2,755,886	77,279	2,992,475	*2,896,450*
Total expenditure		159,310	2,755,886	77,279	2,992,475	*2,896,450*
Net income/(expenditure)		-	91,856	15,745	107,601	*(28,638)*
Transfers between funds	18	-	(12,779)	12,779	-	*-*
Net movement in funds before other recognised gains/(losses)		-	79,077	28,524	107,601	*(28,638)*
Other recognised gains/(losses):						
Actuarial gains on defined benefit pension schemes	24	-	596,000	-	596,000	*66,000*
Asset ceiling adjustment	24	-	(683,000)	-	(683,000)	*-*
Net movement in funds		-	(7,923)	28,524	20,601	*37,362*
Reconciliation of funds:						
Total funds brought forward		324,742	127,544	2,303,135	2,755,421	*2,718,059*
Net movement in funds		-	(7,923)	28,524	20,601	*37,362*
Total funds carried forward		324,742	119,621	2,331,659	2,776,022	*2,755,421*

STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT) (CONTINUED) FOR THE YEAR ENDED 31 AUGUST 2025

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

All of the company's activities derive from continuing operations during the above two financial periods.

The notes on pages 37 to 59 form part of these financial statements.

BALANCE SHEET
AS AT 31 AUGUST 2025

	Note		2025 £		2024 £
Fixed assets					
Tangible assets	14		2,331,659		2,303,135
			2,331,659		2,303,135
Current assets					
Debtors	15	151,813		104,247	
Cash at bank and in hand		477,483		491,573	
		629,296		595,820	
Current liabilities					
Creditors: falling due within one year	16	(184,933)		(166,534)	
Net current assets			444,363		429,286
Total assets less current liabilities			2,776,022		2,732,421
Net assets excluding pension asset			2,776,022		2,732,421
Defined benefit pension scheme asset	24		-		23,000
Total net assets			2,776,022		2,755,421
Funds of the Academy					
Restricted funds:					
Fixed asset funds	18	2,331,659		2,303,135	
Restricted income funds	18	119,621		104,544	
Restricted funds excluding pension asset / liability	18	2,451,280		2,407,679	
Pension reserve	18	-		23,000	
Total restricted funds	18		2,451,280		2,430,679
Unrestricted income funds	18		324,742		324,742
Total funds			2,776,022		2,755,421

BALANCE SHEET (CONTINUED)
AS AT 31 AUGUST 2025

The financial statements have been prepared in accordance with the provisions applicable to entities subject to the small companies regime.

The financial statements on pages 32 to 59 were approved by the Trustees, and authorised for issue on 04 December 2025 and are signed on their behalf, by:

R. F. Lawrence.

Mr R Lawrence
Chair of Trustees

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 AUGUST 2025

	Note	2025 £	*2024* *£*
Cash flows from operating activities			
Net cash used in operating activities	20	**(2,901)**	*(190,283)*
Cash flows from investing activities	21	**(11,189)**	*(24,542)*
Change in cash and cash equivalents in the year		**(14,090)**	*(214,825)*
Cash and cash equivalents at the beginning of the year		**491,573**	*706,398*
Cash and cash equivalents at the end of the year	22, 23	**477,483**	*491,573*

The notes on pages 37 to 59 form part of these financial statements

1. Accounting policies

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

1.1 Basis of preparation of financial statements

The financial statements of the Academy, which is a public benefit entity under FRS 102, have been prepared under the historic cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2024 to 2025 issued by DfE, the Charities Act 2011 and the Companies Act 2006.

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 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 has adequate resources to continue in operational existence for the foreseeable future and there are no material uncertainties about the Academy'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 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.

- **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.

1. Accounting policies (continued)

1.3 Income (continued)

- **Other income**
  Other income, including the hire of facilities, is recognised in the year it is receivable and to the extent the Academy has provided the goods or services.

- **Donated goods, facilities and services**
  Goods donated for resale are included at fair value, being the expected proceeds from sale less the expected costs of sale. If it is practical to assess the fair value at receipt, it is recognised in 'Stocks' and 'Income from Other Trading Activities'. Upon sale, the value of the stock is charged against 'Income from Other Trading Activities' and the proceeds are recognised as 'Income from Other Trading Activities'. Where it is impractical to fair value the items due to the volume of low value items they are not recognised in the financial statements until they are sold. This income is recognised within 'Income from Other Trading Activities'.

- **Donated fixed assets (excluding transfers on conversion or into the Academy)**
  Where the donated good is a fixed asset it is measured at fair value, unless it is impractical to measure this reliably, in which case the cost of the item to the donor should be used. The gain is recognised as 'Income from Donations and Capital Grants' and a corresponding amount is included in the appropriate fixed asset category and depreciated over the useful economic life in accordance with the Academy's accounting policies.

1.4 Expenditure

Expenditure is recognised once there is a legal or constructive obligation to transfer economic benefit to a third party, it is probable that a transfer of economic benefits will be required in settlement and the amount of the obligation can be measured reliably. Expenditure is classified by activity. The costs of each activity are made up of the total of direct costs and shared costs, including support costs involved in undertaking each activity. Direct costs attributable to a single activity are allocated directly to that activity. Shared costs which contribute to more than one activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with the use of resources. Central staff costs are allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use.

- **Charitable activities**
  These are costs incurred on the Academy's educational operations, including support costs and costs relating to the governance of the Academy 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; this is normally upon notification of the interest paid or payable by the institution with whom the funds are deposited.

1. Accounting policies (continued)

1.6 Taxation

The Academy 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 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.

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.

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

Depreciation is provided on the following bases:

Long-term leasehold property	- straight line over 50 years
Furniture and equipment	- straight line over 7 years
Computer equipment	- straight line over 3 years

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.

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

1.8 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.

1.9 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. Accounting policies (continued)

1.10 Liabilities

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

1.11 Financial instruments

The Academy only holds basic financial instruments as defined in FRS 102. The financial assets and financial liabilities of the Academy 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 15. Prepayments are not financial instruments.

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

Financial liabilities - trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost as detailed in note 16. 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.

1.12 Operating leases

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

1.13 Pensions

Retirement benefits to employees of the Academy 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 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 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

1. Accounting policies (continued)

1.13 Pensions (continued)

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.

1.14 Fund accounting

Unrestricted income funds represent those resources which may be used towards meeting any of the charitable objects of the Academy 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.

2. Critical accounting estimates and areas of judgement

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

Critical accounting estimates and assumptions:

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

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 24, 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.

3. Income from donations and capital grants

	Unrestricted funds 2025 £	Restricted fixed asset funds 2025 £	Total funds 2025 £	*Total funds 2024 £*
Donations	-	-	-	*805*
Capital Grants	-	93,024	**93,024**	*9,070*
	-	93,024	**93,024**	*9,875*
Total 2024	*805*	*9,070*	*9,875*	

4. Funding for the Academy's charitable activities

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total funds 2025 £	*Total funds 2024 £*
Educational operations				
DfE grants				
General annual grant	-	2,103,502	**2,103,502**	*2,001,823*
Other DfE grants				
Pupil premium	-	205,094	**205,094**	*202,608*
Core schools budget grant	-	74,162	**74,162**	*-*
UIFSM	-	60,335	**60,335**	*62,251*
Mainstream schools grant	-	-	**-**	*67,866*
Other	-	122,043	**122,043**	*121,990*
	-	2,565,136	**2,565,136**	*2,456,538*
Other Government grants				
Local authority grants	-	282,606	**282,606**	*256,249*
	-	282,606	**282,606**	*256,249*
Other income from the Academy's educational operations	154,238	-	**154,238**	*141,330*
	154,238	2,847,742	**3,001,980**	*2,854,117*
	154,238	2,847,742	**3,001,980**	*2,854,117*
Total 2024	*141,330*	*2,712,787*	*2,854,117*	

5. Income from other trading activities

	Unrestricted funds 2025 £	Total funds 2025 £	*Total funds 2024 £*
Income from ancillary trading activities	3,482	**3,482**	*3,482*
Total 2024	*3,482*	*3,482*	

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

6. Investment income

	Unrestricted funds 2025 £	Total funds 2025 £	*Total funds 2024 £*
Short term deposits	1,590	**1,590**	*338*
Total 2024	*338*	*338*	

7. Expenditure

	Staff Costs 2025 £	Premises 2025 £	Other 2025 £	Total 2025 £	*Total 2024 £*
Educational operations:					
Direct costs	2,054,637	47,120	142,781	**2,244,538**	*2,189,702*
Allocated support costs	379,628	176,071	192,238	**747,937**	*706,748*
	2,434,265	223,191	335,019	**2,992,475**	*2,896,450*
Total 2024	*2,360,255*	*136,565*	*399,630*	*2,896,450*	

8. Analysis of expenditure on charitable activities

Summary by fund type

	Unrestricted funds 2025 £	Restricted funds 2025 £	Total 2025 £	*Total 2024 £*
Educational operations	159,310	2,833,165	**2,992,475**	*2,896,450*
Total 2024	*145,955*	*2,750,495*	*2,896,450*	

9. Analysis of expenditure by activities

	Activities undertaken directly 2025 £	Support costs 2025 £	Total funds 2025 £	*Total funds 2024 £*
Educational operations	2,244,538	747,937	**2,992,475**	*2,896,450*
Total 2024	*2,189,702*	*706,748*	*2,896,450*	

Analysis of support costs

	Educational operations 2025 £	Total funds 2025 £	*Total funds 2024 £*
Staff costs	379,628	**379,628**	*367,293*
Depreciation	30,159	**30,159**	*30,579*
Technology costs	42,501	**42,501**	*21,833*
Premises costs	145,912	**145,912**	*129,797*
Other support costs	143,582	**143,582**	*139,436*
Governance costs	6,155	**6,155**	*17,810*
	747,937	**747,937**	*706,748*
Total 2024	*706,748*	*706,748*	

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

10. Net income/(expenditure)

Net income/(expenditure) for the year includes:

	2025 £	2024 £
Operating lease rentals	12,317	3,481
Depreciation of tangible fixed assets	77,279	83,845
Fees paid to auditors for:		
- audit	9,900	7,865
- other services	-	1,385

11. Staff

a. Staff costs and employee benefits

Staff costs during the year were as follows:

	2025 £	2024 £
Wages and salaries	1,826,913	1,796,722
Social security costs	194,088	160,094
Pension costs	412,801	396,718
	2,433,802	2,353,534
Agency staff costs	463	6,721
	2,434,265	2,360,255

b. Staff numbers

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

	2025 No.	2024 No.
Teachers	17	17
Administration and support	58	61
Management	7	7
	82	85

11. Staff (continued)

c. Higher paid staff

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

	2025 No.	*2024 No.*
In the band £60,001 - £70,000	1	*1*
In the band £70,001 - £80,000	1	*-*
In the band £90,001 - £100,000	1	*1*

d. Key management personnel

The key management personnel of the Academy 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 was £536,728 *(2024 - £538,714).*

12. Trustees' remuneration and expenses

One or more Trustees has been paid remuneration or has received other benefits from an employment with the Academy. 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 £'000	*2024 £'000*
Mrs T Newton, Head / Accounting Officer	Remuneration	95 -100	*90 - 95*
	Pension contributions paid	25 - 30	*20 - 25*
Mrs J Jackson, Staff Trustee	Remuneration	45 - 50	*45 - 50*
	Pension contributions paid	10 - 15	*10 -15*
Mrs J Graham, Staff Trustee	Remuneration	35 - 40	*30 - 35*
	Pension contributions paid	5 - 10	*5 - 10*

During the year ended 31 August 2025, expenses totaling £NIL were reimbursed or paid directly to Trustee *(2024 - £123 to* 3 Trustees).

13. Trustees' and Officers' insurance

The Academy 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.

14. Tangible fixed assets

	Long-term leasehold property £	Furniture and equipment £	Computer equipment £	Total £
Cost or valuation				
At 1 September 2024	2,971,274	285,247	239,390	3,495,911
Additions	97,144	-	8,659	105,803
At 31 August 2025	3,068,418	285,247	248,049	3,601,714
Depreciation				
At 1 September 2024	698,307	280,305	214,164	1,192,776
Charge for the year	59,477	2,587	15,215	77,279
At 31 August 2025	757,784	282,892	229,379	1,270,055
Net book value				
At 31 August 2025	2,310,634	2,355	18,670	2,331,659
At 31 August 2024	*2,272,967*	*4,942*	*25,226*	*2,303,135*

15. Debtors

	2025 £	*2024 £*
Due within one year		
Other debtors	31,860	*27,253*
Prepayments and accrued income	119,953	*76,994*
	151,813	*104,247*

16. Creditors: Amounts falling due within one year

	2025 £	2024 £
Trade creditors	4,049	-
Other taxation and social security	101,693	101,738
Accruals and deferred income	79,191	64,796
	184,933	166,534

	2025 £	2024 £
Deferred income		
Deferred income at 1 September 2024	50,724	45,209
Resources deferred during the year	61,032	50,724
Amounts released from previous periods	(50,724)	(45,209)
	61,032	50,724

17. Financial instruments

	2025 £	2024 £
Financial assets		
Financial assets measured at fair value through income and expenditure	477,483	491,573

Financial assets measured at fair value through income and expenditure comprise cash at bank and in hand.

18. **Statement of funds**

	Balance at 1 September 2024 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2025 £
Unrestricted funds						
Other income	324,742	159,310	(159,310)	-	-	324,742
Restricted general funds						
GAG	104,544	2,103,502	(2,075,646)	(12,779)	-	119,621
Pupil premium	-	205,094	(205,094)	-	-	-
UIFSM	-	60,335	(60,335)	-	-	-
Other grants	-	478,811	(478,811)	-	-	-
Pension reserve	23,000	-	64,000	-	(87,000)	-
	127,544	2,847,742	(2,755,886)	(12,779)	(87,000)	119,621
Restricted fixed asset funds						
Transfer on conversion	1,962,353	-	(52,400)	-	-	1,909,953
DfE Group capital grants	83,027	93,024	(9,788)	-	-	166,263
Capital spend from GAG	246,995	-	(14,492)	12,779	-	245,282
Donation	10,760	-	(599)	-	-	10,161
	2,303,135	93,024	(77,279)	12,779	-	2,331,659
Total Restricted funds	2,430,679	2,940,766	(2,833,165)	-	(87,000)	2,451,280
Total funds	2,755,421	3,100,076	(2,992,475)	-	(87,000)	2,776,022

18. Statement of funds (continued)

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

Restricted general funds
These comprise all restricted funds other than restricted fixed asset funds and include grants from the DfE and Walsall Metropolitan Borough Council.

Under the funding agreement with the Secretary of State, the Academy was not subject to a limitation on the amount of GAG it could carry forward at 31 August 2024.

Unrestricted funds
These comprise resources that may be used towards meeting any of the charitable objects of the academy trust at the discretion of the trustees.

Restricted fixed asset funds
These comprise resources which are to be applied to specific capital purposes imposed by the DfE and Walsall Metropolitan Borough where the asset acquired or created is held for a specific purpose.

18. 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						
Other income	*324,742*	*145,955*	*(145,955)*	-	-	*324,742*
Restricted general funds						
GAG	*103,964*	*2,001,823*	*(1,992,686)*	*(8,557)*	-	*104,544*
Pupil premium	-	*202,608*	*(202,608)*	-	-	-
UIFSM	-	*62,251*	*(62,251)*	-	-	-
Other grants	-	*446,105*	*(446,105)*	-	-	-
Pension reserve	*(80,000)*	-	*37,000*	-	*66,000*	*23,000*
	23,964	*2,712,787*	*(2,666,650)*	*(8,557)*	*66,000*	*127,544*
Restricted fixed asset funds						
Transfer on conversion	*2,014,753*	-	*(52,400)*	-	-	*1,962,353*
DfE Group capital grants	*81,774*	*9,070*	*(7,817)*	-	-	*83,027*
Capital spend from GAG	*261,054*	-	*(22,616)*	*8,557*	-	*246,995*
Donation	*11,772*	-	*(1,012)*	-	-	*10,760*
	2,369,353	*9,070*	*(83,845)*	*8,557*	-	*2,303,135*
Total Restricted funds	*2,393,317*	*2,721,857*	*(2,750,495)*	-	*66,000*	*2,430,679*
Total funds	*2,718,059*	*2,867,812*	*(2,896,450)*	-	*66,000*	*2,755,421*

19. 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	-	-	2,331,659	**2,331,659**
Current assets	324,742	304,554	-	**629,296**
Creditors due within one year	-	(184,933)	-	**(184,933)**
Total	324,742	119,621	2,331,659	**2,776,022**

20. Reconciliation of net income/(expenditure) to net cash flow from operating activities

	2025 £	*2024 £*
Net income/(expenditure) for the year (as per Statement of financial activities)	**107,601**	*(28,638)*
Adjustments for:		
Depreciation	**77,279**	*83,845*
Capital grants from DfE and other capital income	**(93,024)**	*(9,070)*
Interest receivable	**(1,590)**	*(338)*
Defined benefit pension scheme cost less contributions payable	**(62,000)**	*(40,000)*
Defined benefit pension scheme finance cost	**(2,000)**	*3,000*
Increase in debtors	**(47,566)**	*(27,078)*
Increase/(decrease) in creditors	**18,399**	*(172,004)*
Net cash used in operating activities	**(2,901)**	*(190,283)*

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2025

21. Cash flows from investing activities

	2025 £	*2024* *£*
Purchase of tangible fixed assets	(105,803)	*(33,950)*
Capital grants from DfE Group	93,024	*9,070*
Interest received	1,590	*338*
Net cash used in investing activities	(11,189)	*(24,542)*

22. Analysis of cash and cash equivalents

	2025 £	*2024* *£*
Cash in hand and at bank	477,483	*491,573*
Total cash and cash equivalents	477,483	*491,573*

23. Analysis of changes in net debt

	At 1 September 2024 £	Cash flows £	At 31 August 2025 £
Cash at bank and in hand	491,573	(14,090)	477,483
	491,573	(14,090)	477,483

24. Pension commitments

The Academy'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 West Midlands Pension Fund. Both are multi-employer defined benefit schemes.

The latest actuarial valuation of the TPS related to the period ended 31 March 2016 and of the LGPS 31 March 2022.

Contributions amounting to £54,878 were payable to the schemes at 31 August 2025 *(2024 - £48,938)* 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.

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)
- total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £218,100 million and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £196,100 million, giving a notional past service deficit of £22,000 million

The next valuation result is due to be implemented from 1 April 2024.

The employer's pension costs paid to TPS in the year amounted to £275,578 *(2024 - £239,361)*.

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 has accounted for its contributions to the scheme as if it were a defined contribution scheme. The Academy has set out above the information available on the scheme.

24. 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 £247,000 *(2024 - £224,000)*, of which employer's contributions totalled £200,000 *(2024 - £181,000)* and employees' contributions totalled £47,000 *(2024 - £43,000)*. The agreed contribution rates for future years are 24.1 per cent for employers and between 5.5 per cent and 6.8 per cent for employees.

As described in note the LGPS obligation relates to the employees of the Academy, who were the employees transferred as part of the conversion from the maintained school and new employees who were eligible to, and did, join the Scheme in the year. The obligation in respect of employees who transferred on conversion represents their cumulative service at both the predecessor school and the Academy at the balance sheet date.

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

The trustees have agreed that the trust will make additional contributions in addition to normal funding levels over the next 24 years.

Principal actuarial assumptions

	2025 %	*2024* *%*
Rate of increase in salaries	3.70	*3.65*
Rate of increase for pensions in payment/inflation	2.70	*2.65*
Discount rate for scheme liabilities	6.10	*5.00*
Inflation assumption (CPI)	2.70	*2.65*
Commutation of pensions to lump sums	50.00	*50.00*

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

	2025 Years	*2024* *Years*
Retiring today		
Males	18.0	*17.8*
Females	22.3	*22.3*
Retiring in 20 years		
Males	19.9	*19.7*
Females	24.3	*24.3*

24. Pension commitments (continued)

Sensitivity analysis

	2025 £000	2024 £000
Discount rate +0.1%	(50)	(61)
Discount rate -0.1%	50	61
Mortality assumption - 1 year increase	85	98
Mortality assumption - 1 year decrease	(85)	(98)
CPI rate +0.1%	50	60
CPI rate -0.1%	(50)	(60)
Salary Increase Rate +0.1%	2	-
Salary Increase Rate - 0.1%	(2)	-

Share of scheme assets

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

	At 31 August 2025 £	At 31 August 2024 £
Equities	1,433,000	1,281,000
Bonds	1,067,000	862,000
Property	169,000	148,000
Cash	140,000	172,000
Total market value of assets	2,809,000	2,463,000

The actual return on scheme assets was 5% (2024: *8.6%*).

The amounts recognised in the Statement of Financial Activities are as follows:

	2025 £	2024 £
Current service cost	138,000	141,000
Interest income	(128,000)	(113,000)
Interest cost	126,000	116,000
Total amount recognised in the Statement of Financial Activities	136,000	144,000

24. Pension commitments (continued)

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

	2025 £	2024 £
At 1 September 2024	2,440,000	2,167,000
Interest cost	126,000	116,000
Employee contributions	47,000	43,000
Benefits paid	(30,000)	(35,000)
Actuarial gains/(losses) - financial assumptions	(582,000)	(63,000)
Actuarial gains/(losses) - demographic assumptions	9,000	(5,000)
Actuarial gains/(losses) - experience gains/losses	(22,000)	76,000
Current service costs	138,000	141,000
Asset ceiling adjustment	683,000	-
At 31 August 2025	2,809,000	2,440,000

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

	2025 £	2024 £
At 1 September	2,463,000	2,087,000
Employee contributions	47,000	43,000
Interest income	128,000	113,000
Benefits paid	(30,000)	(35,000)
Return on assets less interest	1,000	74,000
Employer contributions	200,000	181,000
At 31 August	2,809,000	2,463,000

25. Operating lease commitments

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

	2025 £	2024 £
Not later than 1 year	11,676	12,317
Later than 1 year and not later than 5 years	8,836	18,388
	20,512	30,705

26. 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.

27. Related party transactions

No related party transactions took place in the period of account, other than certain trustees' remuneration and expenses already disclosed in note 12.