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**HESTON COMMUNITY ACADEMY TRUST**

(A company limited by guarantee)

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**ANNUAL REPORT AND FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 AUGUST 2025**

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**HESTON COMMUNITY ACADEMY TRUST**  
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**CONTENTS**

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	Page
<b>Reference and administrative details</b>	1 - 2
<b>Trustees' report</b>	3 - 23
<b>Governance statement</b>	24 - 27
<b>Statement of regularity, propriety and compliance</b>	28
<b>Statement of trustees' responsibilities</b>	29
<b>Independent auditors' report on the financial statements</b>	30 - 33
<b>Independent reporting accountant's report on regularity</b>	34 - 35
<b>Statement of financial activities incorporating income and expenditure account</b>	36
<b>Balance sheet</b>	37
<b>Statement of cash flows</b>	38
<b>Notes to the financial statements</b>	39 - 68

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**HESTON COMMUNITY ACADEMY TRUST**  
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**REFERENCE AND ADMINISTRATIVE DETAILS**

<b>Members:</b>	Mrs. Fran Hooker Mr. Michael Lawton Mr. Harinder Patter Mr. John Jones Mr. Rajesh Chopra (appointed, 17 July 2025)
<b>Governors</b>	Mr. Ranjit Berdesha, Head Teacher, Accounting Officer Mr. Narinder Phull, Chair of Trustees, Community (Chair of Finance & General Purposes) Mrs. Glynis Ross-Wood, Co-opted (Chair of Appraisal & Pay) Mr. Keith Batten, Co-opted Mr. Waris Rajput, Parent Mr. Samir Vohra, Parent Mrs. Dominique Mann, Community Mr. Sam Saib, Staff Mr. Andreas Nicolaou, Community Governor (appointed, 19 September 2024) Mr. Harminder Viridi, Community Governor (appointed, 03 April 2025) Ms Charisse Macsorley, co-opted (appointed, 03 April 2025) Mr. Hassan Naqvi, Staff (appointed, 01 September 2025) Mr. Talveer Calay, Co-opted (resigned, September 2024) Mr. Johnny Kyriacou, Community (Chair of Curriculum, resigned, December 2024) Mrs. Fran Hooker, Vice Chair, Community (resigned, January 2025) Ms. Mathilde Forrest, Staff (resigned, August 2025) Mr. Hasan Naqvi, Staff (appointed, 1 September 2025)
<b>Company registered number:</b>	07964015
<b>Company name:</b>	Heston Community Academy Trust
<b>Principal and registered office:</b>	Heston Community School Heston Road Hounslow United Kingdom TW5 0QR
<b>Senior management team:</b>	Ranjit Berdesha, Headteacher Mike O'Hagan, Deputy Headteacher Beth Hart, Deputy Headteacher Ingrid Hall, Deputy Headteacher Matt Clayton, Assistant Headteacher Natalie D'Lima, Assistant Headteacher (resigned, 31 August 2025) Charlotte Hardy, Assistant Headteacher (appointed, 01 September 2024) Sunita Jassal, Acting Assistant Headteacher (from 01 January 2025) Ritesh Andhee, Associate Assistant Headteacher (appointed, 01 September 2025) Azra Jennings, Associate Assistant Headteacher (appointed, 01 September 2025) Saima Dad, Academy Business Manager

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**REFERENCE AND ADMINISTRATIVE DETAILS (CONTINUED)**

**Independent auditors:** BKL Audit LLP  
Chartered Accountants  
35 Ballards Lane  
London  
N3 1XW

**Bankers:** Lloyds Bank  
PO Box 72  
Bailey Drive  
Gillingham  
ME8 0LS

**Solicitors:** Irwin Mitchell LLP  
2 Millsands  
Sheffield  
S3 8DT

**Internal auditors:** Buzzacott LLP  
130 Wood Street  
London  
EC2V 6DL

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**TRUSTEES' REPORT**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

The Trustees presented their Annual Report, together with the Financial Statements and independent Auditor's Report of the Charitable Company for the period 01 September 2024 to 31 August 2025. The Annual Report serves the purposes of both a Trustees' Report and a Directors' Report under Company Law.

The Academy was incorporated on 24 February 2012, in the name of Heston Community Academy Trust, and commenced as an Academy on 01 November 2012.

The Trust operates an Academy serving a catchment area in Hounslow. It has a combined pupil capacity of 1,410 and had a roll of 1,311 in the October 2025 School Census.

The financial statements have been prepared in accordance with the accounting policies set out in the notes to the financial statements and comply with the company's Memorandum and Articles of Association, applicable laws and 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.

**Structure, governance and management 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 Academy Trust was incorporated on 24 February 2012, in the name of Heston Community Academy Trust, and Heston Community School commenced as an Academy on 01 November 2012. The Academy Trust has entered into a funding agreement with the Department for Education [DfE] which provides the framework within which the Academy must operate.

For the purposes of this report, the terms "trustees", "governors", and "directors" are used interchangeably. These refer to the same individuals who serve on the Board of Governors of Heston Community Academy Trust and fulfil the legal responsibilities of trustees under charity law and directors under company law. The charitable company is known as Heston Community School.

In September 2021, Heston Community Academy Trust amended and adopted new Articles of Association to ensure a separation of Members and Trustees. The Trust will have a minimum of three and a maximum of five Members. Only one Member can be a Trustee.

Details of the Governors who served during the year are included in the Reference and Administrative Details on pages 1 to 2.

**Members' liability**

Each Member of the charitable company undertakes to contribute to the assets of the 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.

**Governors' Indemnities**

In accordance with the Articles of Association, subject to the provisions of the Companies Act 2006 and Article 6.3 every Trustee or other officer or auditor of the Company and every member of any Local Governing Body and/or Advisory Body in so far as necessary shall be indemnified out of the assets of the Company against any liability incurred by him in that capacity in defending any proceedings, whether civil or criminal, in which judgment is given in favour or in which he is acquitted or in connection with any application in which relief is granted to him by the court from liability for negligence, default, breach of duty or breach of trust in relation to the affairs of the Company.

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**HESTON COMMUNITY ACADEMY TRUST**  
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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Structure, governance and management (Continued)**

**Method of recruitment and appointment or election of Governors**

The Academy's Governing Body is made up of representatives from staff, parents and the community.

The Secretary of State for Education may appoint Governors in certain circumstances; no such appointments were made in the year under review.

The tenure of office for any Governor shall be four years, save that this time limit shall not apply to either the Headteacher or the Staff Governors. Subject to remaining eligible to be a particular type of Governor, any Governor may be re-appointed or re-elected.

A Governor shall cease to hold office if s/he resigns office by notice to the Academy [but only if at least three governors will remain in office when the notice of resignation is to take effect].

A Governor shall cease to hold office if he is removed by the person or persons who appointed him. The Article does not apply in respect of a Parent Governor. Co-opted Governors may be removed by resolution of the Governing Body provided that no Co-opted Governor may vote on the removal of another Co-opted Governor.

**Policies and Procedures Adopted for the Induction and Training of Governors**

Governors are provided with copies of all essential documentation needed to undertake their role, including the Memorandum and Articles of Association, Academy Trust Handbook and Academy Trust's Funding Agreement.

The Board of Governors subscribes to the Governing Bodies Support Service [GBS]. Development and Training provision from the London Borough of Hounslow and in-house training is organised as and when required. Governors are informed of external training opportunities.

**Principal Activities**

The Academy's objectives are specifically restricted to the following:

- a. to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum ["the Academy"]; and
- b. to promote for the benefit of individuals living in Heston and the surrounding area who have need by reason of their age, affinity or disability, financial hardship or social and economic circumstances or for the public at large the provision of facilities for recreation or other leisure time activities in the interests of social welfare and with the object of improving the condition of life of the said individuals.

**Organisational structure**

The Board of Governors of Heston Community School is constituted under the Memorandum and Articles of Association. The Board of Governors is responsible for ensuring high standards of corporate governance are maintained.

The Governors are responsible for the strategic direction of the Academy Trust, setting policy and agreeing the annual budget. Trustees are also responsible for monitoring the work of the Academy and ensuring the objectives of the Academy are achieved.

In addition to the full Board of Governors meetings, Heston Community School has a committee structure: the committees are Finance and General Purposes, Curriculum and Appraisal and Pay.

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Organisational structure (Continued)**

The management structure consists of three levels, the Trust Board, The Governing Body and its Committees and the Senior Leadership Team. The aim of this leadership structure is to devolve responsibility and encourage involvement in decision making at all levels.

The Trust is responsible for setting the general direction of the Academy. The Governing Body is responsible for setting general policy, adopting an Annual Plan and budgets, monitoring the work of the Academy, its use of budgets and making major decisions about the direction of the Academy, capital expenditure and senior staff appointments.

The Senior Leadership Team consists of the Headteacher, three Deputy Headteachers, three Assistant Headteachers, two Associate Assistant Headteachers and the Academy Business Manager. These Leaders control the Academy at an executive level, implementing the policies laid down by the Governors and reporting back to them. As a group, the Senior Leadership Team is responsible for the authorisation of spending within agreed budgets and the appointment of staff, through appointment panels. Appointments of Headteacher, Deputy Headteacher and Academy Business Manager will always involve at least one Governor. These leaders are also responsible for the day-to-day operation of the Academy, in particular, organising the Teaching Staff, Support Staff, facilities and students.

The Headteacher is the 'Accounting Officer' of Heston Community School. Mr Ranjit Berdesha was appointed as the Headteacher and is undertaking the responsibilities of the Accounting Officer.

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

The Governing Body has decided that the Key Management Personnel of Heston Community School comprises the Members, Governors and Senior Leadership Team [SLT]. Neither Members nor Governors receive any remuneration for this role.

All Teaching Staff are employed in accordance with the provisions of the School Teachers' Pay and Conditions [STP&C] document. In reviewing Pay Scales in the future the Governing Body will have regard to any changes to national pay bands contained within the STP&C document. The following pay arrangements have been agreed by the Governing Body using the flexibilities contained within the STP&C document. The Governing Body's Appraisal and Pay Committee meet to discuss all staff pay as detailed below. The Governing Body will honour pay awards agreed nationally and will apply such awards annually to the pay ranges detailed in this Policy.

**Headteacher**

The Governing Body will assign a seven-point Individual School Group based on the School Group Size, as determined by the STP&C document and ensure that there is no overlap of salary bands between the Headteacher and other leadership posts. The Governing Body will calculate the Headteacher Group Size at the start of each Academic Year and determine the appropriate Individual School Range [ISR] for the year. The Governing Body will determine the Group Size for the School in accordance with the provisions of the School Teachers' Pay and Conditions Document. On appointment, the Headteacher will be appointed on one of the first four points on the ISR. Progression on the ISR for the Headteacher will be subject to a review of the Headteacher's performance set against the annual appraisal review. The Governing Body will award one increment for sustained high quality performance. Where performance has not been of a sustained high quality the Governing Body may decide that there should be no pay progression. The Pay Review for the Headteacher will be completed by 31 December each year. The Governing Body will ensure that reasons for setting the ISR at a given level are recorded and that the process for the determination of the Headteacher's salary is fair and transparent.

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Discretionary Payments to the Headteacher**

The Governing Body may consider a discretionary payment not exceeding 25% of the Headteacher's salary, as determined above, for reasons not already taken into account in determining the ISR which are detailed in the pay policy.

**Other Leadership Posts**

The Governing Body will determine a five point pay range for all other Leadership Posts from within the Leadership Scale contained in the STP&C document. The range for individual posts will be determined according to the duties and responsibilities of the post and may vary between posts. A post with a designated Deputy role, in the absence of the Headteacher will be remunerated accordingly above the range for other leadership posts. The Governing Body will ensure that there is no overlap of pay points between the Headteacher and any other leadership post. On appointment, a teacher paid on the Leadership Scale will be appointed on one of the first three points on the pay range. The pay range for teachers paid on the Leadership Spine will be reviewed on 1 September each year or as soon after this date as possible or at any time during the year where there is a significant permanent change in the duties and responsibilities of the post or where it is necessary to consider a retention payment for a member of staff on the Leadership Spine.

Progression on the pay range for a member of staff paid on the Leadership Scale will be subject to a review of their performance set against the annual Appraisal Review. The Governing Body will award one increment for sustained high quality performance. Where performance has not been of a sustained high quality, the Governing Body may decide that there should be no pay progression. The Pay Review will be completed by 31 December.

Staff Governors are paid for their teaching or support staff roles in accordance with their contracts with all staff subject to annual performance review

**Trade union facility time**

**Relevant union officials**

Number of employees who were relevant union officials during the year	3
Full-time equivalent employee number	2.8

**Percentage of time spent on facility time**

Percentage of time	Number of employees
0%	0
1%-50%	3
51%-99%	0
100%	0

**Percentage of pay bill spent on facility time** £

Total cost of facility time	4,150,000
Total pay bill	8,808,732
Percentage of total pay bill spent on facility time	0%

**Paid trade union activities**

Time spent on paid trade union activities as a percentage of total paid facility time	0% hours
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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Related parties and other connected charities and organisations**

Heston Community School is a standalone Academy and through prudent financial management, reserves and forward planning, retains its independence. It exists as a single entity and is not part of a wider federation of academies. This allows it to retain its unique character as a Community School providing a broad and varied curriculum for all members of the community on a non-selective basis.

The School use services from the Local Authority and receives funding from the Authority for the School's Centre for the Deaf.

All Governors have disclosed their business and pecuniary interests via the required documentation and this has been recorded within the minutes of the meetings of the Full Governing Body and its Committees. In addition, all staff disclose any business and pecuniary interests at the start of each academic year. New staff, on joining the School, are also required to declare any business or pecuniary interests.

**Objectives and activities**

**Objects and aims**

The charitable objectives for which the Charitable Company was established are set down in its governing document. These stated aims are:

- a. To advance, for the public benefit, education in the United Kingdom; in particular, but without prejudice, to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum.
- b. To promote, for the benefit of individuals living in Heston and the surrounding area who have need by reason of their age, infirmity or disability, financial hardship or social and economic circumstances, or for the public at large the provision of facilities for recreation or other leisure time activities in the interests of social welfare, and with the object of improving the condition of life of the inhabitants.

The principal activity of Heston Community Academy Trust is currently to provide the highest quality education it can for young people aged 11 to 19. Following a Section 5 Ofsted inspection in December 2022, Heston Community School was judged to be a "Good School with an Outstanding Sixth Form".

Ofsted commented, "Leaders' expectations for all pupils are high. Pupils have high aspirations and want to succeed in education. Leaders have established the right school climate for them to do so. Pupils achieve very well in a wide range of subjects in the main school and sixth form."

**Objectives, Strategies and Activities**

The School's strategic priorities, agreed with Governors, are:

To ensure the learning outcomes for students and groups of students are improving and consistently above national benchmarks;

Serve the community by attracting, developing and retaining students in the community to become positive ambassadors for the school;

Ensure all functions of the organisation are effective and deliver best value.

The main priorities of the Senior Leadership Team are:

1. To develop and embed a curriculum that is:
  - Well-sequenced
  - Literacy focused
  - Career centred
  - Enriched
  - Society centred

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Objectives, Strategies and Activities (Continued)**

2. To develop extra-curricular, cultural capital and careers curriculums; enabling our students to develop their individual interests, ambitions and talents
3. To drive the 'Kind Thoughts... Kind Words ...' campaign, to promote high expectations of behaviour and conduct.

**Equal Opportunities and Disabled Persons Policies [Equalities Policy]**

The Academy Trust's policy on equal opportunities outlines the commitment of the Staff and Governors of Heston Community School to ensure that equality of opportunity is available to all members of the Trust community. For our Trust, this means, not simply treating everybody the same but, understanding and addressing the different barriers which could lead to unequal outcomes for different groups of students in the School. It also means celebrating and valuing the equal opportunity achievements and strengths of all members of the School community. These include:

- Students
- Teaching staff
- Support staff
- Parents/carers
- Community Governors
- Multi-agency staff linked to the Trust
- Visitors to the Trust and academies
- Students on placement

The Governors believe that equality at the Trust should permeate all aspects of Trust life and is the responsibility of every member of the Trust and wider community. Every member of the Trust community should feel safe, secure, valued and of equal worth.

At Heston Community School, equality is a key principle for treating all people the same irrespective of their gender, ethnicity, disability, religious beliefs, sexual orientation, age or any other recognised area of discrimination.

Heston Community School is an Equal Opportunities Employer and is committed to the employment of people with disabilities and guarantees an interview for those who meet minimum selection criteria. The Academy Trust provides training and development for all its employees, including people with disabilities, tailored, where appropriate, to ensure they have the opportunity to achieve their potential. If an Academy Trust employee becomes disabled while in our employment, the Academy Trust will do its best to retain them, including consulting them about their requirements, making reasonable and appropriate adjustments and providing alternative suitable provisions.

**Public benefit**

In setting the objectives and planning the activities of the Academy, the Governors have given careful consideration to The Charity Commission's general guidance on public benefit.

Charity laws give a wide meaning to education and does not limit it to education by a teacher in classroom, playground or sports field. Broadly, education in Charity Law means to give knowledge to, or develop the abilities of, somebody by teaching, training or instruction or to bring up children or young people in particular manners, habits or ways of life. Similarly, education might commonly be taken to mean the systematic instruction, schooling or training of children and young people, or by extension, the development of mental or physical powers and the moulding of some aspects of character.

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**HESTON COMMUNITY ACADEMY TRUST**  
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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Public benefit (Continued)**

The Governors are required to assess the activities undertaken at Heston Community School and to confirm whether the aims of the Academy are for the public benefit.

Heston Community School plays a key role as a member of the local community and actively seeks to work closely with that community in a variety of ways.

The School gained Academy status in November 2012 and discussions did take place about whether it would be appropriate to change the name of the School to reflect its new status. Governors wanted the School to remain the School of choice for its tight-knit community and its name to reflect that desire, as well as its pride in the community.

The Governors, through a framework of senior school leadership and termly committee meetings, discuss the curriculum, local community and school environment and have taken due regard to the Charity Commission guidance. They can demonstrate that the Academy's aims and activities are purely for the advancement of education, the development of the student cohort and the satisfaction of the parent body.

The local community is very important to the School and many links exist including:

- Primary schools whose students move to Heston
- Local businesses who supply the School and offer work experience for our students
- Local Charities who are regularly supported either through the fundraising activities at the School or with more practical help from our students' community service work
- The wider community who use our facilities, such as the Sports Hall, its grounds, buildings or classrooms or who attend evening or weekend classes
- The Governors have complied with their duty to have due regard to the guidance on public benefit published by the Charity Commission in exercising their powers or duties.

**Employee Information Policy**

Heston Community School includes two staff Governors on its Board and has the Headteacher as ex-officio Governor. This ensures that:

- a. Employees' views are taken into account on decisions affecting their interests and there is a common awareness on the part of all employees of all factors that affect the Academy Trust's performance
- b. Heston Community School also undertakes discussions with employees and their unions when making decisions that affect employee interests to ensure that employees' views are reflected in decisions made and their interests are protected both in their daily working environment and the future direction of the school.

**Strategic report**

**Achievements and performance**

**KS4 Student Outcomes**

Our GCSE examination outcomes for 2025 had the highest Attainment since 2019 with a A8 score of 49.5, 9-4 English and Maths of 75% and 9-5 English and Maths of 52%, and EBacc Average Point Score of 4.7.

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Achievements and performance (Continued)**

**KS4 Student Outcomes (Continued)**

This is significantly above the national data of A8 45.9, +4 EM 65% and +5 EM 45%, EBacc APS 4.08, despite our EBacc entry at 80% [38% above the national]. Whilst there is no Progress 8 national data, having reviewed historical trends, we are confident that this would place us above 0.5.

	2023	2024	2025	National 2025
A8	48.1	48.6	49.5	45.9
9-4 EM	72%	73%	75%	65%
9-5 EM	51%	51%	52%	45%
Progress 8	0.46	0.29	-	0.0
Entering EBacc	73%	82%	80%	40.5%
EBacc APS	4.5	4.5	4.7	4.08

This historical academic success is evident from all starting points, where students are achieving Progress scores above the national average, including SEND E and SEND K.

	2023	2024	2025	National 2024
Progress 8 Upper	0.16	0.10	-	0.0
Progress 8 Mid	0.42	0.34	-	0.0
Progress 8 Lower	0.71	0.15	-	0.0
SEND E	0.2 [9]	-0.3 [2]	- [7]	-0.45
SEND K	-0.7 [9]	0.1 [10]	- [6]	-1.13

Our Disadvantaged students consistently perform above the national average; in 2019, the progress of this group would place them in the top 10% of schools. In 2024, our disadvantaged cohort achieved a P8 of 0.13 vs -0.57 nationally [2023], a gap of -0.2 compared to -0.73 nationally.

In 2025 our Attainment 8 gap was 5.5, compared to the national gap of 15.4 and our Disadvantaged student EBacc score was 4.46, compared to 2.99 nationally. Our +5 EM gap was 7% compared to 27% nationally. The focus of our Pupil Premium Strategy remains high attainment, thereby, improving access to further education and employment, in-line with their non-disadvantaged peers.

Year	2023	2024	2025	National
P8 Gap [PP vs all]	0.4	0.15	-	0.57 [2024]
P8 Gap [PP vs non-]	0.6	0.2	-	0.73 [2024]
A8 Disadvantaged	39.5	45.6	46.8	36.8 [2025]
9-4 EM Disadvantaged	55%	66%	73%	47% [2025]
9-5 EM Disadvantaged	37%	40%	50%	28% [2025]

Whilst our attendance across all groups is significantly above the National average, the importance of high attendance is highlighted by the difference in attainment of students with varying attendance. Disadvantaged students with attendance above 95% actually outperformed non-disadvantaged students with strong attendance for +5 EM.

Measure	Students	A8	9-5 EM	9-4 EM
All	201	49.5	52%	75%
Cohort <85	22	35.0	18%	50%
Cohort >95	96	53.2	58%	85%
Disadvantaged <85	12	33.2	16%	50%
Disadvantaged >95	23	50.3	61%	83%

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**KS4 Student Outcomes (Continued)**

English Literature and Language, History, Sport and Religious Studies had the highest internal Residual Scores. Art, Craft and Design, Design and Technology, Computer Science, Drama and French had the lowest internal Residual Scores. These subject areas will be an improvement priority for this coming year.

**Post 16 Student Outcomes**

Heston has a Sixth Form that is a fully integrated into the school community providing all students with provision up to the age of 19. The Sixth Form draws students from a diverse range of ethnic and socio-economic backgrounds and regularly recruits between 20 – 50 external students.

The 2025 examination results were exceptionally strong, with student progress placing the school in the top 10% nationally

	2019	2023	2024	2025
A Level ALPS	3	2	3	2
A*-B	45%	66%	54%	57%
BTEC ALPS	4	4	6	3
D*-D	48%	59%	40%	50%
T Level Merit	-	-	88%	70%

**Quality of Education**

Our intent is to have an ambitious and inclusive curriculum, that empowers our students to become life-long learners and successful global citizens.

Our curriculum is underpinned by our five key curriculum aims:

- Well-sequenced
- Literacy focused
- Careers centred
- Enriched
- Society centred

The school serves a very diverse student population, which has a higher-than-national proportion of disadvantaged, EAL, and SEND [EHP] students. Our key curriculum aims provide students with the greatest opportunity to acquire the knowledge they need to take advantage of opportunities, responsibilities, and experiences in later life.

The rationale behind our curriculum is built on the well-established evidential links, published by organisations such as the Educational Policy Institute, The Sutton Trust, ImpactEd and Education Endowment Foundation.

Our curriculum ensures that all our students, including SEND, those who are known (or previously known) to social care and disadvantaged students, have access to wide ranging experiences that broaden and deepen their understanding of their subjects. Our students follow the full National Curriculum at Key Stage 3 and the EBacc is the bedrock of our Key Stage 4 curriculum offer, with 70+% of students following a EBacc pathway.

Curriculum Leaders have effectively sequenced and communicated the curriculum rationale and developed Schemes of Learning to ensure learners secure knowledge and skills. A dynamic and flexible approach to curriculum design allows curriculum teams to respond to the findings from rigorous exam analysis, formative and summative assessment and our Quality Assurance Programme.

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Strategic Report (Continued)**

**Achievements and Performance (Continued)**

Curriculum development is an established cycle of improvement and reflection; driven by professional pedagogical conversations between subject experts, with a focus on improving the 'pedagogical content knowledge' of subject/curriculum teams. Our staff have an in-depth and rich understanding of their specialisms and promote a love of their subject through high quality pedagogical techniques. OFSTED 2022 commented, 'Subject Leaders have thought carefully about what pupils should know, do and understand in each subject' and praised our clear, highly ambitious and inclusive curriculum.

The importance of literacy in accessing the curriculum, improving mental well-being and as a crucial foundation for future life success is recognised. We believe that a Literacy focused curriculum is one of the most effective strategies in closing the attainment and opportunity gap for disadvantaged, EAL and SEND students.

We promote a love of reading and develop a rich vocabulary and strong disciplinary literacy in our students. Our DEAR initiative, Word of the Week, and subject-specific literacy drive — which utilise reciprocal reading strategies and bespoke programmes to support struggling readers, such as the Ruth Miskin Phonics Programme, Phoenix Programme, and Reluctant Reader consultancy — meet the needs of our school's diverse demographic. Locating the Learning Resource Centre in the Quadrangle has placed it at the heart of the school.

A Careers centred curriculum is a necessity for social mobility and so, as part of an extensive whole school CEIAG programme, students receive subject specific guidance to raise their aspirations and understanding of the world of work, allowing them to make informed decisions about their future. We believe this is particularly important given our high proportion of Disadvantaged students.

Ninety percent of our students identify as belonging to British ethnic minority groups, with heritage tracing back to over 50 different countries and more than 50 languages. We enrich learning, developing students' cultural capital and driving curiosity, beyond the National Curriculum by exposing our students to a wide range of real-life applications, current affairs and historical associations. The School embraces opportunities to celebrate diversity, whilst ensuring our students receive a comprehensive SMSC and Fundamental British Values education. Examples include promoting democracy in our History curriculum or respect and tolerance in the study of bioethics or social responsibility in Business and Economics. This is in line with our Hestonian Values, as part of our Society Centred curriculum aim.

By preparing students effectively for the challenges of further education and employment, we create successful, responsible and well-informed young adults, willing and able to make a positive contribution to society.

The Heston approach to teaching is based on an evidence-informed understanding of effective practice and how students learn, particularly utilising the Oliver Caviglioli Cognitive Load Theory diagram and the Tom Sherrington Walkthru guidance.

Senior and Middle Leaders have collaborated to create an agreed understanding and shared language of what constitutes strong learning and teaching at Heston. This framework feeds into all aspects of Quality Assurance and professional development.

We employ Focus Groups, student attainment data, Learning Walks, Work Scrutiny, Lesson Visits and Learning conversations to monitor the implementation and impact of our curriculum intent. Our Quality Assurance allows us to identify and address individual teacher, subject specific, phase or year group specific and whole-school areas of development.

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**HESTON COMMUNITY ACADEMY TRUST**  
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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Strategic report (Continued)**

**Achievements and Performance (Continued)**

Effective teaching and learning are, first and foremost, underpinned by an excellent understanding of the curriculum and a clear vision of what success looks like — both long-term, medium-term, within a lesson, and for an individual task. All Curriculum Teams have teachers who demonstrate excellent pedagogical practice: focusing on the most important knowledge and concepts, presenting information clearly, checking students' understanding systematically and adapting their teaching appropriately. Curriculum Teams are given opportunities to develop their Pedagogical Content Knowledge, utilising experienced and skilled colleagues, so that content and skills are expertly explained, links are made to previous knowledge and new contexts.

Our second priority for professional development, is to support staff in developing a broad toolkit allowing them to effectively check for understanding and then adapt and respond to the needs of their students. The Walkthru Cold Calling strategy, a focus for 2024-25, and show-me-boards, a focus for 2025-26, act as a starting point to then probe for deeper understanding. This will support staff in make well-judged adaptations to overcome barriers to learning.

We continue our focus on developing teachers as Reflective Practitioners; professionals who are able to identify and discuss their own areas of strength and development. As part of our ongoing commitment to improving whole-school pedagogical practice, teachers will be empowered to take responsibility for their professional development and provided with structured support to enhance their practice through Walkthrus, peer coaching and twilight training sessions.

In addition, teachers also receive whole-school training on developing Disciplinary Literacy through reciprocal reading, Safeguarding, de-escalation and restorative practice, 'Teacher First' and strategies to support students with SEND, EAL or more complex needs. We are committed to developing new teachers as part of the Early Careers Framework, ensuring they feel challenged yet supported.

This year, ten staff will be completing a Teaching Excellence Certificate, led by our Senior Lead Practitioner. They will develop and share effective practice in specific chosen areas of pedagogy. This group will also research the use of AI in Education and disseminate their findings to all colleagues.

As an active member of the Hounslow Education Partnership, we engage with the Senior Teaching and Learning group, Subject Network Meetings and the 'Post 16 Pedagogy in Practice' Teaching Programme, acting as leads and facilitators in multiple subjects. Furthermore, our engagement with Challenge Partners allows us to learn from external colleagues and share effective practice. Finally, our use of external consultants including Lynne Isham, John Constable and Optimus Education, and affiliation with PIXL, demonstrates our outward looking approach and drive for continued improvement.

**Inclusion**

Ofsted's December 2022, assessment remains accurate today. "The support provided for pupils with SEND is effective. This includes those attending the centre for deaf students. Leaders provide teachers with up-to-date information on the additional learning needs of individual pupils. In lessons, teachers use this information to adjust their teaching, so that pupils with SEND achieve well."

Our rationale behind our well-sequenced, literacy focused, careers centred, enriched and society centred curriculum is underpinned by research from the EEF, The Sutton Trust, ImpactEd and Educational Policy Institute to benefit Disadvantaged, EAL and SEND students to raise their literacy skills, provide career advice that promotes social mobility and improve their sense of belonging and cultural capital.

	2023	2024	2025	National 2024
Progress 8 Upper	0.16	0.10	-	0.0
Progress 8 Mid	0.42	0.34	-	0.0
Progress 8 Lower	0.71	0.15	-	0.0
SEND E	0.2 [9]	-0.3 [2]	- [7]	-0.45
SEND K	-0.7 [9]	0.1 [10]	- [6]	-1.13

**HESTON COMMUNITY ACADEMY TRUST**  
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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Strategic report (Continued)**

**Achievements and Performance (Continued)**

YEAR	GROUP	SEN	EHCP	TOTAL
7		45	7 [X2 pending]	52
8		31	11 [X1 pending]	42
9		39	6	45
10		21	13	34
11		20	11	31
POST 16		22	2	24
<b>TOTAL</b>		<b>178</b>	<b>52</b>	<b>228</b>

At Heston, we are committed to fostering a culture in which all staff remain vigilant in identifying students who may face barriers to their learning and well-being. Our Inclusion Team is designed to respond effectively to the distinct challenges within our diverse school community, which includes a specialist centre for 20 deaf students, a significant number of students with English as an Additional Language (EAL), and those with Special Educational Needs and Disabilities (SEND).

From the point of entry, the SEND Team plays a central role in the transition process. Every new student is assessed upon arrival using a combination of English and Maths baseline tasks, alongside standardised tests such as CATS and NGRT. These tools enable us to quickly and accurately identify any potential barriers to learning. Our newly introduced SWIFT screening tool further broadens the range of data available, helping us to identify previously undiagnosed needs and to deploy SEND resources more effectively.

Collaboration around student needs begins well before students join Heston. The SENDCo visits all main feeder schools to gather a comprehensive understanding of each child's needs. Working closely with the Local Authority SEND Team and other external specialists ensures that we have the most up-to-date information—particularly for students with high levels of need or existing Education, Health and Care Plans (EHCPs). This same screening and assessment process also applies to in-year admissions, helping our Pastoral and Inclusion Teams to plan academic and social support appropriately.

At the heart of our inclusion strategy is a strong commitment to parental engagement. Each student with an EHCP is assigned a key worker from within the team, who acts as both a primary point of contact for parents and a consistent source of support for the student. A structured programme of EHCP review meetings is scheduled throughout the year to ensure that students and parents remain actively involved in evaluating the effectiveness of strategies and resources deployed to support progress.

Supporting disadvantaged students is central to every improvement priority and every intervention. From inclusion in academic booster sessions, our Focus 5 Raising Standards strategy, phonics programmes, strategies to increase participation in sport, arts and music enrichment, actions to improve attendance, raising aspiration events, career advice, and behaviour interventions, to involvement in our Well-Being Hub activities. We use a rich set of quantitative and qualitative data to understand the needs of our disadvantaged students so that we can effectively target our support to have a positive impact on student achievement and well-being.

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**HESTON COMMUNITY ACADEMY TRUST**  
**(A company limited by guarantee)**

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Strategic report (Continued)**

**Achievements and Performance (Continued)**

An easily accessible 'Inclusion File' has been created to provide every teacher with a summary of a student's needs and key strategies that would support their access and engagement with learning across Curriculum Areas. Heston's INSET programme provides regular opportunities for both the SENDCo and Learning Coordinators to remind staff of specific students' needs and the teaching strategies that would most likely be successful. The success of these 'student slots' at the beginning of each INSET have received positive feedback during recent staff evaluations. Our well thought out INSET programme demonstrates our focus on high quality first wave teaching. We aim to create Reflective Practitioners; professionals who identify and discuss their own areas of strength and development. As part of our continued drive to improve whole school pedagogical practice, teachers will be given structured support to develop their practice in identified areas. Our curriculum ensures that all our students, including SEND, LAC and disadvantaged students, have access to wide ranging experiences that broaden and deepen their understanding of their subjects.

Our students follow the full National Curriculum at Key Stage 3 and the EBACC is the bedrock of our Key Stage 4 Curriculum Offer, with +70% of students following the EBACC pathway.

As outlined in the Achievement Section, the Heston disadvantaged cohort performs stronger than the national disadvantaged cohort in all key measures. For example, the 2025 A8 was 46.8, compared to 36.8 nationally and 73% gained +4 EM, compared to 47% nationally, however we continue to strive to close the gap between disadvantaged and their non-disadvantaged peers.

Curriculum Leaders have guided their teams to reflect on the coherent sequencing and rationale of their curriculum and to develop Schemes of Learning designed to ensure learners gain secure knowledge and skills. A continuous cycle of improvement and reflection, driven by professional pedagogical conversations between subject experts, with a focus on improving the 'pedagogical content knowledge' of subject/curriculum teams supports our curriculum development. Our staff have an in-depth and rich understanding of their specialisms and promote a love of their subject through high quality pedagogical techniques. OFSTED 2022 commented, 'Subject Leaders have thought carefully about what pupils should know, do and understand in each subject' and praised our clear, highly ambitious and inclusive curriculum.

**Personal Development and Well-Being**

We prioritise a curriculum that extends beyond the academic, technical or vocational, enabling learners to discover and pursue their interests and talents. This is exemplified particularly by the careers, enriched and society centred curriculum aims that underpin our curriculum design in all subjects.

OFSTED 2022 recognised personal development as outstanding and the PSHE programme was lauded for being well sequenced, ambitious and well taught. We are confident that our PSHE programme provides an excellent starting point for health and well-being education, focusing on enabling students to make well-informed, positive choices for themselves. Our Pastoral Programme creates opportunities for students to develop and express themselves as active British citizens by equipping them with Hestonian values which encourage responsibility, respectfulness and tolerance of others. There has been a significant investment in training with external providers to ensure that all teachers can confidently deliver the most sensitive topics in RSE.

The PSHE programme, staff training and the 'Well-Being Hub' work together to support students' development. Student resilience, confidence and independence have all benefited from the support provided, as well as the School's focus on physical and mental health. The School is proud that a greater proportion of girls at Key Stage 4 are now participating in a range of sports enrichment activities. This is a significant improvement on previous years; however, we recognise that there is still work to do.

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Strategic report (Continued)**

**Achievements and Performance (Continued)**

The 2022 OFSTED report highlights the exceptionally strong extracurricular life of the school. Students have access to a wide array of enrichment opportunities from writing and editing to music, sport and use of the school's gym facilities. Over 70 clubs and societies are available for students to pursue their talents and interests; most students in each year group, including SEND, PPG and the More Able, have engaged with the offer.

Hounslow Music Services and the school's thriving Music Department have broadened the range of music and singing lessons available to students. Spring and summer concerts are now a staple in the school calendar. The School has invested to create a diverse and inclusive enrichment offer which includes learning to be a DJ to Mock Magistrates and chess. Enrichment uptake for the last academic year is as listed:

<b>Year Group</b>	<b>Total Participating</b>	<b>PP</b>	<b>SEND K</b>	<b>SEND E</b>
<b>7</b>	108	33	8	11
<b>8</b>	90	33	6	6
<b>9</b>	84	26	4	5
<b>10</b>	105	29	5	6
<b>11</b>	32	6	2	3
<b>12</b>	84	-	1	1
<b>13</b>	7	-	-	-

The table above shows the number of students who participated in enrichment activities more than once during the academic year, including a breakdown of how many of these students were Pupil Premium (PP), SEND K, and SEND E.

	<b>Student Numbers</b>	<b>Participation</b>	<b>%</b>
PP	331	127	38%
F	696	238	34%
M	716	272	38%

Overall, 510 students participated in enrichment activities, representing 36% of the school population. Participation among male students was 38% [272 students], while 34% of female students [238 students] took part. Additionally, 38% of Pupil Premium [PP] students [127 out of 331] engaged in enrichment activities.

This academic year, the Scholars Programme will expand to include Years 7, 8, and 9. In addition to the external providers we already work with, there will be new partners such as Sweet Science Boxing Mentoring, Bikeability [aimed at SEND students], and Gap Cycling [aimed at disadvantaged students].

In addition to the new opportunities being introduced this year, several of our existing enrichment programmes will continue. The Mock Magistrate initiative targeted at Year 9 and 10, the Extended Project Qualification [EPQ], and the Student Council will all remain key parts of our enrichment offer, providing students with valuable experiences that develop their leadership, critical thinking, and communication skills.

The School has invested heavily to create a Well-being Hub and an Internal Alternative Provision, recognising importance of mental health and students' well-being. The support provided by a multi-disciplined team, including a full time Counsellor, Learning Mentor, a Family Engagement Officer, Well-Being Mentor working alongside our Safeguarding Lead, supports the creation of positive learning environments. We use these resources as a proactive, targeted, preventative strategy to develop resilience, as well as establishing an important safety net for those with specific needs.

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Strategic report (Continued)**

**Achievements and Performance (Continued)**

Students who have been supported by the Wellbeing Hub for 2024-25 is below:

	<b>Number</b>	<b>Male</b>	<b>Female</b>	<b>K</b>	<b>PPG</b>	<b>Identity</b>	<b>Bereavement</b>
One 2 One	177	77	100	39	70(40%)	8(5%)	12(7%)
One off	133	46	87	18	51 (37%)	4(5%)	6(8%)
Workshops	94	26	66	11	36 (38%)	N/a	N/a
Social Club	26	5	21	10	11(44%)	N/a	N/a
Rainbow	5	N/a	5	1	1(20%)	N/a	N/a
Boys Club	6	6	N/a	3	4(66%)	N/a	N/a
Girls Club	29	N/a	29	4	12(43%)	N/a	N/a
Art Attack	30	6	24	8	12(40%)	N/a	N/a

Disadvantaged students were given priority access to 1:1 sessions, as well as participation in the Social Club, Boys' Club, and Girls' Club. Similarly, SEND students were prioritised for 1:1 support sessions to ensure their individual needs were effectively met.

The School is a multicultural community where students mix well together and appreciate the diversity of West London; they recognise the value of what they have in common, whilst respecting differences. There are a range of both formal and informal opportunities for students to develop their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Our success is evidenced by the harmonious nature in which students from different backgrounds coexist.

Expertise is embedded within key pastoral roles across the School that support students in preparing for future success. Good experiences and positive relationships have built trust and students appreciate the advice and guidance they can access. The high-quality pastoral support enhances students' spiritual, moral, social and cultural development, supporting students' engagement with views, beliefs and opinions that are different from their own.

To continue to deliver sustained high outcomes for our students, the school recognises the importance of a positive home school partnership. Considering this, we have pursued a robust programme of parental engagement, at all transition phases, to ensure that families have the necessary support and information to help their children achieve well at school. One-to-one meetings in the Summer Term allowed the School to develop positive relationships with our new Year 7 parent/carers. The continued use of one-to-one meetings for families of Year 9 and 10 parent/carers provides an invaluable opportunity to discuss the demands of GCSEs and provide resources to support good independent study habits.

The School has appointed a Family Engagement Officer [FEO] to our Pastoral Support Team, recognising the changing nature of our community and parental attitudes. This is to facilitate a range of early interventions with our families by providing bespoke support to enable children to thrive at school. A refurbished meeting room provides an inviting and less formal environment for the FEO to build meaningful relationships with families; offering guidance to fully understand the expectations of the School and the role parent/carers play in their children's progress and attainment. The Family Engagement Officers provide support to families from Key Stage 3 and 4 to improve attendance, punctuality and the completion of homework.

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**HESTON COMMUNITY ACADEMY TRUST**  
**(A company limited by guarantee)**

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Strategic report (Continued)**

**Achievements and Performance (Continued)**

Our extensive modernisation of the School's facilities has further helped to secure a learning environment that values students' personal development. Whilst this may not lead to immediate obvious benefits, it provides opportunities for greater social interaction and pride in their environment. Recent improvements include:

- The construction of the new Pavilion toilet block
- Strengthening of family engagement through the appointment of FEO, Attendance Manager and the Well-Being Hub Team
- The re-roofing and ventilation of the of the 'Bubble'
- The upgrading of the heat distribution system in the Sutton Building
- The refurbishment of Access Arrangement classroom

**Safeguarding**

The School employs a senior non-teaching person to act as DSL on a full-time basis to lead this role. Additionally, it deploys its three Deputy Headteachers as Deputy Designated Safeguarding Leads to take responsibility for safeguarding across a Key Stage within the School. This allows the school to combine seniority and an experienced non teacher who has the time to meet with external agencies and fulfil the DSL role. These responsibilities are explicit in their job descriptions, and they have all have undertaken the necessary Level 3 Designated Safeguarding Training delivered online through SSS platform during August '24. Twice half termly meetings are held by the Safeguarding Committee [DSL, Deputy Heads & Headteacher] which reviews all matters relating to safeguarding, child protection and vulnerable students. This would also include LAC, as well as students educated off site and those with heightened mental health needs. The agenda also covers broader safeguarding issues e.g. safety on site, e.g. the thinning of the undergrowth around the edges of our fields, in response to child-on-child abuse or arrangements to ensure building works take place safely on site. In addition, the DSL is line-managed by the Deputy Headteacher [Pastoral] who is kept abreast of new and challenging cases. We are fortunate to still employ a former Assistant Headteacher and DSL who can act as an additional sounding board to the Senior Team. Since November 2023 the school also uses Judicium's Safeguarding services. This is an offsite hub providing telephone and face-to-face support by a team of experienced specialists. This service also provides an annual comprehensive audit of Heston's safeguarding led by external specialist.

The School's Safeguarding Policy is based on the model from The Key; is easily accessible on the Heston website and updated annually, for the start of the new academic year in response to KCSIE. All staff receive safeguarding training as part of their induction to the School and the Safeguarding Team's identities and roles are displayed through posters spread across the site, so that all stakeholders can identify where they need to go for support. CPOMS is used to report any safeguarding issues. Staff are provided with guidance on the actions to take where there are concerns about a child's safety or welfare. In addition, the remote training offered by SSS and THE KEY provides digital updates to key staff on the changes in KCSIE or other major announcements affecting safeguarding. Furthermore, the DSL sends small bite-sized updates on relevant issues throughout the academic year. The HR Team keep a record of all staffs' completion of the relevant safeguarding training. The inclusion of Judicium's safeguarding services is an addition layer of support, to ensure both our Policy and practice is in line with current regulations.

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**HESTON COMMUNITY ACADEMY TRUST**  
**(A company limited by guarantee)**

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Strategic report (Continued)**

**Achievements and Performance (Continued)**

Staff are required to read the Safeguarding Policy and to sign the Safeguarding Pledge annually - this includes verification that the Safeguarding Policy has been read. During Staff training the School's Safeguarding Policy is referenced with specific focus on referrals for safeguarding and how to respond when a disclosure is made, the time sensitivity and urgency for immediate action. To this end, we include telling staff about a Familial Sexual Abuse case and how speedy referral to the Social Care, and follow up, ensured those children did not go home that evening. With the application of CPOMS, referrals reach the DSL swiftly and can be actioned speedily. The School has a range of policies on RM Unify to guide its staff including Allegations Against Staff, Disciplinary Policy & Procedures, E-safety and Acceptable Usage, KCSIE and Whistleblowing.

The DSL and Deputy DSL have received training on local thresholds. More recently, having a link social worker has allowed for discussion and advice around borderline cases as well as updates on the progress of referrals made. Thresholds of student needs are constantly discussed and debated as key staff undertake their safeguarding roles

The School plans a designated session for safeguarding training for all staff to take place during the first two days of INSET at the beginning of each September. Thereafter there are two mornings slots in the first week back after a half term in October and February, which are designated for safeguarding training for all staff, where students do not arrive on site until 10:30. Where specific training needs are identified, the School arranges additional resources.

For example:

September'22 - issues arising out of OFSTED's 2021 Report on Child-on-Child abuse

September'23 - Trauma Training given rising trend & PREVENT update

September'24 - development of de-escalation skills when tackling student's poor behaviour choices.

Heston is fully compliant with statutory requirements with the use of uses SCR Tracker to monitor all the requirements for the Single Central Record. The HR Manager has responsibility for the maintenance of the SCR, which is checked, at least half-termly, by the Headteacher, and the HR Manager. Checks are made against payroll, and on a regular basis, staff HR files are reviewed for consistency and compliance with the statutory requirements for the SCR. The Chair of Governors reviews the SCR termly and the Safeguarding Governor also carries out regular checks for compliance and consistency.

Safer Recruitment training has been undertaken by most members of SLT. No interview takes place without at least one Safer Recruitment trained member of staff on the panel. Every member of staff is fully vetted by the School and the SCR includes the required checks: Identity, Barred List, Enhanced DBS, Prohibition for teaching, Section 128 for those in management positions, overseas checks, DBS checks, professional qualifications and the right to work. The SCR records whether the checks have been carried out and the date each check was carried out. Supply staff are required to have written confirmation that the agency has carried out the relevant checks.

The School is both committed and extensively involved in multi-agency working in Hounslow, as well as in the boroughs of Ealing and Hillingdon from which some of our students are drawn or have been placed [LAC]. Close working allows for joined-up responses, to reduce the risk of harm to our students and their families. Close liaison with HCSS is central to the safeguarding of our students and has found the addition of a Link Social Worker [Tiara Francisco] particularly supportive and helpful. Heston works collaboratively with the School Attendance Support Service to ensure students who take term time leave and have attendance concerns are alerted to the service quickly to ensure effective attendance procedures are followed.

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**HESTON COMMUNITY ACADEMY TRUST**  
**(A company limited by guarantee)**

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Strategic report (Continued)**

**Achievements and Performance (Continued)**

While all staff are fully aware of the roles of Social Services, it is the SLT, Pastoral and Welfare staff who have the greater knowledge of other organisations e.g. Health, Barnardo's, CAMHS etc. with whom the School works on a regular basis. It is the culture within the School all safeguarding concerns are passed on by staff to the DSL via CPOMS or one to one conversations. DSL and SLT take the lead and complete most of the interaction with any agencies.

**Key performance indicators**

The Academy Trust has established KPIs for the financial year ended 31st August 2025. They include:

- Overall percentage of funds spent on staffing to remain below 84% of income [excluding Fixed Assets] for 2024 - 2025.
- Reduce whole school expenditure [excluding Fixed Assets] through efficiency savings and procurement improvements – for 2024 - 2025 this has been achieved by maintaining a focus on staffing and other key budget areas and re-tendering key contracts as they arose.

**Going concern**

Going Concern is a fundamental accounting concept that underlies the preparation of financial statements of all UK companies. Under the going concern concept it is assumed that a company will continue in operation and that there is neither the intention to liquidate it nor to cease trading. It is a requirement that Governors should make a rigorous assessment of whether the company is a going concern when preparing annual financial statements.

To this end, the Governors have assessed and reviewed the Academy Trust's financial data for the year ended 31 August 2025. In addition, the SLT has prepared and evaluated, and Governors have discussed the Academy Trust's financial plan at the Summer 2025 Finance and General Purposes Committee meeting. After making appropriate enquiries, the Governing Body has a reasonable expectation that the Academy Trust has adequate resources to continue in operational existence in its current format 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**

Most of the Academy's income is obtained from the Department for Education (DfE) and Local authority. This is in the form of the General Annual Grant [GAG] and related grants, the use of which is restricted to educational expenditure. The grants received from the DfE during the year ended 31 August 2025 are shown as restricted funds in the Statement of Financial Activities.

During the year ended 31 August 2025 total expenditure of £12,285K was covered by GAG funding from the DfE together with other incoming resource. The excess of expenditure over income for the year was £615k.

At 31 August 2025, the net book value of fixed assets was £22,586K. Movements in tangible fixed assets are shown in note 13. The assets are used exclusively for providing education and the associated support services to the students of the Academy.

The net current assets of The Academy at 31 August 2025 were £2,690K and a cash balance of £3,229K including £1,579k of current investments.

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**HESTON COMMUNITY ACADEMY TRUST**  
**(A company limited by guarantee)**

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Financial review (Continued)**

The Academy has received notification from the London Borough of Hounslow that the Local Government Pension Scheme surplus as of 31 August 2025 was valued at £1,197,000. The Academy inherited a pension surplus from The London Borough of Hounslow relating to its supports staff and the Local Government Pension Scheme.

**Reserves policy**

The Governors review the reserve levels of the Academy Trust at each month end when the reports are sent to the Chair of Finance and General Purposes Committee. This review encompasses the nature of income and expenditure streams, the need to match income with commitments and the nature of restricted and unrestricted reserves.

The Academy Trust has three types of reserves, namely Unrestricted, Restricted and Restricted Fixed Assets.

The Governors determined that the appropriate level of operating reserves should be at least £650k with an aim of cover one month's total staffing cost. The reserves balance at 31 August 2025 stands at £25,776k.

This contingency provides a financial cushion to deal with unexpected emergencies such as urgent maintenance or building works required to keep the Academy operational.

Unrestricted Funds which are surplus funds from fundraising activities outside of grants will be used by the Trust, where necessary, to help fund school improvement projects

The Academy Trust held fund balances at 31 August 2025 of

Restricted Funds	£1,613k [2024: £1,618k]
Restricted Fixed Assets	£23,135k [2024: £24,154k]
Unrestricted Funds	£1,028k [2024: £716k]
LGPS Deficit	£Nil [2024: £34k]

**Investment policy**

While the Academy still requires continual capital investment in its premises and infrastructure, there is unlikely to be any long-term build-up of capital. Surpluses, therefore, are only invested in bank deposit accounts and not in other financial instruments.

The Trustees agree all investments made by the Academy Trust are in line with the Charity Commission guidance.

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**HESTON COMMUNITY ACADEMY TRUST**  
**(A company limited by guarantee)**

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Fundraising**

The Academy does not use any commercial participators / professional fundraisers. Fundraising for the Academy takes the following forms:

- students and staff engaging in fundraising for external charities

The Academy aims to meet the fundraising Code of Practice and has not received any fundraising complaints. All fundraising is reported to the Governors Finance and General Purposes Committee.

**Financial risks and uncertainties**

The Governors regularly assess the risk to which the Academy is exposed, in particular those relating to specific teaching, provision of facilities and other operational areas of the Academy, and its finances. The Governors have implemented a number of systems and procedures to manage the risk that the Academy faces, especially in key operational areas such as the vetting of new staff, maintenance and supervision of the School site and grounds as well as Health and Safety. Where significant financial or operational risk still remains, the Governors have ensured that there is adequate insurance cover in place.

The Governors continue to monitor the considerable financial pressures placed upon the School by historic and anticipated future unfunded salary increases, cost of energy and inflation impacting on all aspects of the School activities.

Given the nature of Heston Community School as an Academy, the financial instruments that the Academy primarily deals with are largely bank balances, cash and trade creditors, with limited trade [and other] debtors. Consequently, there are limited risks in the Academy's financial and business activities and they do not materially affect the assessment of the Academy's assets.

Liquidity risks are managed by maintaining sufficient cash reserves to maintain its independence and to deal with unexpected matters arising [see Reserves Policy]. Reserves are not invested in volatile instruments in line with its current agreements but in major banks as deposit accounts. The Academy currently has healthy reserves and the liquidity risk credit risk and cash flow risk to the Academy is extremely low.

The recruitment of high-quality staff remains challenging. The School has a proactive strategy to manage risk by overstaffing in key curriculum areas. Furthermore, the School is heavily involved in training new teachers via the PGCE, SCITT and Assessment Only Route. The Board of Governors recognises and supports a range of strategies to attract and retain skilled staff.

The School is currently full, however, Governors are aware of the expected reduction in secondary aged students in Hounslow. The School remains confident that it can adjust the curriculum and staffing structure to manage the anticipated fall in student numbers.

The Governors maintain an up-to-date Risks Register through which considerable risks to the School are managed.

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**HESTON COMMUNITY ACADEMY TRUST**  
**(A company limited by guarantee)**

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Plans for future periods**

The Academy will continue working to improve the levels of student performance and continue to direct its efforts to ensure all students achieve their potential. The School Improvement Plan and the Self Evaluation set out the Academy's vision and ambition for the future in terms of the curriculum and quality of education.

In addition, the Academy maintains a rigorous Asset Management Plan which outlines the main building and refurbishment projects planned for subsequent years based on a comprehensive and up to date site condition survey.

The Governors' report, incorporating a strategic report, was approved by order of the Board of Governors, as the company directors, on **22/12/2025** and signed on its behalf by:

*Narinder Phull*

**Narinder Phull**  
**Chair of Trustees**

*R S Berdesha*

**Ranjit Berdesha**  
**Accounting Officer**

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**HESTON COMMUNITY ACADEMY TRUST**  
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**GOVERNANCE STATEMENT**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Scope of responsibility**

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

The Board of Governors has delegated the day-to-day responsibility to the Headteacher, as Accounting Officer, for ensuring financial controls conform to 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 Heston Community Academy Trust and the Secretary of State for Education. They are also responsible for reporting to the Board of Governors any material weaknesses or breakdowns in internal control.

**Governance**

The information on governance included here supplements that described in the Governors' report and in the Statement of governors' responsibilities. The Board of Governors has formally met 5 times during the year.

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

<b>Governor</b>	<b>Meetings attended</b>	<b>Out of a possible</b>
Mr R Berdesha, Head Teacher	5	5
Mr N Phull (Chair of Board and Chair of FGP Committee)	5	5
Mrs F Hooker (Vice Chair)	3	4
Mrs G Ross- Wood [Chair A&P Committee]	5	5
Mr J Kyriacou[Chair Curriculum Committee]	2	2
Mr S Vohra	3	5
Miss M Forrest	5	5
Mr K Batten	3	5
Mrs D Mann	5	5
Mr T Calay	1	1
Mr S Saib	5	5
Mr W Rajput	5	5
Mrs C Macsorely	2	2
Mr H Viridi	1	2

The Finance and General Purposes Committee is a sub-committee of the main Board of Governors. Attendance at meetings in the year was as follows:

<b>Governor</b>	<b>Meetings attended</b>	<b>Out of a possible</b>
Mr R Berdesha [Headteacher]	3	3
Mr S Saib	3	3
Mr N Phull [Chair FGP Committee]	3	3
Mr K Batten	3	3
Mr S Vohra	0	3

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**HESTON COMMUNITY ACADEMY TRUST**  
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**GOVERNANCE STATEMENT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Review of value for money**

As Accounting Officer, the Headteacher has responsibility for ensuring the Academy Trust delivers good value in the use of public resources. The Accounting Officer understands that Value for Money refers to the educational and wider societal outcomes, as well as estates safety and management, achieved in return for the tax payers' resources received.

The Accounting Officer considers how the Trust's use of resources has provided good value for money and can use benchmarking data where available. The Accounting Officer for the Academy Trust has delivered improved value for money during the year by:

**Sustaining High Quality Educational Results**

Examination results and the progress of all groups of pupils remains strong within the context of the efficient use of School resources. Heston Community School offers a broad and challenging curriculum across all the school years and this is achieved through close monitoring of the teaching group sizes and staffing costs.

Comparison with similar schools both locally and nationally shows that Heston Community School is performing well confirming the efficiency of this school.

**Financial Governance and Oversight**

The Academy benefits from an internal audit by Buzzacott and an external audit by BKL. It is auditors to ensure that its duties and obligations are being correctly fulfilled. BKL reviews key financial policies, systems and procedures including the use of tenders. The internal audit reports from Buzzacott show that the School has succeeded in its financial aims of compliance and smooth running of the accounts. The monthly management accounts show further improvements in the running of the finances of the School resulting in a healthy operating balance along with significant reserves held in a separate savings account. The high level of communication and exchange of information between the Chair of the Financial and General Purposes committee to ensure openness and accountability in terms of finances is key to this success. Financial procedures and authorisation limits are regularly reviewed by the Governing Body.

**Ensuring the Operation of the Academy demonstrates good value for money and efficient use of resources.**

Heston Community School uses competitive tendering processes for ensuring value for money when it comes to capital expenditure. The Academy has a strict limit for authorisations. In this financial year, the School obtained permission from the Governing Body to tender for two capital expenditure items to take place:

- Replacement of the Sports Hall Floor
- Old Osterley Heat Distribution (CIF Project)

All major projects were subject to the Academy's purchasing procedures with final contracts being awarded after careful consideration by the purchasing group of which one member was a Governor with oversight for Procurement.

In addition, during the course of the year a number of contracts and purchases were reviewed to ensure the existing contracts provided best value for the School

**Income Generation**

The management of Sports Hall lettings was brought in-house in March 2017. The operating model of the Sports Hall was changed from being a fully managed service to a self-service.

School Lettings, have been maintained over the year primarily through very limited classroom rentals and the Main Hall. Further areas for increasing rental income have been established, including providing conference room facilities and improving the School sports facilities. A successful CIF Bids to ensure heat and water distribution in the Old Osterley Block is now complete. The project will reduce the School's carbon footprint, improve the learning environment and reduced the risk of disruption to the operation of the School.

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**HESTON COMMUNITY ACADEMY TRUST**  
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**GOVERNANCE STATEMENT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**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 Trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in Heston Community Academy Trust for the period 1 September 2024 to 31 August 2025 and up to the date of approval of the annual report and accounts.

**Capacity to handle risk**

The Board of Governors has reviewed the key risks to which the Academy Trust is exposed, together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Board of Governors is of the view that there is a formal process in place for identifying, evaluating and managing the Academy Trust's significant risks. This has been in place from 01 September 2024 and up to the date of approval of the annual report and accounts. This process is regularly reviewed by the Board of Governors.

**The risk and control framework**

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

- A dedicated Academy Business Manager with responsibility for ensuring compliance, accurate budgeting and accounting and overall financial responsibility in the role of Chief Financial Officer for the Trust, in line with the requirements of the Academies Trust Handbook
- Comprehensive budgeting and monitoring systems with an annual budget and monthly financial reports, which are reviewed by the Chair of Finance and General Purposes
- Setting targets to measure financial and other performance
- Clearly defined purchasing [asset or capital investment] guidelines
- Identification and management of risks

The Board of Governors has decided to employ Buzzacott as internal auditor.

The Governing Body has considered the need for a specific internal audit function as per the guidelines in the Academies Trust Handbook and appointed an external audit company, Buzzacott, to the role of the Responsible Officer during 2024 - 2025. The role includes giving advice on financial matters and performing a range of checks on the Academy Trust's financial systems. In particular, the checks carried out in the current year included:

- A review of Core Financial Controls
- A review of risk management policies and procedures

There is a standing agenda item on the Full Governing Body for the internal audit items to be reported on receipt of the completed report.

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**HESTON COMMUNITY ACADEMY TRUST**  
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**GOVERNANCE STATEMENT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

**Review of effectiveness**

As Accounting Officer, 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 auditor
- the financial management and governance self-assessment process or the school resource management self-assessment tool
- the work of the external auditor
- the work of the executive managers within the Academy Trust who have responsibility for the development and maintenance of the internal control framework.

The Accounting Officer has been advised of the implications of the result of their review of the system of internal control by the Full Governing Body, in addition to the Finance and General Purposes Committee, an on-going plan is already in place continue to address potential weaknesses and to ensure continuous improvement of the system is in place.

Approved by order of the members of the Board of Governors on 22/12/2025 and signed on their behalf by:

*Narinder Phull*

**Narinder Phull**  
**Chair of Trustees**

*R S Berdesha*

**Ranjit Berdesha**  
**Accounting Officer**

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**HESTON COMMUNITY ACADEMY TRUST**  
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**STATEMENT OF REGULARITY, PROPRIETY AND COMPLIANCE**

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

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

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

*R S Berdesha*

**Ranjit Berdesha**  
**Accounting Officer**  
Date: 22/12/2025

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**HESTON COMMUNITY ACADEMY TRUST**  
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**STATEMENT OF TRUSTEES' RESPONSIBILITIES**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

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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 judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

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

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

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

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

*Narinder Phull*

**Narinder Phull**  
**Chair of Trustees**  
Date: 22/12/2025

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**HESTON COMMUNITY ACADEMY TRUST**  
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**INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF  
HESTON COMMUNITY ACADEMY TRUST**

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**Opinion**

We have audited the financial statements of Heston Community Academy Trust (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 (DfE).

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.

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**HESTON COMMUNITY ACADEMY TRUST**  
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**INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF  
HESTON COMMUNITY ACADEMY TRUST (CONTINUED)**

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**Other information**

The other information comprises the information included in the annual report, other than the financial statements and our auditor's report thereon. The trustees are responsible for the other information. 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.

In connection with our audit of the financial statements, 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 audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. 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; and
- 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.

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**HESTON COMMUNITY ACADEMY TRUST**  
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**INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF  
HESTON COMMUNITY ACADEMY TRUST (CONTINUED)**

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**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.

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

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 purposes of expressing an opinion on the effectiveness of the School's internal control.
- 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 School's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's 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 auditor's report. However, future events or conditions may cause the School 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.

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**HESTON COMMUNITY ACADEMY TRUST**  
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**INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF  
HESTON COMMUNITY ACADEMY TRUST (CONTINUED)**

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**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.

*M Beynon-Pollitt*

**Myfanwy Beynon-Pollitt (Senior statutory auditor)**

for and on behalf of

**BKL Audit LLP**

Chartered Accountants  
Statutory Auditor

35 Ballards Lane  
London  
N3 1XW

Date: 22/12/2025

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**HESTON COMMUNITY ACADEMY TRUST**  
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**INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO HESTON  
COMMUNITY ACADEMY TRUST AND THE EDUCATION AND SKILLS FUNDING AGENCY**

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In accordance with the terms of our engagement letter dated 24 April 2024 and further to the requirements of the Department for Education (DfE) as included in the Academies Accounts Direction 2024 to 2025, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Heston Community Academy Trust during the year 1 September 2024 to 31 August 2025 have been applied to the purposes identified by Parliament and the financial transactions conform to the authorities which govern them.

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

**Respective responsibilities of Heston Community Academy Trust's accounting officer and the reporting accountant**

The accounting officer is responsible, under the requirements of Heston Community Academy Trust's funding agreement with the Secretary of State for Education dated 1 November 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 Academies Accounts Direction 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.

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**HESTON COMMUNITY ACADEMY TRUST**  
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**INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO HESTON  
COMMUNITY ACADEMY TRUST AND THE EDUCATION & SKILLS FUNDING AGENCY (CONTINUED)**

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The work undertaken to draw to our conclusion includes:

- review of management reporting documents
- review of Trustees/Governors meeting minutes;
- consideration of whether any personal benefit has been derived from the Academy Trust's transactions by staff or related parties;
- consideration of the Academies Trust Handbook regularity requirements and related documents; and
- review of internal controls.

In line with the Framework and guide for external auditors and reporting accountants of academy trusts issued April 2023, we have not performed any additional procedures regarding the Trust's compliance with safeguarding, health and safety and estates management.

**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.

*BKL Audit LLP*

**Reporting Accountant**

**BKL Audit LLP**

Chartered Accountants  
Statutory Auditor

35 Ballards Lane  
London  
N3 1XW

Date: 22/12/2025

**HESTON COMMUNITY ACADEMY TRUST**  
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**STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT)  
FOR THE YEAR ENDED 31 AUGUST 2025**

	Unrestricted funds 2025 £000	Restricted funds 2025 £000	Restricted fixed asset funds 2025 £000	Total funds 2025 £000	Total funds 2024 £000
<b>Income from:</b>					
Donations and capital grants	3	1	-	261	262
Other trading activities	5	238	-	-	238
Investments	6	73	7	-	80
Charitable activities	4	-	11,090	-	11,090
Teaching schools		-	-	-	38
<b>Total income</b>	<b>312</b>	<b>11,097</b>	<b>261</b>	<b>11,670</b>	<b>11,807</b>
<b>Expenditure on:</b>					
Raising funds		-	7	-	7
Charitable activities	7	-	10,806	1,472	12,278
Teaching schools		-	-	-	(2)
<b>Total expenditure</b>	<b>-</b>	<b>10,813</b>	<b>1,472</b>	<b>12,285</b>	<b>11,446</b>
<b>Net income/(expenditure)</b>	<b>312</b>	<b>284</b>	<b>(1,211)</b>	<b>(615)</b>	<b>361</b>
Transfers between funds	18	-	(192)	192	-
<b>Net movement in funds before other recognised gains/(losses)</b>	<b>312</b>	<b>92</b>	<b>(1,019)</b>	<b>(615)</b>	<b>361</b>
<b>Other recognised gains/(losses):</b>					
Actuarial (losses)/gains on defined benefit pension schemes	24	-	(63)	-	(63)
<b>Net movement in funds</b>	<b>312</b>	<b>29</b>	<b>(1,019)</b>	<b>(678)</b>	<b>584</b>
<b>Reconciliation of funds:</b>					
Total funds brought forward	716	1,584	24,154	26,454	25,870
Net movement in funds	312	29	(1,019)	(678)	584
<b>Total funds carried forward</b>	<b>1,028</b>	<b>1,613</b>	<b>23,135</b>	<b>25,776</b>	<b>26,454</b>

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

The notes on pages 39 to 68 form part of these financial statements.

**HESTON COMMUNITY ACADEMY TRUST**  
**(A company limited by guarantee)**  
**REGISTERED NUMBER: 07964015**

**BALANCE SHEET**  
**AS AT 31 AUGUST 2025**

	Note	2025 £000	2024 £000
<b>Fixed assets</b>			
Tangible assets	13	22,586	23,491
Investment property	14	500	500
		23,086	23,991
<b>Current assets</b>			
Debtors	15	392	351
Investments	16	1,579	798
Cash at bank and in hand		1,650	2,108
		3,621	3,257
Creditors: amounts falling due within one year	17	(931)	(760)
<b>Net current assets</b>		2,690	2,497
<b>Total assets less current liabilities</b>		25,776	26,488
<b>Net assets excluding pension asset / liability</b>		25,776	26,488
Defined benefit pension scheme asset / liability	24	-	(34)
<b>Total net assets</b>		25,776	26,454
<b>Funds of the Academy</b>			
<b>Restricted funds:</b>			
Fixed asset funds	18	23,135	24,154
Restricted income funds	18	1,613	1,618
		24,748	25,772
Restricted funds excluding pension liability	18	24,748	25,772
Pension reserve	18	-	(34)
<b>Total restricted funds</b>	18	24,748	25,738
<b>Unrestricted income funds</b>	18	1,028	716
<b>Total funds</b>		25,776	26,454

The financial statements on pages 36 to 68 were approved by the Trustees, and authorised for issue on  
*Narinder Phull* 22/12/2025 and are signed on their behalf, by:

**Narinder Phull**  
**Chair of Trustees**

The notes on pages 39 to 68 form part of these financial statements.

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED 31 AUGUST 2025**

	<b>Note</b>	<b>2025</b> <b>£000</b>	<i>2024</i> <i>£000</i>
<b>Cash flows from operating activities</b>			
Net cash provided by operating activities	20	<b>605</b>	638
<b>Cash flows from investing activities</b>	21	<b>(282)</b>	<i>(379)</i>
<b>Change in cash and cash equivalents in the year</b>		<b>323</b>	259
Cash and cash equivalents at the beginning of the year		<b>2,906</b>	2,647
<b>Cash and cash equivalents at the end of the year</b>	22, 23	<u><b>3,229</b></u>	<u>2,906</u>

The notes on pages 39 to 68 form part of these financial statements

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**HESTON COMMUNITY ACADEMY TRUST**  
**(A company limited by guarantee)**

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

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**1. Accounting policies**

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

**1.1 Company information**

Heston Community Academy Trust is a private company limited by guarantee, domiciled and incorporated in England and Wales. The registered office and principal place of business is Heston Community School, Heston, Heston Road, Hounslow, TW5 0QR.

**1.2 Basis of preparation of financial statements**

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

The financial statements are prepared in sterling, which is the functional currency of the company. Monetary amounts in these financial statements are rounded to the nearest pound.

**1.3 Going concern**

The trustees assess whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the company ("School") 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.

At the balance sheet date, the School's statement of financial activities included a deficit of £615k, and the balance sheet as a whole reflected net assets of £25,776k.

At the time of approval of these financial statements, the School remains almost fully subscribed and further growth is planned next year, thus improving the efficiencies of the School further. The School has produced forecasts which reflect increased operational efficiencies associated with the planned increase in the number of pupils and also take into account the effect of the increased cost of living crisis in the UK economy.

Therefore, the financial statements have been prepared on a going concern basis.

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**HESTON COMMUNITY ACADEMY TRUST**  
**(A company limited by guarantee)**

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

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**1. Accounting policies (continued)**

**1.4 Income**

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

• **Grants**

Grants are included in the Statement of Financial Activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the balance sheet. Where income is received in advance of meeting any performance related conditions there is not unconditional entitlement to the income and its recognition is deferred and included in creditors as deferred income until the performance-related conditions are met. Where entitlement occurs before income is received, the income is accrued.

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

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

• **Other income**

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

**1.5 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 a 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 the support costs involved in undertaking each activity. Direct costs attributable to a single activity and support costs which are not attributable to a single activity are apportioned between those activities on a basis consistent with use of resources.

• **Expenditure on raising funds**

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

• **Charitable activities**

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

All resources expended are inclusive of irrecoverable VAT.

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**HESTON COMMUNITY ACADEMY TRUST**  
**(A company limited by guarantee)**

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

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**1. Accounting policies (continued)**

**1.6 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, at rates calculated to write off the cost of each asset on a straight-line basis over its expected useful life, as follows:

Land & buildings	- 10 to 50 years
Furniture and equipment	- 5 years
Plant and machinery	- 5 years
Computer equipment	- 3 years
Motor vehicles	- 5 years

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

**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 the settlement, and the amount of the settlement can be estimated reliably. Liabilities are recognised at the amount that the academy trust anticipates it will pay to settle the debt or the amount it has received as advanced payments for the goods and services it must provide.

**1.7 Financial instruments**

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

Cash and cash equivalents include cash in hand, deposits held at call with banks, and other short-term liquid investments with original maturities of three months or less.

Financial assets - trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost. Prepayments are not financial instruments.

Financial instruments are recognised in the company's balance sheet when the company becomes party to the contractual provisions of the instrument.

Financial liabilities - trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost. Taxation and social security are not included in the financial instruments

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**HESTON COMMUNITY ACADEMY TRUST**  
**(A company limited by guarantee)**

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

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**1. Accounting policies (continued)**

**1.7 Financial instruments (continued)**

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.

**1.8 Leased Assets**

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

**1.9 Investments property**

Investment properties are initially measured at transaction price excluding transaction costs.

Consequently, this is then reviewed annually by Governors by using number of factors including market knowledge, recent market movements, recent sales of similar properties, historical knowledge and rent levels to determine whether an uplift or impairment is necessary. Transaction costs are expensed to profit or loss as incurred. Changes in fair value are recognised in other comprehensive income except to the extent that a gain reverses a loss previously recognised in profit or loss, or a loss exceeds the accumulated gains recognised in equity; such gains and loss are recognised in profit or loss.

**1.10 Taxation**

The academy trust is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes.

Accordingly, the academy trust is potentially exempt from taxation in respect of income or capital gains received within categories covered by part 11, chapter 3 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

**1.11 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.

**1.12 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.

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**HESTON COMMUNITY ACADEMY TRUST**  
**(A company limited by guarantee)**

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

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**1. Accounting policies (continued)**

**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 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 based on 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 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 trust at the discretion of the trustees.

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

Restricted general funds comprise all other restricted funds received with restrictions imposed by the funder/donor and include grants from the Education and Skills Funding Agency/Department for Education.

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**2. Critical accounting estimates and areas of judgment**

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

Critical accounting estimates and assumptions:

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

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**

	<b>Unrestricted funds 2025 £000</b>	<b>Restricted fixed asset funds 2025 £000</b>	<b>Total funds 2025 £000</b>
Donations	1	-	1
Capital Grants	-	261	261
	<u>1</u>	<u>261</u>	<u>262</u>

	<i>Unrestricted funds 2024 £000</i>	<i>Restricted fixed asset funds 2024 £000</i>	<i>Total funds 2024 £000</i>
Donations	3	-	3
Capital Grants	-	582	582
	<u>3</u>	<u>582</u>	<u>585</u>

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**4. Funding for the Academy's charitable activities**

	<b>Restricted funds 2025 £000</b>	<b>Total funds 2025 £000</b>
<b>Educational Operations</b>		
<b>DfE/ESFA grants</b>		
General Annual Grant (GAG)	7,459	<b>7,459</b>
Other DfE/ESFA grants		
Pupil premium	352	<b>352</b>
Other DfE grants	84	<b>84</b>
ITT Bursaries Grant	1,952	<b>1,952</b>
Teachers' pension grant	276	<b>276</b>
Teachers' pay grant	131	<b>131</b>
Core school budget grant	279	<b>279</b>
	10,533	<b>10,533</b>
<b>Other Government grants</b>		
Local authority grants	549	<b>549</b>
	549	<b>549</b>
<b>Other income from the Academy's educational operations</b>	8	<b>8</b>
	11,090	<b>11,090</b>

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**4. Funding for the Academy's charitable activities (continued)**

	<i>Restricted funds 2024 £000</i>	<i>Total funds 2024 £000</i>
<b>Educational Operations</b>		
<b>DfE/ESFA grants</b>		
General Annual Grant (GAG)	7,134	7,134
Other DfE/ESFA grants		
Pupil premium	337	337
Other DfE grants	43	43
ITT Bursaries Grant	1,977	1,977
Mainstream school additional grants	253	253
Teachers' pension grant	150	150
Teachers' pay grant	130	130
	10,024	10,024
<b>Other Government grants</b>		
Local authority grants	777	777
	777	777
<b>Other income from the Academy's educational operations</b>		
<b>COVID-19 additional funding (DfE/ESFA)</b>	24	24
Catch-up Premium	75	75
	75	75
	10,900	10,900

**5. Other trading activities**

	<b>Unrestricted funds 2025 £000</b>	<b>Total funds 2025 £000</b>
Lettings income	163	163
Other income	75	75
	238	238

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**5. Other trading activities (continued)**

	<i>Unrestricted funds 2024 £000</i>	<i>Total funds 2024 £000</i>
Lettings income	150	150
Other income	58	58
	208	208
	208	208

**6. Investment income**

	<b>Unrestricted funds 2025 £000</b>	<b>Restricted funds 2025 £000</b>	<b>Total funds 2025 £000</b>
Short term deposits	73	-	73
Pension income	-	7	7
	73	7	80
	73	7	80

	<i>Unrestricted funds 2024 £000</i>	<i>Total funds 2024 £000</i>
Short term deposits	76	76
	76	76

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**7. Expenditure**

	<b>Staff Costs</b>	<b>Premises</b>	<b>Other</b>	<b>Total</b>
	<b>2025</b>	<b>2025</b>	<b>2025</b>	<b>2025</b>
	<b>£000</b>	<b>£000</b>	<b>£000</b>	<b>£000</b>
Expenditure on raising voluntary income:				
Direct costs	-	-	7	7
Educational Operations:				
Direct costs	7,904	1,400	747	<b>10,051</b>
Allocated support costs	1,102	733	392	<b>2,227</b>
	-	-	-	-
	<u>9,006</u>	<u>2,133</u>	<u>1,146</u>	<u><b>12,285</b></u>

	<i>Staff Costs</i>	<i>Premises</i>	<i>Other</i>	<i>Total</i>
	<i>2024</i>	<i>2024</i>	<i>2024</i>	<i>2024</i>
	<i>£000</i>	<i>£000</i>	<i>£000</i>	<i>£000</i>
Expenditure on raising voluntary income:				
Direct costs	-	-	6	6
Educational Operations:				
Direct costs	7,256	1,350	655	9,261
Allocated support costs	1,060	777	344	2,181
Teaching school	-	-	(2)	(2)
	<u>8,316</u>	<u>2,127</u>	<u>1,003</u>	<u>11,446</u>

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**8. Analysis of expenditure by activities**

	<b>Activities undertaken directly 2025 £000</b>	<b>Support costs 2025 £000</b>	<b>Total funds 2025 £000</b>
Educational Operations	10,051	2,227	<b>12,278</b>

	<i>Activities undertaken directly 2024 £000</i>	<i>Support costs 2024 £000</i>	<i>Total funds 2024 £000</i>
Educational Operations	9,261	2,181	11,442

**Analysis of direct costs**

	<b>Educational Operations 2025 £000</b>	<b>Total funds 2025 £000</b>
Staff costs	7,621	<b>7,621</b>
Depreciation	1,472	<b>1,472</b>
Educational supplies	262	<b>262</b>
Educational consultancy	29	<b>29</b>
Examination fees	179	<b>179</b>
Technology costs	21	<b>21</b>
Other direct costs	87	<b>87</b>
Other staff costs	98	<b>98</b>
Teaching supply costs	282	<b>282</b>
	<u>10,051</u>	<u><b>10,051</b></u>

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**8. Analysis of expenditure by activities (continued)**

**Analysis of direct costs (continued)**

	<i>Educational Operations 2024 £000</i>	<i>Total funds 2024 £000</i>
Staff costs	7,080	7,080
Depreciation	1,404	1,404
Educational supplies	258	258
Educational consultancy	20	20
Examination fees	148	148
Technology costs	20	20
Other direct costs	84	84
Staff restructuring costs	12	12
Other staff costs	71	71
Teaching supply costs	164	164
	9,261	9,261
	9,261	9,261

**Analysis of support costs**

	<b>Educational Operations 2025 £000</b>	<b>Total funds 2025 £000</b>
Staff costs	1,192	1,192
Repairs and maintenance	190	190
Energy	260	260
Cleaning	192	192
Security and transport	31	31
Other premises costs	66	66
Technology costs	48	48
Other staff costs	18	18
Other support costs	92	92
Governance	34	34
Legal and professional	194	194
Non cash pension costs	(90)	(90)
	2,227	2,227
	2,227	2,227

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**8. Analysis of expenditure by activities (continued)**

**Analysis of support costs (continued)**

	<i>Educational Operations 2024 £000</i>	<i>Total funds 2024 £000</i>
Pension finance cost	9	9
Staff costs	1,147	1,147
Repairs and maintenance	213	213
Energy	336	336
Cleaning	167	167
Security and transport	(2)	(2)
Other premises costs	57	57
Technology costs	58	58
Other staff costs	17	17
Other support costs	70	70
Governance	45	45
Legal and professional	151	151
Non cash pension costs	(87)	(87)
	<u>2,181</u>	<u>2,181</u>

**9. Net income/(expenditure)**

Net income/(expenditure) for the year includes:

	<b>2025 £000</b>	<i>2024 £000</i>
Depreciation of tangible fixed assets	<b>1,472</b>	1,404
Fees paid to auditors for:		
- audit	<b>21</b>	21
- other services	<b>6</b>	6
	<u>1,499</u>	<u>1,431</u>

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**10. Staff**

**a. Staff costs and employee benefits**

Staff costs during the year were as follows:

	<b>2025</b>	<i>As restated</i>
	<b>£000</b>	<i>2024</i>
		<i>£000</i>
Wages and salaries	6,607	6,343
Social security costs	790	672
Pension costs	1,417	1,200
	<b>8,814</b>	<i>8,215</i>
Agency staff costs	282	164
Staff restructuring costs	-	12
No cash pension costs	(90)	(87)
	<b>9,006</b>	<i>8,304</i>

Staff restructuring costs comprise:

	<b>2025</b>	<i>2024</i>
	<b>£000</b>	<i>£000</i>
Severance payments	-	12
	-	<i>12</i>

**b. Severance payments**

The Academy paid nil severance payments in the year (2024 - 1), disclosed in the following bands:

	<b>2025</b>	<i>2024</i>
	<b>No.</b>	<i>No.</i>
£0 - £25,000	-	1
	-	<i>1</i>

**c. Special staff severance payments**

Included in staff restructuring costs is a special severance payment of £nil (2024: £12,000).

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**10. Staff (continued)**

**d. Staff numbers**

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

	<b>2025</b>	2024
	<b>No.</b>	No.
Teachers	<b>83</b>	81
Administration and support	<b>58</b>	64
Management	<b>8</b>	7
	<u><b>149</b></u>	<u>152</u>

**e. Higher paid staff**

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

	<b>2025</b>	2024
	<b>No.</b>	No.
In the band £60,001 - £70,000	<b>18</b>	14
In the band £70,001 - £80,000	<b>4</b>	3
In the band £80,001 - £90,000	<b>2</b>	3
In the band £90,001 - £100,000	<b>2</b>	-
In the band £120,001 - £130,000	-	1
In the band £130,001 - £140,000	<b>1</b>	-
	<u><b>1</b></u>	<u>-</u>

**f. 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 £1,129,805 (2024 - £1,104,404).

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**HESTON COMMUNITY ACADEMY TRUST**  
**(A company limited by guarantee)**

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

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**11. 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:

		<b>2025</b>	<i>2024</i>
		<b>£000</b>	<i>£000</i>
Mr Ranjit Berdesha, Head Teacher	Remuneration	<b>130 - 135</b>	<i>125 - 130</i>
	Pension contributions paid	<b>35 - 40</b>	<i>30 - 35</i>
Saib Shameet (Staff)	Remuneration	<b>30 - 35</b>	<i>30 - 35</i>
	Pension contributions paid	<b>5 - 10</b>	<i>5 - 10</i>
Mathilde Forrest (Staff)	Remuneration	<b>Nil</b>	<i>45 - 50</i>
	Pension contributions paid	<b>Nil</b>	<i>10 - 15</i>

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

**12. Trustees' and Officers' insurance**

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 £2,000,000 on any one claim. The cost of this insurance is included in the total insurance cost.

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**13. Tangible fixed assets**

	Freehold property £000	Furniture and equipment £000	Plant and machinery £000	Computer equipment £000	Motor vehicles £000	Total £000
<b>Cost or valuation</b>						
At 1 September 2024	25,593	1,071	3,608	832	45	31,149
Additions	74	157	307	30	-	568
At 31 August 2025	<u>25,667</u>	<u>1,228</u>	<u>3,915</u>	<u>862</u>	<u>45</u>	<u>31,717</u>
<b>Depreciation</b>						
At 1 September 2024	4,386	799	1,748	718	7	7,658
Charge for the year	555	146	699	63	9	1,472
At 31 August 2025	<u>4,941</u>	<u>945</u>	<u>2,447</u>	<u>781</u>	<u>16</u>	<u>9,130</u>
<b>Net book value</b>						
At 31 August 2025	<u>20,726</u>	<u>283</u>	<u>1,468</u>	<u>81</u>	<u>29</u>	<u>22,587</u>
At 31 August 2024	<u>21,207</u>	<u>272</u>	<u>1,860</u>	<u>114</u>	<u>38</u>	<u>23,491</u>

**14. Investment property**

	Freehold investment property £000
<b>Valuation</b>	
At 1 September 2024	500
At 31 August 2025	<u>500</u>

In 2018, the Governors designated a non-educational residential building on the school site to be used for the purposes of rental income and capital appreciation. The building and attached land have been transferred from tangible fixed assets at net book value, and revalued to fair value as at 31 August 2018. The fair value gain was recognised in the statement of financial activities.

The fair value of the investment property has been arrived by the Governors through the review of the recent market for the year ended 31 August 2025.

The historical cost of the property is estimated to be £173,580 on the basis of the DfE's valuation of the Academy's land and buildings.

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**15. Debtors**

	<b>2025</b>	<i>2024</i>
	<b>£000</b>	<i>£000</i>
<b>Due within one year</b>		
Trade debtors	-	3
Other debtors	128	63
Prepayments and accrued income	264	285
	<b>392</b>	<i>351</i>
	<b>392</b>	<i>351</i>

**16. Current asset investments**

	<b>2025</b>	<i>2024</i>
	<b>£000</b>	<i>£000</i>
Current asset investments	1,579	798
	<b>1,579</b>	<i>798</i>
	<b>1,579</b>	<i>798</i>

**17. Creditors: Amounts falling due within one year**

	<b>2025</b>	<i>2024</i>
	<b>£000</b>	<i>£000</i>
Trade creditors	519	482
Other creditors	2	3
Accruals and deferred income	410	275
	<b>931</b>	<i>760</i>
	<b>931</b>	<i>760</i>

	<b>2025</b>	<i>2024</i>
	<b>£000</b>	<i>£000</i>
Deferred income at 1 September 2024	276	299
Resources deferred during the year	476	276
Amounts released from previous periods	(276)	(299)
	<b>476</b>	<i>276</i>
	<b>476</b>	<i>276</i>

At the balance sheet date the academy trust deferred grant income received in advance for Local authority income for the year 2025/26.

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**18. Statement of funds**

	Balance at 1 September 2024 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2025 £000
<b>Unrestricted funds</b>						
General Funds - all funds	716	312	-	-	-	1,028
<b>Restricted general funds</b>						
General Annual Grant (GAG)	1,618	7,459	(7,272)	(192)	-	1,613
ITT Bursaries grant	-	1,952	(1,952)	-	-	-
Pupil premium	-	352	(352)	-	-	-
Teachers' pension grant	-	276	(276)	-	-	-
Teachers' pay grant	-	131	(131)	-	-	-
Core school budget grant	-	279	(279)	-	-	-
Other DfE grants	-	84	(84)	-	-	-
Local authority grants	-	549	(549)	-	-	-
Other income from educational operations	-	8	(8)	-	-	-
Pension reserve	(34)	7	90	-	(63)	-
	<b>1,584</b>	<b>11,097</b>	<b>(10,813)</b>	<b>(192)</b>	<b>(63)</b>	<b>1,613</b>

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**18. Statement of funds (continued)**

	Balance at 1 September 2024 £000	Income £000	Expenditure £000	Transfers in/out £000	Gains/ (Losses) £000	Balance at 31 August 2025 £000
<b>Restricted fixed asset funds</b>						
Restricted fixed assets funds - all funds	21,347	-	(1,472)	1,007	-	20,882
DfE capital grants	795	261	-	(1,007)	-	49
Capital expenditure from GAG	2,012	-	-	192	-	2,204
	<u>24,154</u>	<u>261</u>	<u>(1,472)</u>	<u>192</u>	<u>-</u>	<u>23,135</u>
<b>Total Restricted funds</b>	<u>25,738</u>	<u>11,358</u>	<u>(12,285)</u>	<u>-</u>	<u>(63)</u>	<u>24,748</u>
<b>Total funds</b>	<u><u>26,454</u></u>	<u><u>11,670</u></u>	<u><u>(12,285)</u></u>	<u><u>-</u></u>	<u><u>(63)</u></u>	<u><u>25,776</u></u>

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

***General annual grant***

This includes all monies received from DfE to carry out the objectives of the academy trust. It includes the School Budget Share and education services grants.

Under the funding agreement with the Secretary of State, the academy trust was not subject to a limit on the amount of GAG that it could carry forward as at 31 August 2025.

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**18. Statement of funds (continued)**

***Other restricted Funds***

Other restricted funds include funding received from the DfE and Local Education Authorities for specific purposes and other sundry sources of restricted income and expenditure from various sources.

***Pension Reserve***

This represents the negative reserve in respect of the liability on the LGPS defined benefit pension scheme.

***Fixed Asset Fund***

This fixed asset fund includes gifted assets received from the DfE and other sources to finance the development and building of the academy and other tangible fixed assets, and the annual charges for depreciation of these assets.

***Capital expenditure from GAG***

The capital expenditure from GAG is a fixed asset fund has been set up to recognise the tangible assets purchased by the academy following conversion that have been funded from the GAG. This fund has been created by a transfer of an amount equal to the cost of the academy asset management plan from the GAG fund.

***Unrestricted Funds***

Unrestricted Funds represent those resources which may be used towards meeting any of the charitable objects of the academy trust at the discretion of the trustees.

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

	<i>Balance at 1 September 2023 £000</i>	<i>Income £000</i>	<i>Expenditure £000</i>	<i>Transfers in/out £000</i>	<i>Gains/ (Losses) £000</i>	<i>Balance at 31 August 2024 £000</i>
<b>Unrestricted funds</b>						
General Funds	438	287	(9)	-	-	716

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**18. Statement of funds (continued)**

	<i>Balance at 1 September 2023 £000</i>	<i>Income £000</i>	<i>Expenditure £000</i>	<i>Transfers in/out £000</i>	<i>Gains/ (Losses) £000</i>	<i>Balance at 31 August 2024 £000</i>
<b>Restricted general funds</b>						
General Annual Grant (GAG)	1,196	7,134	(6,307)	(405)	-	1,618
ITT Bursaries grant	-	1,977	(1,977)	-	-	-
Pupil premium	-	137	(137)	-	-	-
Other DfE grants	-	851	(851)	-	-	-
Local authority grants	-	777	(777)	-	-	-
General funds	-	24	(24)	-	-	-
Teaching School	-	38	(38)	-	-	-
Pension reserve	(335)	-	78	-	223	(34)
	<u>861</u>	<u>10,938</u>	<u>(10,033)</u>	<u>(405)</u>	<u>223</u>	<u>1,584</u>
<b>Restricted fixed asset funds</b>						
Restricted fixed assets funds - all funds	22,346	-	(1,404)	405	-	21,347
DfE capital grants	213	582	-	-	-	795
Capital expenditure from GAG	2,012	-	-	-	-	2,012
	<u>24,571</u>	<u>582</u>	<u>(1,404)</u>	<u>405</u>	<u>-</u>	<u>24,154</u>
<b>Total Restricted funds</b>	<u>25,432</u>	<u>11,520</u>	<u>(11,437)</u>	<u>-</u>	<u>223</u>	<u>25,738</u>
<b>Total funds</b>	<u><u>25,870</u></u>	<u><u>11,807</u></u>	<u><u>(11,446)</u></u>	<u><u>-</u></u>	<u><u>223</u></u>	<u><u>26,454</u></u>

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**19. Analysis of net assets between funds**

**Analysis of net assets between funds - current year**

	<b>Unrestricted funds 2025 £000</b>	<b>Restricted funds 2025 £000</b>	<b>Restricted fixed asset funds 2025 £000</b>	<b>Total funds 2025 £000</b>
Tangible fixed assets	-	-	22,586	<b>22,586</b>
Investment property	-	-	500	<b>500</b>
Current assets	1,028	2,544	49	<b>3,621</b>
Creditors due within one year	-	(931)	-	<b>(931)</b>
<b>Total</b>	<b>1,028</b>	<b>1,613</b>	<b>23,135</b>	<b>25,776</b>

**Analysis of net assets between funds - prior year**

	<i>Unrestricted funds 2024 £000</i>	<i>Restricted funds 2024 £000</i>	<i>Restricted fixed asset funds 2024 £000</i>	<i>Total funds 2024 £000</i>
Tangible fixed assets	-	-	23,491	23,491
Investment property	-	-	500	500
Current assets	716	2,378	163	3,257
Creditors due within one year	-	(760)	-	(760)
Provisions for liabilities and charges	-	(34)	-	(34)
<b>Total</b>	<b>716</b>	<b>1,584</b>	<b>24,154</b>	<b>26,454</b>

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

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

	<b>2025</b>	<i>2024</i>
	<b>£000</b>	<i>£000</i>
Net income/(expenditure) for the period (as per SOFA)	<b>(615)</b>	<i>361</i>
<b>Adjustments for:</b>		
Depreciation	<b>1,472</b>	<i>1,404</i>
Capital grants from DfE and other capital income	<b>(212)</b>	<i>(582)</i>
Interest receivable	<b>(73)</b>	<i>(76)</i>
Defined benefit pension scheme cost less contributions payable	<b>(90)</b>	<i>(87)</i>
Defined benefit pension scheme finance cost	<b>(7)</b>	<i>9</i>
(Increase)/decrease in debtors	<b>(41)</b>	<i>51</i>
Increase/(decrease) in creditors	<b>171</b>	<i>(442)</i>
<b>Net cash provided by operating activities</b>	<b>605</b>	<i>638</i>

**21. Cash flows from investing activities**

	<b>2025</b>	<i>2024</i>
	<b>£000</b>	<i>£000</i>
Dividends, interest and rents from investments	<b>73</b>	<i>76</i>
Purchase of tangible assets	<b>(567)</b>	<i>(1,037)</i>
Capital grants from DfE Group	<b>212</b>	<i>582</i>
<b>Net cash used in investing activities</b>	<b>(282)</b>	<i>(379)</i>

**22. Analysis of cash and cash equivalents**

	<b>2025</b>	<i>2024</i>
	<b>£000</b>	<i>£000</i>
Cash in hand and at bank	<b>1,650</b>	<i>2,108</i>
Current investments	<b>1,579</b>	<i>798</i>
<b>Total cash and cash equivalents</b>	<b>3,229</b>	<i>2,906</i>

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**23. Analysis of changes in net debt**

	At 1 September 2024 £000	Cash flows £000	At 31 August 2025 £000
Cash at bank and in hand	2,108	(458)	1,650
Current asset investments	798	781	1,579
	<u>2,906</u>	<u>323</u>	<u>3,229</u>

**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 London Borough of Hounslow. Both are multi-employer defined benefit schemes.

The latest valuation of the TPS related to the period ended 31 March 2020 and the latest triennial valuation for LGPS related to the period ended 31 March 2022. The Trust has received an actuarial report relating to the valuation of the LGPS as at 31 August 2025.

There were no outstanding or prepaid contributions at either the beginning or the end of the financial year.

**Teachers' Pension Scheme**

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pension Scheme Regulations 2014. Membership is automatic for full-time teachers in academies. All teachers have the option to opt-out of the TPS following enrolment.

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

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**HESTON COMMUNITY ACADEMY TRUST**  
**(A company limited by guarantee)**

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

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**24. Pension commitments (continued)**

**Valuation of the Teachers' Pension Scheme**

The Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the TPS in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury every 4 years. The aim of the review is to ensure scheme costs are recognised and managed appropriately and the review specifies the level of future contributions.

Actuarial scheme valuations are dependent on assumptions about the value of future costs, design of benefits and many other factors. The latest actuarial valuation of the TPS was carried out as at 31 March 2020. The valuation report was published by the Department for Education on 27 October 2023, with the SCAPE rate, set by HMT, applying a notional investment return based on 1.7% above the rate of CPI. The key elements of the valuation outcome are:

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

The result of this valuation was implemented on 1 April 2024. The next valuation result is due to be implemented from 1 April 2027.

The employer's pension costs paid to TPS in the year amounted to £1,059,000 (2024 - £878,000).

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 is unable to identify its share of the underlying assets and liabilities of the plan. Accordingly, the Academy has taken advantage of the exemption in FRS 102 and has accounted for its contributions to the scheme as if it were a defined contribution scheme. The Academy has set out above the information available on the scheme.

**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 £458,000 (2024 - £413,000), of which employer's contributions totalled £358,000 (2024 - £323,000) and employees' contributions totalled £100,000 (2024 - £90,000). The agreed contribution rates for future years are 25.9 per cent for employers and 6.6 per cent for employees.

Parliament has agreed, at the request of the Secretary of State for Education, to a guarantee that, in the event of academy closure, outstanding Local Government Pension Scheme liabilities would be met by the Department for Education. The guarantee came into force on 18 July 2013 and on 21 July 2022, the Department for Education reaffirmed its commitment to the guarantee, with a parliamentary minute published on [GOV.UK](https://www.gov.uk).

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**24. Pension commitments (continued)**

**Principal actuarial assumptions**

London Borough of Hounslow Pension Fund

	<b>2025</b>	<i>2024</i>
	%	%
Rate of increase in salaries	<b>3.55</b>	3.80
Rate of increase for pensions in payment/inflation	<b>2.55</b>	2.80
Discount rate for scheme liabilities	<b>6.05</b>	5.10

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

	<b>2025</b>	<i>2024</i>
	Years	Years
<i>Retiring today</i>		
Males	<b>21.0</b>	20.7
Females	<b>23.7</b>	23.3
<i>Retiring in 20 years</i>		
Males	<b>22.7</b>	22.0
Females	<b>25.5</b>	24.7

**Sensitivity analysis**

London Borough of Hounslow Pension Fund

	<b>2025</b>	<i>2024</i>
	£000	£000
Discount rate -0.1%	<b>78</b>	197
Mortality assumption - 1 year increase	<b>113</b>	247
0.1% increase in the Salary	<b>3</b>	238
0.1% increase in the Pension	<b>78</b>	288

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**24. Pension commitments (continued)**

**Share of scheme assets**

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

	<b>At 31 August 2025</b>	<i>At 31 August 2024</i>
	<b>£000</b>	<b>£000</b>
Equities	2,711	2,976
Gilts	1,027	1,310
Property	164	178
Absolute return portfolio	82	90
Other assets	123	160
<b>Total market value of assets</b>	<b>4,107</b>	<b>4,714</b>

The actual return on scheme assets was £91,000 (2024 - £296,000).

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

	<b>2025</b>	<i>2024</i>
	<b>£000</b>	<b>£000</b>
Current service cost	(263)	(231)
Interest income	247	216
Interest cost	(240)	(225)
Administrative expenses	(5)	(5)
<b>Total amount recognised in the Statement of Financial Activities</b>	<b>(261)</b>	<b>(245)</b>

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

	<b>2025</b>	<i>2024</i>
	<b>£000</b>	<b>£000</b>
<b>At 1 September</b>	<b>4,748</b>	<b>4,265</b>
Current service cost	263	231
Interest cost	240	225
Employee contributions	100	90
Actuarial (gains)/losses	(1,043)	73
Benefits paid	(201)	(136)
<b>At 31 August</b>	<b>4,107</b>	<b>4,748</b>

**HESTON COMMUNITY ACADEMY TRUST**  
(A company limited by guarantee)

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

**24. Pension commitments (continued)**

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

	<b>2025</b>	<i>2024</i>
	<b>£000</b>	<i>£000</i>
<b>At 1 September</b>	<b>4,714</b>	3,930
Interest income	<b>247</b>	216
Actuarial (losses)/gains	<b>(1,106)</b>	296
Employer contributions	<b>358</b>	323
Employee contributions	<b>100</b>	90
Benefits paid	<b>(201)</b>	(136)
Administration expenses	<b>(5)</b>	(5)
<b>At 31 August</b>	<b>4,107</b>	4,714

**25. Contingent asset**

As at 31 August 2025, the actuarial valuation of the Local Government Pension Scheme was calculated as a surplus of £1,197,000 (2024: £34,000 deficit). As this valuation does not give rise to a virtually certain economic benefit for the trust, either in the form of a reduction in future contributions or a cash settlement, any surplus arising on the valuation is recognised solely as a contingent asset.

**26. Operating lease commitments**

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

	<b>2025</b>	<i>2024</i>
	<b>£000</b>	<i>£000</i>
Not later than 1 year	<b>31</b>	29
Later than 1 year and not later than 5 years	<b>1</b>	21
	<b>32</b>	50

**27. 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.

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**HESTON COMMUNITY ACADEMY TRUST**  
**(A company limited by guarantee)**

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

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**28. Related party transactions**

Owing to the nature of the Academy and the composition of the Board of Trustees being drawn from local public and private sector organisations, transactions may take place with organisations in which the trustees have an interest. All transactions involving such organisations are conducted in accordance with the requirements of the Academy Trust Handbook, including notifying the DfE of all transactions made on or after 1 April 2019 and obtaining their approval where required, and with the Academy's financial regulations and normal procurement procedures relating to connected and 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 11.