

**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**

**TRUSTEES' REPORT AND FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 AUGUST 2018**

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**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
**(A company limited by guarantee)**

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**REFERENCE AND ADMINISTRATIVE DETAILS**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

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**Members**

Emma Carr  
Justyn Crane  
Phillipa Henry  
Debra Hiley  
Feya Recordon (resigned 16 November 2017)  
Helen Thomas  
Kevin Welford

**Trustees**

Andrew Collard, Staff Trustee<sup>1</sup>  
Jennifer Davies, Staff Trustee  
Sam Dudley, Parent Trustee<sup>1</sup>  
Andrew Evans, Headteacher and Accounting Officer<sup>1</sup>  
Donald Henderson, Staff Trustee<sup>1</sup>  
Phillipa Henry, Parent Trustee  
Dr Debra Hiley, Chair and Parent Trustee<sup>1</sup>  
Dulcie Karadia, Co-opted Trustee (until 5th December 2017) and Community Trustee<sup>1</sup>  
Claire McKeown, Parent Trustee and Vice Chair  
Nick Morris, Community Trustee (resigned 13 January 2018)  
Lucy Potter, Parent Trustee<sup>1</sup>  
Feya Recordon, Parent Trustee (resigned 16 November 2017)  
Louise Ronan, Co-opted Trustee (appointed 27 February 2018)  
Penny Seaborn-Williams, Co-opted Trustee (appointed 27 February 2018)  
Rachel Ussher, Co-opted Trustee (until 5th December 2017) and Community Trustee

<sup>1</sup> Members of the Finance, Audit and Premises Committee

**Company registered number**

07631985

**Company name**

John Masefield High School and Sixth Form Centre

**Principal and registered office**

Mabel's Furlong, Ledbury, Herefordshire, HR8 2HF

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**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
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**REFERENCE AND ADMINISTRATIVE DETAILS OF THE ACADEMY, ITS TRUSTEES AND ADVISERS  
FOR THE YEAR ENDED 31 AUGUST 2018**

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**Advisers (continued)**

**Company secretary**

Norman Moon

**Chair of Trustees**

Debra Hiley

**Senior management team**

Karen Barker, SENCO (extended SLT)  
Wendy Bradbeer, School Business Manager  
Andrew Collard, Deputy Headteacher  
Andrew Evans, Headteacher  
Peter Hammond, Assistant Headteacher  
Mark Hawksworth, Assistant Headteacher  
Lana Laidler, Faculty Leader (extended SLT)  
Andrew Williams, Assistant Headteacher  
Dean Wyatt, Assistant Headteacher

**Independent auditors**

Whittingham Riddell LLP, Belmont House, Shrewsbury Business Park, Shrewsbury, Shropshire, SY2 6LG

**Bankers**

Barclays Bank PLC, 1-3 Broad Street, Hereford, Herefordshire, HR4 9BA

**Solicitors**

Browne Jacobson LLP, Victoria House, Victoria Square, Birmingham, B2 4BU

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**TRUSTEES' REPORT**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

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The Trustees (who act as governors of John Masefield High School and Sixth Form Centre and are also directors of the charitable company for the purposes of company law) present their annual report together with the audited financial statements of John Masefield High School and Sixth Form Centre (the Academy) for the year ended 31st August 2018. The annual report serves the purposes of both a Trustees' report, and a directors' report under company law.

The purposes of the Academy are those set out in the Articles of Association and the Funding Agreement.

The principal activity is the provision of public benefit education by maintaining, managing and developing an 11 18yr comprehensive School offering a broad and balanced curriculum.

The Trustees ensure the school operates as a state funded, mixed, independent school for students aged 11 18 of all abilities, drawing mainly from the area in which it is situated.

To develop a school offering a broad and balanced curriculum, the curriculum is designed to have strengths in the 8 main faculty areas in the school; English, Mathematics, the Sciences, Modern Foreign Languages, the Humanities, Performing Arts, Technology and Enterprise, and PE and Health. Whilst the school's specialism is in the performing arts, Trustees feel it is essential to have strength in each of the 8 areas named above so that students of all abilities and aptitudes can succeed, thrive and enjoy learning at the Academy.

The school is at the heart of its community, promoting community cohesion and sharing facilities with other schools and the wider community (Funding Agreement).

We achieve our key aims through:

1. developing high quality teaching;
2. pastoral care to help each individual to succeed;
3. a wide range of extra curricular opportunities including many that promote student leadership;
4. linking with the parents and carers of students and the whole curriculum to ensure a quality education for all.

## **Structure, governance and management**

### **a. Constitution**

The Academy was incorporated on 12th May 2011 and commenced as an Academy Trust from 1st June 2011. The Academy Trust is a company limited by guarantee and an exempt charity. John Masefield High School and Sixth Form Centre's Memorandum and Articles of Association, together with the Funding Agreement, are the primary governing documents of the Academy Trust.

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

The Trustees act as the Governors for the charitable activities of John Masefield High School and Sixth Form Centre and are also the directors of the Charitable Company for the purposes of company law. The Charitable Company is known as John Masefield High School and Sixth Form Centre.

Details of the Trustees who served during the year are included in the Reference and administrative details on page 1.

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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

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**Members**

The Members of an academy have a different status from Trustees. The Members are the subscribers to the academy's memorandum of association, have an overview of the governance arrangements and can hold the trustees to account whilst the trustees hold the school leadership team and Headteacher to account. Members are not involved in the day to day running of the school nor do they hold school leaders to account. Members have the power to appoint community trustees; staff and parent trustees are appointed by elections as per the articles of association and co-opted trustees can be appointed by the board of trustees.

**b. Members' liability**

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

**c. Trustees' indemnities**

The term Trustee, Director and Governor mean the same body of people. Trustees are responsible under the academy's article of association for controlling its management and administration. They have responsibility for directing its affairs and for ensuring that it is solvent, well run and delivering the trust's charitable outcomes for the benefit of the public, holding the school's leadership and Headteacher to account.

Trustees benefit from indemnity insurance purchased at the Academy Trust's expense to cover the liability of the Trustees which by virtue of any rule of law would otherwise attach to them in respect of negligence, default or breach of duty of which they may be guilty to relation to the Academy Trust, provided that any such insurance shall not extend to any claim arising from any act or omission which the Trustees knew to be a breach of trust or breach duty or which was committed by the Trustees in reckless disregard to whether it was breach of trust or breach of duty or not and provided also that any such insurance shall not extend to the costs of any unsuccessful defence to a criminal prosecution brought against the Trustees in their capacity as Directors of the Academy Trust.

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 cover up to £5,000,000 on any one claim.

**d. Method of recruitment and appointment or election of Trustees**

Eligibility to act as a Trustee of the John Masefield High School and Sixth Form Centre is within the Constitutional Framework and Clauses 65 81 of the Articles of Association.

Trustees are sought via election from the parent body, appointment from the staff body and co opted from the local community dependent upon skill requirements. Community trustees can be appointed on the recommendation of trustees, based on the needs linked to the competency framework for governors; they are then appointed by members in line with the Articles of Association.

The Governing Body has an on going policy of attracting Trustees with a range of skills and background to provide the Academy with the best possible advice and support; those sought must importantly be willing to be very committed to the role of a trustee, including a willingness to take on continuous development and education for their role and be proactive in their link governor roles.

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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

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**e. Policies and procedures adopted for the induction and training of Trustees**

The school has adopted an in house programme of induction for all new Trustees. This includes all relevant information about the school, the Company and the Trust, being amalgamated in an induction pack sent electronically to all new trustees.

Each new Trustee meets with the Headteacher, Chair of Trustees and Clerk to Trustees and is assigned a mentor from the Governing Body. Trustees are appointed for a four year period. This time limit does not apply to the Headteacher. As part of their induction, trustees are asked to use the modular training we have bought online via the National Association of Governors (NGA) and "The Key for School Governors", to access training for induction, as well as all areas of training for governors throughout their tenure. JMHS can also access induction training through the SLA with Hereford Governors Association (HGA).

Training is provided in house by the Headteacher, other relevant staff, such as the Designated Safeguarding Officer (DSO), and our school improvement partner (SIP), who is an experienced OFSTED inspector. This includes looking at data produced by the DfE as well as studying internal data. All trustees can access "The Key for School Governors" where information from experts can be accessed and questions posted to these experts. In addition, all trustees can access the new modular training we have accessed via the NGA and as a whole Governing body we can access advice from the NGA advisors on governance issues including legal matters. Training is sought through the Hereford Governors Association (HGA), of which we are members and trustees can access and accessed courses including areas such as finance, performance management and safeguarding. The current chair places a huge emphasis on trustee Continuous Professional Development (CPD) and as such all training events and key learning points are shared amongst all trustees.

The chair regularly attends the Herefordshire Chairs Briefing run by children's services and the local schools forum for chairs and Headteachers, keeping abreast with local developments and working collaboratively within our community.

Since October 2016 all educational and training information is shared via committees on agendas and via the "Chairs update for trustees" document produced twice a term by the chair of trustees.

**f. Organisational structure**

The Board of Trustees act upon guidance for Trustees as set out in the Governance Handbook January 2017. The Board of Trustees manage the Academy on behalf of the Members of the Academy Trust. Their core functions are:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff;
- Overseeing the financial performance of the school and making sure its money is well spent;
- To employ staff.

All decisions reserved for the Board of Trustees are taken at the appropriate level. Committees have delegated functions according to their terms of reference and discuss matters. Committees are empowered to make decisions on behalf of the Board of Trustees which they shall report at its next meeting, or make recommendations to the Board of Trustees for approval or rejection. All decisions delegated to management are clearly communicated and outcomes monitored.

The Headteacher acts as the accounting officer and works in close collaboration with the Chair of the Finance, Audit and Premises Committee and the committee, auditors and the finance manager.

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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

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Trustees are responsible for setting strategic direction and general policy. They adopt an annual development plan and budget and monitor the development of the Academy through these. They make decisions about the future direction of the Academy, capital expenditure and, with the Senior Leadership Team, on staff appointments.

Committees monitor the effectiveness of the school in terms of:

- Finance, Audit and Premises;
- Teaching, Learning and Progress;
- Personnel and Welfare.

There is a designated link governor who looks at health and safety and reports to the Finance, Audit and Premises Committee and where relevant, the Personnel and Welfare Committee. Meetings are held at least termly and are supported by senior leaders and relevant staff of the school. Evidence such as internal and external data, papers that detail current position and development plans, and benchmarking are provided for trustees' information.

The school has secured the services of Mike Merchant to act as a School Improvement Partner, providing trustees further objective evidence, supporting and challenging the work of the senior leadership team.

The full details of the procedural workings and roles of the members, trustees, committees and individuals can be found in our procedural document: "Procedural Working for Members and Trustees of JMHS and Sixth Form Centre".

	<b>Teaching, Learning &amp; Progress Committee</b>	<b>Finance, Audit &amp; Premises Committee</b>	<b>Personnel &amp; Welfare Committee</b>
<b>Chair</b>	Pippa Henry Feya Recordon (resigned 16 November 2017)	Sam Dudley	Debs Hiley
<b>Vice Chair</b>	Rachel Ussher	Dulcie Karadia	Pippa Henry
	Jenny Davies	Andy Collard	Feya Recordon (resigned 16 November 2017)
	Debs Hiley	Donald Henderson	Louise Ronan (appointed 27 February 2018)
	Claire McKeown	Nick Morris (term ended 13 January 2018)	Penny Seaborn-Williams (appointed 27 February 2018)
		Lucy Potter	Rachel Ussher
<b>Staff Officer</b>	Andy Collard	Wendy Bradbeer	Jo Lindley (until 15 April 2018)
		Sarah Thomas	Dean Wyatt (from 16 April 2018)



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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

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Staff	Key responsibilities	Examples of typical job activities
Wendy Bradbeer	1. School Business Manager  2. Site, health and safety  3. Contractors including catering and cleaning  4. Support staff	<p><b>School Business Manager:</b></p> <ul style="list-style-type: none"> <li>a. Ensure timely and effective administration of school systems e.g. administration emails</li> <li>b. Co-ordinate relevant bids to ensure effective resource management.</li> <li>c. Quality control relevant JMHS communications.</li> <li>d. Ensure key systems e.g. ParentPay, are efficient and provide excellent service.</li> </ul> <p><b>Site, health and safety:</b></p> <ul style="list-style-type: none"> <li>a. Ensure that relevant policies are fit for purpose and are effectively implemented.</li> <li>b. Liaise with relevant external agencies to ensure that JMHS site is safe.</li> <li>c. Lead site staff team to ensure high quality and timely work is carried out.</li> </ul> <p><b>Contractors including catering and cleaning:</b></p> <ul style="list-style-type: none"> <li>a. Ensure that relevant policies are adhered to with regards to awarding of any contracts.</li> <li>b. Ensure that best value is achieved in all work carried out at JMHS.</li> <li>c. Liaise with management of relevant agencies so that work at JMHS is of a consistently high quality.</li> </ul> <p><b>Support staff:</b></p> <ul style="list-style-type: none"> <li>a. Ensure appraisal policy is followed correctly and administration carried out in a timely manner.</li> <li>b. Co-ordinate relevant support staff appointments.</li> <li>c. Complete support staff reviews as appropriate to ensure efficient and cost effective management</li> </ul>

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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

<p><b>Andy Collard</b></p>	<ol style="list-style-type: none"> <li>1. Deputise for Headteacher</li> <li>2. Co-ordinate Faculty Leader meetings</li> <li>3. Line manage Arts, English, Humanities &amp; Technology</li> <li>4. Line Manage SBM</li> <li>5. Lead Spiritual, Moral, Social and Cultural Education including RE/Citizenship/British Values</li> <li>6. Co-ordinate INSET and new staff training</li> <li>7. TEEP coach</li> </ol>	<p><b>Co-ordinate Faculty Leader meetings:</b></p> <ol style="list-style-type: none"> <li>a. Produce agendas for termly meetings focused on SDP priorities.</li> <li>b. Lead termly meetings and ensure actions agreed are clearly identified so that line managers can follow up</li> </ol> <p><b>Faculty Line Management:</b></p> <ol style="list-style-type: none"> <li>a. Ensure appraisal policy is followed correctly and administration carried out in a timely manner.</li> <li>b. Conduct bi weekly Line Management meetings in line with Line Management schedule of key focus areas. Ensure whole school priorities such as positive PP discrimination, seating plans and marking expectations are carried out through learning walks during On Call periods.</li> <li>c. Lead recruitment processes required for the Faculty where relevant.</li> <li>d. Support Faculty Leader with performance issues.</li> </ol> <p><b>Lead Spiritual, Moral, Social and Cultural Education including RE/Citizenship/British Values:</b></p> <ol style="list-style-type: none"> <li>a. Ensure effective teaching resources are created and shared for Citizenship and RE in Years 7 to 9.</li> <li>b. Ensure that assembly schedule incorporates key themes and promotes British Values.</li> <li>c. Support PSHE Co-ordinator to ensure that vision map for SMSC is being carried out in Years 7 to 11.</li> </ol> <p><b>Lead strategy to improve teaching and the TEEP coaches:</b></p> <ol style="list-style-type: none"> <li>a. Co-ordinate termly coach meetings, ensuring that staff received effective support to improve teaching.</li> <li>b. Monitor bi weekly coaching logs from coaches.</li> <li>c. Plan Inset delivery with coaches where relevant.</li> <li>d. Act as the reviewer for any informal or formal capability procedures.</li> </ol> <p><b>Co-ordinate INSET and new staff training:</b></p> <ol style="list-style-type: none"> <li>a. Ensure that all new teachers receive an effective programme of induction.</li> <li>b. Ensure 'Life at JMHS' booklet is updated and shared where relevant.</li> <li>c. Plan Inset days to ensure that SDP priorities are key areas of focus.</li> </ol> <p><b>TEEP coach:</b></p> <ol style="list-style-type: none"> <li>a. Observe a colleague teach once every two weeks and give honest and supportive feedback.</li> <li>b. Complete coaching log.</li> <li>c. Plan and deliver Inset seminars or staff briefings where relevant</li> </ol>
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**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

<p><b>Andy Evans</b></p>	<p>1. Headteacher</p> <p>2. SEF &amp; SDP</p> <p>3. Strategy and budget</p> <p>4. Performance management systems</p> <p>5. Line manage SLT, Maths &amp; Science</p> <p>6. Co-ordinate able student strategy</p> <p>Lead Middle Leaders training</p>	<p><b>SEF &amp; SDP:</b></p> <p>a. Analyse and evaluate school performance and use the SEF to summarise current position and strategies for improvement</p> <p>b. Devise and update the five year plan working in partnership with governors and consulting and including the Senior Leadership Team</p> <p>c. Develop with the SLT the one year School Development Plan to address priorities in the 5 year plan and shorter term issues</p> <p>d. Monitor and evaluate progress on the one year and five year plan holding colleagues to account</p> <p><b>Strategy and budget:</b></p> <p>a. Devise and continuously update the longer term financial strategy for JMHS</p> <p>b. Work with governors and Finance Manager to plan spending, set the budget and ensure value for money in all areas</p> <p>c. Work with the finance manager and governors finance committee to monitor spending and value for money and ensuring compliance with all financial regulations</p> <p>d. Make final decisions on staff deployment and Job Descriptions</p> <p><b>Performance management systems:</b></p> <p>a. Ensure that relevant policies e.g. appraisal, are fit for purpose and being followed by staff.</p> <p>b. Ensure that Governors and relevant agencies such as Ofsted have relevant information to evidence effective performance management.</p> <p>c. Moderate performance management and recommend pay decisions to Governors Pay Committee.</p> <p><b>SLT Line management</b></p> <p>a. Devise half-termly schedule of SLT meetings and events to maximise progress, quality of care and teaching for all students</p> <p>b. Meet fortnightly with SLT members to support and challenge and enable colleagues to achieve SDP priorities</p> <p>c. Support SLT colleagues with developing skills and career progression</p> <p><b>Faculty Line Management:</b> See above</p> <p><b>Co-ordinate able student strategy:</b></p> <p>a. Review progress check data to identify progress of most able and co-ordinate intervention if required.</p> <p>b. Present feedback to Governors about progress of most able</p> <p>c. Use On Call periods to complete most able student learning walks and work scrutinies.</p> <p><b>Lead Middle Leaders training:</b></p> <p>a. Co-ordinate Middle Leaders training schedule.</p> <p>b. Plan high quality training materials for Middle Leader training</p>
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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

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<b>Peter Hammond</b>	<p>1. Assessment and data systems &amp; tracking progress Y7- Y11</p> <p>2. Key stage four Progress Leader</p> <p>3. Pupil Premium Progress and Achievement including 5 must dos are achieved by all staff</p> <p>4. Co-ordinate homework and revision</p> <p>5. Line manage ICT manager, data officer and IAG co-ordinator</p>	<p><b>Assessment and data systems &amp; tracking progress Y7- Y11:</b></p> <ul style="list-style-type: none"> <li>a. Design assessment system to ensure easy yet rigorous monitoring of progress</li> <li>b. Ensure assessment processes are clearly communicated to staff, students, parents and Governors</li> <li>c. Monitor effective implementation of systems</li> </ul> <p><b>Progress Leader - Key stage four (Y10 &amp; 11):</b></p> <ul style="list-style-type: none"> <li>a. Use On Call time to visit relevant year group classes.</li> <li>b. Share key findings of lesson visits with staff.</li> <li>c. Use assessment data to plan for improvement and implement improvement plan</li> <li>d. Lead in year transfers including conducting tours and supporting effective induction.</li> <li>e. Lead year group assemblies and key events.</li> <li>f. Promote a positive ethos and growth mind-set among students in relevant year groups.</li> <li>g. Complete work scrutinies and give feedback to students during On Call periods.</li> </ul> <p><b>Pupil Premium Progress and Achievement including 5 must dos are achieved by all staff:</b></p> <ul style="list-style-type: none"> <li>a. Analyse progress and produce improvement plan</li> <li>b. Co-ordinate intervention programme</li> <li>c. Monitor implementation of 5 must dos and take action to ensure all are carried out</li> </ul> <p><b>Co-ordinate homework and revision:</b></p> <ul style="list-style-type: none"> <li>a. Conduct regular homework surveys and communicate homework expectations to parents/carers.</li> <li>b. Conduct regular work scrutinies to ensure that all staff are complying with JMHS homework expectations.</li> <li>c. Co-ordinate effective relevant strategies so that staff are able to effectively encourage, model and provide excellent revision strategies.</li> </ul>
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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

<p><b>Jo Lindley</b> (Until mid April 2018) <b>Dean Wyatt</b> (From April to August 2018)</p>	<ol style="list-style-type: none"> <li>1. Safeguarding officer including equalities and anti-bullying</li> <li>2. Maximise attendance and reduce persistent absenteeism.</li> <li>3. Behaviour and pastoral care</li> <li>4. Support Key Stage Four progress</li> <li>5. Line manage House Leaders</li> <li>6. TEEP coach</li> </ol>	<p><b>Safeguarding officer including equalities and anti-bullying:</b></p> <ol style="list-style-type: none"> <li>a. Ensure all staff have high quality safeguarding training and awareness.</li> <li>b. Ensure all students understand how to stay safe and keep others' safe</li> <li>c. Maintain a log of all safeguarding and equalities/ bullying concerns – alleged and confirmed.</li> <li>d. Maintain a record where due regard for equality of opportunity is demonstrated in curriculum, pastoral and extra-curricular decisions</li> <li>e. Lead work with relevant external agencies and attend relevant meetings.</li> <li>f. Review Safeguarding Policy and ensure that it is highly effective.</li> </ol> <p><b>Maximise attendance and reduce persistent absenteeism:</b></p> <ol style="list-style-type: none"> <li>a. Ensure attendance data is accurate and shared on a fortnightly basis with staff.</li> <li>b. Create and share an effective attendance strategy that addresses any area of weakness.</li> <li>c. Ensure that relevant pastoral staff are pro actively managing attendance of students and carrying out identified actions.</li> <li>d. Liaise with EWO to support PA and at risk of PA students and families.</li> </ol> <p><b>Behaviour and pastoral care:</b></p> <ol style="list-style-type: none"> <li>a. Ensure that all staff understand the BfL policy and are consistent in its application</li> <li>b. Develop a rewards culture that promotes and supports excellent behaviour</li> <li>c. Hold regular student voice activities to monitor and evaluate levels of respect in and around the school.</li> <li>d. Liaise with relevant external agencies to ensure excellent support for students at JMHS.</li> </ol> <p><b>Support Key Stage Four progress:</b> See below</p> <p><b>Line manage House Leaders:</b></p> <ol style="list-style-type: none"> <li>a. Implement the House Standards ensuring all pastoral staff are accountable for the high expectations set for behaviour, attendance and student welfare</li> <li>b. Support the pastoral team in providing personalised support of individuals and their parents/carers not following the BfL policy</li> <li>c. Ensure appraisal policy is followed correctly and administration carried out in a timely manner.</li> <li>d. Monitor implementation of the On Call system and ensure compliance with expectations.</li> </ol> <p><b>TEEP coach:</b> As above</p>
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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

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<b>Andy Williams</b>	<p>1. Vocational curriculum and BTEC quality nominee</p> <p>2. Key Stage 3 Progress (Y8 &amp; Y9)</p> <p>3. Co-ordinate Initial Teacher Training and newly qualified teachers</p> <p>4. Looked after children</p>	<p><b>Vocational curriculum and BTEC quality nominee:</b></p> <ul style="list-style-type: none"> <li>a. Ensure relevant regulations are followed</li> <li>b. Lead staff training</li> <li>c. Monitor quality of vocational teaching and student progress</li> <li>d. Research and plan improvements to the vocational curriculum</li> </ul> <p><b>Progress Leader – Key Stage three (Y8 &amp; Y9):</b> See above</p> <p><b>Co-ordinate Initial Teacher Training and newly qualified teachers:</b></p> <ul style="list-style-type: none"> <li>a. Liaise with relevant agencies to ensure that support provided to ITT and NQT colleagues is compliant with requirements.</li> <li>b. Ensure that mentors are given relevant training and perform their role effectively.</li> <li>c. Ensure that any relevant administration is completed in a timely manner.</li> <li>d. Co-ordinate ITT support meeting programme.</li> </ul> <p><b>Looked after children</b></p> <ul style="list-style-type: none"> <li>a. Work with parents, carers , outside agencies and staff to ensure high quality of care and safeguarding for all Looked After Children</li> <li>b. Work with parents, carers , outside agencies and staff to maximise progress of Looked After Children</li> </ul>
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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

The school works with a School Improvement Partner (SIP) who is currently a Lead Ofsted Inspector and carries out regular reviews which include reports on the quality of teaching and student progress and suggestions for improvement on key areas of our work. The SIP provides independent advice on the progress of the school against its aims and assists Trustees in their key role of challenging the Headteacher and SLT to achieve even greater success.

**g. Pay policy for key management personnel**

The pay committee meets annually to determine pay increases for staff following the completion of the school's performance management programme. This applies to key management personnel also.

The Headteacher's salary is calculated using the Department for Education (DfE) document "School teacher's pay and conditions document 2017". For Headteacher, Deputy Headteacher and Assistant Headteachers pay, the leadership pay scale is applied. The Headteacher pay range is calculated based on the number of pupils on the school role and applying a unit value for the number of pupils depending on specific key stage, from this a total score is identified.

Staff are employed on national teaching pay scales as identified in the DfE "School teacher's pay and conditions document 2017" document. Support staff pay scales are identified as John Masefield High School and Sixth Form Centre grades, but these are based on Herefordshire Council's salary chart. These grades were developed during the job evaluation process in 2004, job descriptions were allocated points. Each salary grade, has a range of points; each job attributes their score to the value on the pay scales.

**h. Trade union facility time**

**Relevant union officials**

Number of employees who were relevant union officials during the year	1
Full-time equivalent employee number	1

**Percentage of time spent on facility time**

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

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

	£
Total cost of facility time	68
Total pay bill	3,525,164
Percentage of total pay bill spent on facility time	- %

**Paid trade union activities**

Time spent on paid trade union activities as a percentage of total paid facility time hours	100 %
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**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

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**i. Connected organisations, including related party relationships**

We are currently working with Stourport High School in Worcestershire, Prince Henry's High School in Worcestershire and Wood Green Academy in Sandwell which are specialist teaching schools and designated outstanding by OFSTED, as a member of their teaching school networks to help provide the highest standards of professional development for our teachers.

We work in partnership with many local organisations including Ledbury Town Council, Ledbury Rotary Club and Ledbury in Bloom and other local organisations which involve our students. Our students also take leadership roles in working with our local primary schools teaching language lessons, planning organising and running sports, music and arts events and visiting schools to talk with the pupils about transferring to JMHS.

Our students are also involved in raising money for a large variety of local, national and international charities.

Our Headteacher, Mr Evans, as part of his work as a Local Leader of Education, worked closely with and supported another local high school to help them achieve an improvement in their Ofsted Grade 3 Improvement Needed, to Grade 2 – Good. As part of this work Mr Evans has observed teaching and gained an insight into the workings of another school which also helped bring improvements to JMHS. In addition, Mr Evans is, as part of his Local Leader of Education role, a member of the Herefordshire Improvement Partnership which is working together to improve educational outcomes for all secondary schools in Herefordshire. This work enables Mr Evans to work with successful school leaders across Herefordshire and beyond and has been valuable in developing our strategy to help all students achieve excellence in their studies.

We have a joint use agreement with HALO Leisure governing the use of Ledbury Leisure Centre which is based on our school site. This agreement enables the school to use the sports facilities during the school day and for after school clubs. HALO Leisure is responsible for the management of the centre in the evenings after 5.30 pm, at weekends and during the school holidays. The arrangements for maintaining the sports centres and for sharing costs between the Academy and Leisure Centre are detailed in the 'joint use agreement' which was agreed in 2000 when the leisure centre was built.

The school works in partnership with various contractors including Shire Services who provide school lunches and catering services, Clearview Cleaning who clean the school site, and Countrywide who maintain the school grounds. The School Business Manager has worked with all of these contractors who have each achieved good improvements and make strong contributions to improving the school environment. Each contractor is appointed following a thorough tendering process.

**Objectives and Activities**

**a. Objects and aims for 2017/18**

John Masefield High School and Sixth Form Centre aims are:

1. Create excellent and enjoyable learning for all;
2. Help each individual to achieve his or her best;
3. Building a community where we all support each other.



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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

**b. Public benefit**

The Academy Trustees have complied with their duty to have due regard to the guidance on public benefit published by the Charity Commission in exercising powers or duties. This has been with particular reference to Principles 1 and 2 as found in "The Advancement of Education for the Public Benefit, 2008".

John Masefield High School and Sixth Form Centre is an all ability, 11-18 school. Children are taken from Ledbury Primary School and over twenty other local primary schools in Herefordshire, Gloucestershire and Worcestershire. Post GCSE students are welcomed from other schools into our 6th form centre.

**Achievements and performance**

**Strategic report**

**a. Key performance indicators**

**Section I: Attainment 8 and Progress 8**

KPI	2016 Result	2017 Result	2018 Result	National Average (2018)	Comment on 2018 result	2019 Target	2020 Target
Attainment 8	N/A	50.90	48.8 (target: 51.0-52.0)	Not yet known	The A8 score in 2018 was lower than the previous year due to three factors. The 2018 cohort contained fewer more able students than in 2017; too many students especially disadvantaged students had low attendance and underachieved; and a number of option subjects underachieved.	51.0-52.0	52.0-53.0
Progress 8 overall score for all students	-0.01	+0.13	+0.03 (target: +0.2 to +0.3)	-0.01	P8 score overall was lower than in 2017, but in line and marginally above the national average. More able students achieved well as did many conscientious students. Too many students in this year group particularly disadvantaged students had very low attendance. The learning ethos in this year group was also not as strong as in previous years or in years lower down in the school.	+0.2 to +0.3	+0.3 to +0.4
Progress 8 overall score for PP students	-0.51	-0.58	-1.02 (target: -0.2 to 0.0)	NA	Disadvantaged students achieved well below their more advantaged peers. There were a number of outliers amongst a small cohort - disadvantaged students who had extreme health problems, but the performance of disadvantaged students was still far too low.	-0.2 to 0.0	0.0 to +0.2
Progress 8 overall score for SEND students	-0.43	-0.55	N/A	N/A		-0.2 to 0.0	0.0 to +0.2

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**FOR THE YEAR ENDED 31 AUGUST 2018**

Progress 8 for English	+0.16	+0.12	-0.09 (target: 0.0 to +0.2)	0.0	Students made slightly less progress in English in 2018 when compared to the previous two years with disadvantaged and less able students in particular underachieving. A key factor in this is that disadvantaged students achieved far less marks on their extended writing.	0.0 to 0.2	+0.2 to +0.4
Progress 8 for Mathematics	-0.01	+0.21	+0.08 (target: 0.0 to +0.2)	0.0	Overall progress in mathematics was similar to but just below that in 2017. However the mathematics faculty were very disappointed with these results which were below our expectations. Developing intrinsic motivation and effective independent study are seen as key factors in improving progress in mathematics	0.0 to +0.2	+0.2 to +0.4
Progress 8 for EBacc Element	+0.29	+0.36	+0.11 (target: +0.2 to +0.4)	0.0	This year, results in languages, history, geography and the three separate sciences were all positive leading to a positive progress 8 score for EBacc. However there was some under achievement in combined science and a number of students did not take exams in at least three qualifying subjects.	+0.2 to +0.4	+0.3 to +0.5
Progress 8 for Open Element	-0.39	-0.13	-0.01 (target: 0.0 to +0.2)	0.0	There was underachievement in computing, DT, drama, ICT & PE, but strong achievement in other areas including food technology, music and Travel and Tourism. Overall progress was in line with the national average.	0.0 to +0.2	+0.1 to +0.3

**Section II: GCSE Thresholds**

KPI	2016 Result	2017 Result	2018 Result	National Average (2018)	Comment on 2018 result	2019 Target	2020 Target
% of all students achieving grade 4 (C) or higher in English and Maths	66%	75%	67% (target: 70%-75%)	N/A	The 2018 figure was much lower than the 2017 figure partly due to a less able cohort and partly due to too many students achieving grade 3 in either English, maths or both.	70% to 75%	80% to 85%
% of disadvantaged students achieving grade 4 or higher in English and Maths	55%	62%	35% (target: 50%-60%)	N/A	Disadvantaged students achieved far less well than their more advantaged peers. In several cases this was due to low attendance, in others a lack of motivation, homework and revision were factors also.	50% to 60%	60% to 75%
% of all students achieving the EBacc	39%	41%	34% (target: 35%-40%)	22%	Fewer students achieved the EBacc in 2018 due to a lower proportion of students taking exams in all EBacc subjects and too many students achieving grade three in at least one of English, maths or combined science.	35% to 40%	40% to 45%

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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

% of disadvantaged students achieving the EBacc	23%	8%	9% (target: 20%-25%)	N/A	For the second consecutive year very few disadvantaged students achieved the EBacc.	20% to 25%	25% to 30%
% remaining in employment/full time education	96%	94%	Not yet known	N/A		97%	98%

**Section III: Attendance**

KPI	2016 Result	2017 Result	2018 Result	National Average (2018)	Comment on 2018 result	2019 Target	2020 Target
% attendance overall	96.5%	95.8%	94.7%	N/A	Attendance was lower than the previous two years due to very accurate and rigorous coding of absence, changes in staffing, an ineffective strategy to maximise attendance and as a side effect of the introduction of positive discipline which aimed to ensure zero tolerance of certain behaviours but may also have been overly punitive for some students with challenging behaviour thereby discouraging good attendance.	96.4% to 96.8%	96.3% to 96.7%
% attendance PP	93.7%	92.9%	91.3%	N/A	The attendance of PP students was too low in 2017-8. Increasing this and decreasing the number of disadvantaged students who are persistent absentees is a key priority for 2018-19.	94% to 94.5%	94.5% to 95%
% attendance SEND	94.9%	93.2%	92.4%	N/A	SEND attendance was too low and too many SEND students are persistent absentees	95% to 95.5%	95.5% to 96%
% persistent absentees overall	7.1%	10.0%	13.3%	13.5% (2017 result)		5% to 7%	4% to 5%
% persistent absentees PP	21.2%	22.2%	26.2%	N/A	Tutor support and mentoring for students with low attendance will be a vital part of our strategy to decrease the number of disadvantaged students who are persistent absentees.	14% to 16%	12% to 14%
% persistent absentees SEND	13.6%	21%	21.8%	N/A		10% to 12%	9% to 11%

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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

**Section IV: Learning Standards**

KPI	2016 Result	2017 Result	2018 Result	Comment on 2018 results	2019 Target	2020 Target
Care and concentration overall	5.87	6.05	6.04	Overall figures were extremely close to the previous years, but lower in Y11 when compared to other year groups.	6.0-6.2	6.1-6.3
Care and concentration PP	5.51	5.69	5.72	Disadvantaged students in Y7-Y10 showed good improvements in care and concentration when compared to previous years.	5.9-6.1	6.0-6.2
Homework overall	5.61	5.72	5.76	Quality of homework was strongest for students in Y8 and Y9.	5.8-6.0	5.9-6.1
Homework PP	5.09	5.14	5.29	Disadvantaged students in Y7-Y10 showed a good improvement with quality of homework when compared to previous years. Homework for disadvantaged students in Y11 was below our expectation.	5.3-5.5	5.4-5.6

**Section V: A-level**

KPI	2016 Result	2017 Result	2018 Result	National Average (2018)	Comment on 2018 result	2019 Target	2020 Target
Average A-level progress score	+0.02	+0.42	Not yet known	Not yet known		0.1-0.2	0.2-0.3
% achieving AAB in facilitating subjects	24%	28%	21% (target: 20%-25%)	Not yet known	A good result for a slightly less able cohort.	20%-25%	20%-25%
Grade and points for best 3 A-levels	35.1 (B-)	34.9 (C+)	29.4 (C) (target: 35-36)	Not yet known	This was lower than the two previous years but for a less able cohort.	35-36	36-37
Applied general qualifications progress	-0.46	+0.22	Not yet Known	Not yet known		-0.2 to 0	0 to 0.2
Applied general qualification average grade	34.57 (Distinction)	46.4 Distinction*	27.2 Merit + (target: 34-35)	Not yet known	There were only students this year taking vocational qualifications. Overall the students achieved in line with targets.	34-35	35-36
Students staying in education/e employment two terms after completion of 16-18 study	89%	84%	Not yet known	Not yet known		90% to 92%	91% to 93%

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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

**Section VI: Student numbers**

KPI	2016 Student Numbers	2016 % of cohort	2017 Student Numbers	2017 % of cohort	2018 Student Numbers	2018 % of cohort	Comment on 2018 result	2019 Target	2020 Target
Y7 Recruitment	164	N/A	152	N/A	153	N/A	We were oversubscribed for the fourth consecutive year for Y7. We have lost some students from Colwall and Cradley over recent years due to increased transport costs but gained some students from Gloucestershire.	160	165
Sixth Form Recruitment	35	28%	76	52%	58	40%	Fewer students were recruited into Y12 from a less able cohort than the previous year.	45%	50%
Y13 Retention	52/57	91.22%	38/39	97%	64/76	84%	12 students did not complete Y12, a lower completion rate than the previous year. The Sixth Form Leadership Team will analyse reasons for this.	95%	95%

**Section VII: Finance**

	2015 Result	2016 Result	2017 Result	2018 Result	Comment on 2018 Result	2019 Target	2020 Target
a. Reserves	£485,610	£308,192	£297,000	£374,000 (unaudited figure)	In 2015/16 reserves were used to fund replacement boilers and the additional costs of the school's national insurance and pension contributions. Over the longer term the school will aim to build up and maintain reserves of approximately £300-£400k.	£375,000	£400,000
b. In year credit/deficit	+£211,217 surplus	-£177,418 deficit	-£11,000 deficit	+£77,000 surplus (unaudited figure)	Efficient financial management has meant a surplus has been generated in 2018	0	+£25,000

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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

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**Numbers on roll as of 4<sup>th</sup> October 2018**

Year 7	153
Year 8	156
Year 9	168
Year 10	177
Year 11	127
Year 12	58
Year 13	67
Total	906

**Historic information of total numbers on roll**

Autumn 2017	– 887
Autumn 2016	– 849
Autumn 2015	– 834
Autumn 2014	– 845
Autumn 2013	– 872
Autumn 2012	– 893
Autumn 2011	– 886

**OFSTED Inspection September 2017**

The official OFSTED letter stated the following:

Dear Mr Evans

**Short Inspection of John Masefield High School**

Following my visit to the school on 19 September 2017 with Huw Bishop, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in November 2013. **This school continues to be good.**

The leadership team has maintained the good quality of education in school since the last inspection. You, your leaders and all staff show a genuine desire for pupils to be safe and happy while they achieve as well as they can in their studies. Your staff provide high quality pastoral care for pupils, especially for those who are vulnerable in some way.

You know the school very well, including its strengths and weaknesses. Your self-evaluation is detailed, honest, and accurate and understood by all, including governors. Your plans to address the few areas that need to improve are clear and appropriate. As a result, since the previous inspection, you have maintained the school's many strengths and ensured that improvement is evident in its few areas of weaknesses. John Masefield High School is a strong community, and relationships are exemplary across the school. Morale is high. All members of staff who responded to the inspection questionnaire said that they are proud to work at the school, and almost all agreed that the school is well led and managed. Parents value your leadership and the education that the school provides for their children. An overwhelming majority of parents who responded to Parent View agreed that the school is well led, and said that they would recommend the school to another parent. Many commented on the wide range of extra-curricular opportunities that the school offers and its high quality pastoral care.

One parent spoke for many when they wrote: "It is a fabulous school and my children enjoy going. The teachers are friendly and know, and care about, my children. All of my children have made good progress. The lunch and

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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

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afterschool clubs are great. All in all, I am really glad we chose here for the children".

At the previous inspection, you were charged with improving teaching by ensuring that lessons are well matched to pupils' abilities and needs. Teaching is now strong in most subjects and the great majority of pupils achieve very well as a result. Teaching is particularly effective in English, mathematics, science, languages and food technology. However, some weaker teaching remains, especially in business studies, information & communication technology (ICT) and design & technology. Additionally, disadvantaged pupils make slower progress than other pupils in some subjects, but this picture is improving.

**Safeguarding is effective**

Leadership of this area is strong, as is the scrutiny provided by the governing body. All staff understand that keeping pupils safe is their top priority. They are well trained and regularly updated about safeguarding issues. Consequently, members of staff are vigilant and readily pass on any concerns they have about pupils. You have ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. Procedures to recruit staff safely are used well.

All pupils that we spoke to during the inspection said that they feel safe in school. They said that bullying is rare and almost all said that staff deal well with any that does happen. The curriculum includes regular teaching on how to stay safe. For example, pupils understand how to keep themselves safe from potential dangers that can arise when using the internet.

All staff who responded to the staff questionnaire said that pupils are safe in school, as did almost all parents who responded to Parent View.

**Inspection Findings**

- The first area that we considered during the inspection was the quality of teaching, especially in helping disadvantaged pupils to make good progress. Classrooms provides a calm and productive learning environment. Time is used well and relationships between teachers and pupils are excellent. Consequently, most pupils make strong progress in most subjects. Teachers generally plan lessons well, using information about pupils' abilities and other needs. They identify and prioritise disadvantaged pupils in their planning and teaching. As a result, although disadvantaged pupils continue to make slower progress than others in several subjects, the picture is improving. Their progress is accelerating and differences in rates of progress are diminishing. The attendance of a minority of disadvantaged pupils remains a concern. Although most disadvantaged pupils attend well, some fail to attend school sufficiently regularly.
- The inspection's second focus was on the key stage 4 curriculum and its impact on outcomes, especially boys. By the end of Y11, most pupils, including boys, achieve high standards in the majority of subjects. Achievement is strong in several subjects, including English, mathematics, science, languages and food technology. Pupils' progress is weaker in some option subjects, including business studies, ICT and design & technology. These subjects have disproportionately high number of boys taking them in key stage 4. Staffing and leadership issues in these subjects have, in recent years, led to some weak teaching and poor outcomes. Leaders' actions to stabilise staffing and strengthen leadership are proving effective and some improvement is now evident in these subjects.
- The school's curriculum provides an appropriate range of subjects for pupils. Leaders have recently reduced the length of key stage 3 to two years. This gives pupils additional time to study for new, more rigorous, GCSE courses in key stage 4, which now spans Y9 to Y11. Pupils in Y9 who spoke to inspectors said that they enjoy working on their GCSE courses. Leaders plan an emphasis on academic subjects. For example, a much higher proportion of pupils take GCSEs in languages than is typically seen in similar schools. Teaching is strong in languages

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**FOR THE YEAR ENDED 31 AUGUST 2018**

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- and pupils achieve high standards at the end of Y11.
- The third area we considered was the quality of care provided for vulnerable pupils. This is a strength of the school, with thoughtful leadership and expert governor scrutiny. For example, leaders ensure that children looked after are given high-quality emotional, pastoral and academic support. All members of staff contribute to this provision. Consequently, these pupils develop into confident young people as well as achieving good academic outcomes. Similarly, pupils with medical needs are well supported in school. All have up-to-date healthcare plans that are understood by staff. Governors were instrumental in strengthening the school's policy and practice for these pupils.
  - The fourth focus area was the effectiveness of governance. A national leader of governance (NLG) conducted a review of governance in May 2016 and noted several weaknesses. The NLG conducted follow-up reviews in October 2016 and May 2017, supporting the governing body and its new chair in the intervening months. Over that period, governance improved considerably and is now effective. Following an audit of governors' skills, additional governors have been recruited with expertise in safeguarding, finance and education. Governors have undertaken training in several areas, including interpreting assessment information. Consequently, they are now able to challenge leaders more effectively about published data. Committee structures and term of reference have been revised and these are now clear and support the improvements in the school well. Governors now know what the school is doing well and where there is need for improvement. They effectively hold leaders to account for the school's performance.
  - The inspection's final focus area was the sixth form. Students make consistently good progress in the sixth form, especially in academic subjects. Their progress is a little slower in vocational subjects, but this is improving. All requirements of the 16 to 19 study programmes are met, with the range and quality of non-qualification activity being a particular strength. For example, students mentor younger pupils and readily take advantage of the wide array of sporting, arts and other activities on offer. Students told inspectors that they particularly value the pastoral and academic support, including careers guidance, which teachers and other adults provide. Almost all students move on to education, employment or training when they leave the sixth form. The proportion of students who move on to university well above that seen nationally.

**Next steps for the school**

Leaders and those responsible for governance should ensure that:

- Teaching in option subjects, including business studies, ICT and design & technology, improves so that standards rise to match those evident in other subjects.
- The progress of disadvantaged pupils continues to accelerate and the number that are persistently absent reduces.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Herefordshire. This letter will be published on the Ofsted website.

Yours sincerely  
Alun Williams  
Her Majesty's Inspector



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**TRUSTEES' REPORT (continued)**  
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**b. Going concern**

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

**Financial review**

The majority of the Academy's income is obtained from the DfE in the form of recurrent grants, the use of which is restricted to particular purposes. Total income for 2017/18 was £4,501,136 (2017: £4,521,514); of which revenue income for educational operations was £4,408,926 (2017: £4,334,261).

Total capital income was £33,259 (2017: £109,581).

At 31st August 2018 the net book value of fixed assets was £16,554,094 (2017: £17,039,925). Movements in tangible fixed assets are shown in note 12 to the financial statements.

The closing level of unrestricted and restricted funds (excluding fixed asset reserves and pension deficit) stands at £378,751 (2017: £297,327).

**a. Reserves policy**

The Trustees review the reserve levels of the Academy throughout the year. Reserves are needed to provide sufficient working capital to cover delays between spending and receipt of grants and to provide a cushion to deal with unexpected emergencies. The Academy continues to provide a good quality education and its aim is not to save up money.

The Academy's current level of free reserves (unrestricted funds) is £231,352 (2017: £218,559) as per the Statement of financial activities. The level of restricted funds excluding the pension deficit is £147,399 (2017: £78,768).

There are specific accounting requirements with regards to the Local Government Pension Scheme (LPGS); the pension deficit at 31st August 2018 is £1,622,000 (2017: 1,873,000). The deficit sits within the restricted general fund, this does not mean that an immediate liability for this amount will crystallise. The pension deficit will be repaid through an increase in the employer's pension contributions over a period of 21 years from April 2013.

**b. Material investments policy**

The Investment Policy is required to ensure that investments are protected rather than maximising interest.

Short term investments are restricted to transfers to the Academy deposit account.

The Academy's current account is cleared down to an agreed limit on a daily basis. Any surplus funds are transferred to the deposit account. If funds are required to make payments then the surplus funds are transferred from the deposit account to the current account at the end of the relevant day.

The bank offer better returns on short term investments through the Money Market and should funds become available to invest, the Finance Manager will liaise with the Headteacher and Finance, Audit and Premises Committee to consider this.

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Should the reserves increase sufficiently to consider longer term investment, the Academy would employ an agent to give advice on suitable investment opportunities.

**c. Principal risks and uncertainties**

The principal risks and uncertainties facing the Academy:

- Austerity measures for public sector pay have been removed. It is anticipated that the pay awards will be fully funded by the Department for Education.
- Anticipated increase in employer contributions for the teacher's pension scheme.
- Local Authority overspending on high needs budgets.

Fraud and mismanagement of funds – The Academy has appointed an internal auditor to carry out checks on the financial systems and records as required by the Academy Financial Handbook. During 2017/18, 3 visits took place by the Academy's internal auditors Whittingham Riddell. No major items were identified and all reports were presented to the Trustee members of the Finance, Audit and Premises Committee. Follow up action has been taken on recommendations arising from these reports. The last audit review reported no recommendations and no control deficiencies were noted.

**Finance Policy**

The Academy has reviewed its Finance Policy during the year and has introduced a generic framework which, complemented by more detailed procedures, ensures an efficient and effective financial control environment. The policy has been reviewed by the Finance Manager and endorsed by members of the Senior Leadership Team, the extended audit function (see below) and the Finance Audit and Premises (FAAP) Committee.

**d. Financial risk management objectives and policies**

The Academy has completed a thorough review of its financial and risk management objectives in its risk register document.

The Academy's support staff are entitled to membership of the Local Government Pension Scheme and under Accounting Standard FRS102, it is necessary to charge projected deficits on the Local Government Pension Scheme that is provided to support staff, to the restricted fund. The Academy's share of the Scheme's assets is currently assessed to be less than its liabilities in the Scheme and consequently the Academy balance sheet shows a net liability of £1,622,000. The Academy has commenced a structured repayment programme, agreed with Worcestershire County Council in order to reduce this liability. The repayments will increase over time to bring a reduction in this pension deficit in the future, although this may not be achieved until stock market investment values start to recover.

**Fundraising**

During 2017/18 JMHS received donations of £1,766 from outside organisations. This funding has been used for specific projects or activities.

The Friends of JMHS (FJMHS) is a charity that is set up to financially and resourcefully support our school. The sole beneficiary of the charity of JMHS. The Friends of JMHS funds go towards supporting a diverse range of projects, there is a collaborative approach to where funds are allocated.

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**TRUSTEES' REPORT (continued)**  
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**Plans for future periods**

**a. Future developments**

**Mission statement**

Create excellent and enjoyable learning for all students.

**Key Aims of the School for 2018/19:**

1. Excellent and enjoyable learning for all.
2. Enable each individual to achieve his or her personal best.
3. Build a community where we all support each other.

**Improvement Strategies for Future Periods**

The school development plan aims to build on current strengths and address areas of weakness such as underachievement of disadvantaged students in 2016 examinations to fully achieve the aims above and achieve results in all areas in the top quartile nationally by 2020.

This will be achieved through ensuring excellent planning of a mastery curriculum, helping all teachers to develop their skills and our students to be conscientious, considerate and co-operative in all of their lessons. The strategies planned to achieve this are detailed below and all rely on effective and collaborative leadership and governance.

Key School Aim	Strategy for Improvement	Key actions carried out in 2017-18	Actions to be completed 2018-20
1. Excellent and enjoyable learning for all	a. Maximise success on new A-Level courses KPIs A-Level	<ul style="list-style-type: none"><li>• Subject based action plans to maximise sixth form success.</li><li>• Review and improvement of pastoral systems in the sixth form.</li><li>• New system for UCAS prediction exams.</li></ul>	<ul style="list-style-type: none"><li>• Improve quality of learning schemes in some sixth form subjects including biology, chemistry, business &amp; ICT.</li><li>• Continue to work on how we maximise effective use of private study.</li><li>• Review testing, assessment and revision including how we use UCAS prediction exams in Y12.</li></ul>

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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

1. Excellent and enjoyable learning for all	b. Maximise success on new GCSE courses KPIs Progress 8	<ul style="list-style-type: none"> <li>• Subject based preparation for first examination of new GCSE courses.</li> <li>• Maximise effectiveness of booster classes.</li> <li>• Continue implementation of three-year GCSE.</li> </ul>	<ul style="list-style-type: none"> <li>• Use question by question analysis of GCSE papers to develop subject and class-based plans to maximise 2019 results.</li> <li>• Develop more effective use of independent study and use booster classes to help students become more confident and motivated.</li> <li>• Develop a positive, can-do ethos in the Y11 year group.</li> <li>• Complete the first run-through of the three-year GCSE courses; review, evaluate and improve.</li> </ul>
1. Excellent and enjoyable learning for all	c. Helping most challenging students improve their behaviour KPIs Progress 8 Learning Standards	<ul style="list-style-type: none"> <li>• Introduction of new positive discipline policy with clearer rules and sanctions.</li> <li>• Each House Leader works intensively with four students who have challenging behaviour, meeting with their parents fortnightly and communicating more regularly as part of a Pastoral Support Plan (PSP).</li> </ul>	<ul style="list-style-type: none"> <li>• Review and improve positive discipline to maintain clarity, but with a more positive emphasis.</li> <li>• Continue successful &amp; rigorous approach to PSPs.</li> <li>• Introduce 'The Hub', as a centre for learning for students in challenging situations to give an alternative to their usual classes.</li> </ul>

Key School Aim	Strategy for Improvement	Key actions carried out in 2017-18	Actions to be completed 2018-20
1. Excellent and enjoyable learning for all	d. Reviewing and improving the vocational curriculum KPIs Progress 8 (open element) A-Level	<ul style="list-style-type: none"> <li>• Investigate V-Cert and other courses as possible new vocational courses.</li> <li>• Improve the quality of current courses especially business and ICT.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate whether we might be able to use The Hub to deliver some vocational learning.</li> <li>• Continue to improve quality of ICT &amp; Business courses.</li> </ul>

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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

1. Excellent and enjoyable learning for all	e. Refining systems for teacher support and coaching based around new teaching and learning policy/standards KPIs Progress 8 Thresholds	<ul style="list-style-type: none"> <li>• Introduction of revised JMHS teaching standards.</li> <li>• Reform of lesson observations for appraisal to base this around the 6 standards.</li> <li>• Successful introduction of JMHS teaching and learning groups led by teaching and learning 'champions' who also led sessions on INSET day.</li> <li>• Clearly planned and thorough induction programme for new teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• More systematic coaching for teachers who need to make improvements and new staff, based around assessment against teaching standards and delivered by coaches with one hour per week to coach.</li> <li>• Continue to develop INSET model based on four groups of teachers led by champions developing specific areas of teaching.</li> </ul>
1. Excellent and enjoyable learning for all	f. Develop a 'growth mind set' across JMHS  KPIs Learning standards Progress 8 A-Level Attendance	<ul style="list-style-type: none"> <li>• Assemblies and PSHE activities based on growth mindset.</li> <li>• Research more effective communication and use of homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Constantly promote being conscientious, considerate and co-operative, build a series of competitions and activities around this.</li> <li>• Develop learning schemes including student versions with clearly planned private study.</li> <li>• Implement Epraise scheme to ensure more effective communication and use of homework.</li> </ul>
2. Enable each individual to achieve their personal best	a. Positive discrimination for disadvantaged students KPIs Progress 8 (disadvantaged students)	<ul style="list-style-type: none"> <li>• Introduce personalised strategy guides for disadvantaged students in Y9-Y11.</li> <li>• Implement five must dos for all disadvantaged students including prioritising seating position, enhanced feedback, personalised strategies, homework support and priority for intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure strategy guides are used by staff.</li> <li>• Work to ensure disadvantaged students get a better deal with setting.</li> <li>• Monitor 'must-dos' to create greater consistency.</li> <li>• Put in place individualised support with attendance, parental engagement, studying out of lessons and progress.</li> </ul>
2. Enable each individual to achieve their personal best	b. A more skilful approach to supporting SEND students KPIs Progress 8 Thresholds SEND students	<ul style="list-style-type: none"> <li>• Introduction of regular staff training for teachers teaching lower ability students (access classes).</li> <li>• Review training and deployment of Sixth Form Learning Support Assistants (SFLSAs).</li> </ul>	<ul style="list-style-type: none"> <li>• Continue training and research group for access class teachers based around mastery.</li> <li>• Improved training and deployment of SFLSAs.</li> </ul>

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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

Key School Aim	Strategy for Improvement	Key actions carried out in 2017-18	Actions to be completed 2018-20
2. Enable each individual to achieve their personal best	c. Make JMHS the best place to study for more able students KPIs Recruitment Progress 8 A-Levels	<ul style="list-style-type: none"> <li>Review provision for more able students.</li> <li>Improve quality of guidance for students choosing sixth form courses.</li> </ul>	<ul style="list-style-type: none"> <li>Develop quality of separate science courses.</li> <li>Consider approaches to deepening understanding and applying knowledge in a wide range of contexts.</li> </ul>
2. Enable each individual to achieve their personal best	d. Research and implement strategies to maximise boys' achievement	<ul style="list-style-type: none"> <li>Very little work completed.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse 2018 results to identify successes and where improvements are needed.</li> <li>Implement strategies where improvements are needed.</li> </ul>
3. Build a community where we all support each other	a. Constantly promote respect for all, tolerance & British Values KPIs Recruitment Attendance	<ul style="list-style-type: none"> <li>Use assemblies, competitions and curriculum to promote British Values.</li> </ul>	<ul style="list-style-type: none"> <li>Use assemblies, competitions and curriculum to promote British Values.</li> </ul>
3. Build a community where we all support each other	b. Increase attendance for disadvantaged students KPIs Attendance Progress 8 Thresholds	<ul style="list-style-type: none"> <li>Ensure 100% accuracy with coding of attendance.</li> <li>Use attendance professional to ensure all comply with attending school.</li> <li>Review of attendance strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a more holistic and supportive approach to improving attendance including use of The Hub.</li> <li>Develop role of form tutor to include mentoring of two or three students each to improve attendance.</li> </ul>
3. Build a community where we all support each other	c. Increase engagement of parents in supporting their children's education especially with disadvantaged and disaffected students KPIs Attendance Progress 8 (disadvantaged students)	<ul style="list-style-type: none"> <li>Ensure House Leaders have very regular communication with parents of students who are struggling or who have behavioural problems.</li> <li>Increase use of parent-mail for regular communication with parents.</li> </ul>	<ul style="list-style-type: none"> <li>Use 'The Hub' and a reformed House Office to develop more effective communication with parents of disadvantaged and disaffected students.</li> <li>Year group Progress Leaders and Form Tutors work to maximise attendance at key events.</li> <li>Use epraise to help parents see rewards and homework for their children.</li> </ul>

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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

Key School Aim	Strategy for Improvement	Key actions carried out in 2017-18	Actions to be completed 2018-20
3. Build a community where we all support each other	d. Improve pastoral systems in the Sixth Form	<ul style="list-style-type: none"> <li>Procedures for safeguarding, attendance &amp; punctuality and student support all reviewed and improved.</li> </ul>	<ul style="list-style-type: none"> <li>Continued implementation of new pastoral systems.</li> <li>Further improve mentoring and guidance for Sixth Formers.</li> <li>Use My Concern system for effective communication about students.</li> </ul>
4. Develop our strategy to ensure long term success of JMHS	a. Continue to build an excellent Sixth Form and maximise recruitment into the Sixth Form KPIs A-Level Recruitment	<ul style="list-style-type: none"> <li>Action plans to improve sixth form courses implemented.</li> <li>Pastoral systems reviewed and improved.</li> <li>Recruitment procedures refined.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop sixth form learning schemes and courses.</li> <li>Continue to develop and improve sixth form pastoral care.</li> <li>Increase subject specific events to increase recruitment.</li> </ul>
4. Develop our strategy to ensure long term success of JMHS	b. Continue to attract students from beyond catchment so we are oversubscribed in Y7 KPIs Recruitment	<ul style="list-style-type: none"> <li>Primary liaison and transition programme reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>Implement improved primary transition programme.</li> </ul>
4. Develop our strategy to ensure long term success of JMHS	c. Develop plans and make bids for new block & improved facilities KPIs Finance	<ul style="list-style-type: none"> <li>£2.5m bid for 10 new classrooms extending maths block and replacing mobiles made (unsuccessful).</li> <li>Bid for new astroturf pitch made (unsuccessful).</li> <li>Food room refurbished.</li> </ul>	<ul style="list-style-type: none"> <li>Resubmit bid for extending maths block.</li> <li>Raise funds to refurbish the theatre.</li> </ul>
4. Develop our strategy to ensure long term success of JMHS	d. Provide excellent training and coaching for teachers, support staff, leaders and governors  KPIs Progress 8 Thresholds A-Level	<ul style="list-style-type: none"> <li>Training for all teacher using our teaching and learning groups completed on three INSET days.</li> <li>New middle leaders course completed by 12 JMHS staff led by Headteacher.</li> <li>Coaching provided to selected teachers and middle leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Training for all middle leaders on effective line management, appraisal, curriculum and developing schemes of work.</li> <li>Develop and improve coaching for teachers and middle leaders with more systematic baselining and assessment of progress to ensure improvement.</li> <li>JMHS staff completing National Professional Qualification for Middle Leadership.</li> </ul>

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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

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Key School Aim	Strategy for Improvement	Key actions carried out in 2017-18	Actions to be completed 2018-20
4. Develop our strategy to ensure long term success of JMHS	e. Maximise income generation and ensure value for money with spending to keep a balanced budget KPIs Finance	<ul style="list-style-type: none"><li>• Value for money plans implemented.</li><li>• Balanced budget achieved.</li><li>• Good Sixth Form recruitment achieved.</li></ul>	<ul style="list-style-type: none"><li>• Continue with best value plans and maximising Sixth Form recruitment.</li><li>• If time consider income generation schemes.</li></ul>



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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

<p><b>4. Develop our strategy to ensure long term success of JMHS</b></p>	<p><b>f. Further improve governance and partnership between governors and SLT KPIs</b> All KPIs plus OFSTED and external reviews conclude governance includes a strong strategic overview, effective financial oversight and robust challenging of SLT and Headteacher.</p>	<ul style="list-style-type: none"> <li>Planned more robust committee work with senior staff and clerk and linked to SDP more robust; clerk ensures relevant and statutory annual items covered.</li> <li>Worked with School Improvement Partner (SIP) in relevant reviews eg safeguarding, and received education and regular updates from SIP to full governing body.</li> <li>Worked with Headteacher and SIP to produce challenging and relevant targets linked to SDP for Headteacher.</li> <li>Developed better support for link governors and ensured shared ideas/outlines for relevant meetings – mutually shared with staff/trustees.</li> <li>Continued support from NLGs/ regional governance advocate, generally and to resolve membership issues.</li> <li>OFSTED and SIP judged governance to be good and supporting the school well.</li> <li>Ensure good financial oversight and budget setting supported by governors on Finance, Audit and Premises committee – working closely with Headteacher and Finance Manager.</li> <li>Continued CPD focus for existing and new governors.</li> <li>Continued transparent governance through full governing body meetings, governor updates and focussed KIT meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Embed committee work and review impact with SLT links and reflection at chairs of committee meetings</li> <li>Continue working with SIP, focus performance management, reviews and education/ understanding of governors. Ensure robust performance management /pay reviews</li> <li>Continual reflection via full governor governing body meetings and governor updates on work and impact of link visits.</li> <li>Work with all trustees, NLGs and Christine Quinn to resolve any remaining academy membership issues. Ensure new model articles are put in place and there are new independent members as per guidance.</li> <li>Ensure Finance, Audit and Premises committee support good financial management of school.</li> <li>Continue CPD and support for new trustees and review of skills by audit. Consider recruitment where appropriate.</li> <li>Self-review and 360 degree reflection processes to consider governance processes.</li> </ul>
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**TRUSTEES' REPORT (continued)**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

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Key School Aim	Strategy for Improvement	Key actions carried out in 2017-18	Actions to be completed 2018-20
4. Develop our strategy to ensure long term success of JMHS	g. Develop a role for governors in working with the SLT to measure impact of strategies	<ul style="list-style-type: none"><li>Continued KIT meetings weekly to support and challenge Headteacher, and where relevant, SLT members.</li><li>Continued and developed chairs of committees meetings in this role.</li><li>Shared significant events and learning points.</li></ul>	<ul style="list-style-type: none"><li>Continue KIT meetings and ensure some meetings involve other SLT members and Vice Chair.</li><li>Consider use of chairs of committee meetings and how they can best support working with SLT/ staff to consider impact of governance.</li><li>Continue to learn from and share significant events by working with SLT.</li></ul>

**Disclosure of information to auditors**

Insofar as the Trustees are aware:

- there is no relevant audit information of which the charitable company's auditors are unaware, and
- that Trustees have taken all the steps that ought to have been taken as a Trustee in order to be aware of any relevant audit information and to establish that the charitable company's auditors are aware of that information.

The Trustees' report, incorporating a strategic report, was approved by order of the board of trustees, as the company directors, on 4 December 2018 and signed on its behalf by:

**Dr Debra Hiley, Chair and Parent Trustee**



**Andrew Evans, Headteacher and Accounting Officer**



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**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
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**GOVERNANCE STATEMENT**

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**Scope of Responsibility**

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

The board of trustees has delegated the day-to-day responsibility to the Headteacher, as Accounting Officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between John Masefield High School and Sixth Form Centre and the Secretary of State for Education. They are also responsible for reporting to the board of trustees any material weaknesses or breakdowns in internal control.

**Governance**

The information on governance included here supplements that described in the Trustees' report and in the Statement of Trustees' responsibilities. The board of trustees has formally met 5 times during the year. Attendance during the year at meetings of the board of trustees was as follows:

Trustee	Meetings attended	Out of a possible
Andrew Collard, Staff Trustee	4	5
Jennifer Davies, Staff Trustee	5	5
Sam Dudley, Parent Trustee	4	5
Andrew Evans, Headteacher and Accounting Officer	5	5
Donald Henderson, Staff Trustee	5	5
Phillipa Henry, Parent Trustee	3	5
Dr Debra Hiley, Chair and Parent Trustee	4	5
Dulcie Karadia, Co-opted Trustee (until 5th December 2017) and Community Trustee	5	5
Claire McKeown, Parent Trustee and Vice Chair	5	5
Nick Morris, Community Trustee	2	2
Lucy Potter, Parent Trustee	5	5
Feya Recordon, Parent Trustee	1	1
Louise Ronan, Co-opted Trustee	2	2
Penny Seaborn-Williams, Co-opted Trustee	2	2
Rachel Ussher, Co-opted Trustee (until 5th December 2017) and Community Trustee	5	5

**Governance reviews**

OFSTED review of the governing body in 2017 commented that the leadership of the school "knew the school well including its strengths and weaknesses" and "having a self-evaluation which is detailed, honest, accurate and understood by all, including governors".

With regards to safeguarding OFSTED said "leadership in this area is strong, as is the scrutiny provided by the governing body" and OFSTED also said with regard to care of more vulnerable students that "this area is a strength of the school with thoughtful leadership and expert governor scrutiny".

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**GOVERNANCE STATEMENT (continued)**

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Governance was considered more widely by OFSTED with the following commentary:

"A National Leader of Governance (NLG) conducted a review of governance in May 2016 and noted several weaknesses. The NLG conducted follow up reviews in October 2016 and May 2017, supporting the governing body and its new chair in the intervening months. Over that period governance improved significantly and is now effective. Following an audit of skills, additional governors have been recruited, with skills in safeguarding, finance and education. Governors have undertaken training in several areas including interpreting assessment data. Consequently they are now more able to challenge leaders more effectively regarding published data. Committee structures and terms of reference have been revised and are now clear and support the improvements to the school well. Governors now know what the school is doing well and where there is need for improvement. They effectively hold school leaders to account for the schools performance.

- The continued employment of an experienced and knowledgeable clerk who is continuously updating and attends local training – this has continued to improve the running and procedures within governance, including minutes of meetings being significantly improved.
- Continuing to develop a clearer process for identifying purposes of items on agendas by close collaborative working with clerk, committee chairs, chair or vice chair and relevant senior leadership team member or staff officer. Continuing to develop clearer minutes identifying governor questions through excellent clerking.
- The development of a "Procedures and roles" document for the academy to clarify roles and procedures of all including members, trustees, committees and link governors commented by OFSTED team but further support regarding membership and articles being utilised and sought from NLGs, regional governance advocate and Regional Schools Commissioner (RSC).
- Continued the employment of a relatively new company secretary to support the academy continues to provide better clarity and communication in this area with significant improvements in "best value".
- Committee structures and link governor system continues to better support the schools development and student needs – this has ensured focus on student progress and well-being and better supports the School Development Plan and School Vision, this was completed early in 2017 and minutes evidence the committees rigorously holding school leaders to account throughout 2017 and 2018.
- The development of an improved risk register system – this has been completed and reviewed by all trustees and is regularly reviewed by relevant staff, senior leadership team and trustees periodically. In addition the chair presents relevant significant events relating to this and these are discussed at FGB annually to consider the risk and mitigation in ongoing school life.
- Conducting a skills analysis of trustees to assess skills gap and appointing new co-opted trustees to fill some of these gaps – for example financial expertise and experience with safeguarding and care. We are aware of areas in which we seek expertise for future recruitment.
- Conducting a self-review as part of our annual meetings and considering outcomes developing further assessment tools such as 360 degree reviews of chairs.
- Using a National Leader of Governance (NLG) to follow up on her External Review of Governance (ERG) and support our chair when needed as a mentor.
- Ensuring performance management of staff and Headteacher is both rigorous, fair and relevant to the pupils, using a governor who is an NLE and experience Headteacher to lead the heads performance management, with advice on process from our NLG. Ensuring good collaborative work with our School Improvement Partner (SIP) to create challenging relevant targets for the Head teacher and leading the pay committee to consider fair and rigorous pay awards.
- Ensuring focus of agendas is strategic and planned – through chairs of committees and Senior Leadership Team (SLT) working with the clerk on a rolling skeleton for agendas; chair of committees meetings; regular meetings between chair and clerk; regular meetings between chair and vice chair with SLT; and chair of governor's regularly meeting with Headteacher on most weeks.
- Regular feedback and transparency through all work of trustees and school shared regularly (bi-termly), through terms in full governors such as the chairs update document and collaborative work on School Development plan and reports from Headteacher and other relevant staff.

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**GOVERNANCE STATEMENT (continued)**

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- All Academy policies have been reviewed within a timely calendar; to ensure that the impact of such policies answer the needs of the Academy, and that the policies reflect current legislation – these now lie in a specific document to ensure that a timely review is completed by trustees ensuring all staff and governors are aware of reviews and need for developing.

We welcome and encourage all trustees to attend all meetings including members meetings; with the exception of staff who are not permitted to attend small elements of meetings such as pay decisions / performance management.

There are three main committees as outlined above and in our procedures and roles document:

1. Personnel and Welfare – covers student and staff welfare including all safeguarding, anti-bullying, behaviour and attendance for all groups of students; considering strategies for improvements continually; in addition it considers employment/ staffing issues such as turnover and structures.
2. Teaching and Learning – covers all matters linked to student learning and our teaching and learning processes and policy. This committee continually considers the progress of students as part of its work, focussing on the needs of all groups of students and their achievements and ways to maximise all results helping all students achieve their best.
3. Finance, Audit and Premises Committee – acts as an audit committee, ensuring financial policies meet statutory requirements and funds are fully accounted for. It also devises a budget with the school leadership and finance team to enable the school to benefit its students to achieve the school aims and vision. Under difficult financial constraints nationally the school has developed a long term strategic financial 3 year plan for the school as well as formulating a budget for the next academic year. In addition this committee works with the Health and Safety (H&S) officer and link governor to consider the school premises, safety and development.

All committees consider relevant school policies ensuring statutory requirements are met.

All trustees are volunteers and give their time freely and are legally obliged to declare any interests. We have recruited 2 excellent new trustees this year and continue to seek to develop the board further through recruitment. In keeping with the competency framework published last year we seek not only skills but those prepared to commit time, energy and enthusiasm and to ask questions in a supportive and constructive way for the school and its students.

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**GOVERNANCE STATEMENT (continued)**

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The Finance, Audit and Premises Committee has 2 main functions. Firstly to devise a budget and school development plan that will enable the school's key aims of excellent and enjoyable learning for all, enabling each individual to achieve his or her personal best and building a community where we are all supporting each other. The committee will consider the medium to long term spending, formulation of the budget for the next academic year and monitoring of spending during the academic year to ensure priorities are met and excellent value for money is achieved. This process will include marketing and maximising the funding available to the school for both capital and revenue expenditure.

Attendance at meetings in the year was as follows:

Trustee	Meetings attended	Out of a possible
Andrew Collard, Staff Trustee	4	6
Sam Dudley, Parent Trustee	6	6
Andrew Evans, Headteacher and Accounting Officer	6	6
Donald Henderson, Staff Trustee	6	6
Dulcie Karadia, Parent Trustee	5	6
Lucy Potter, Parent Trustee	6	6

**Review of Value for Money**

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

The Accounting Officer considers how the Academy's use of its resources has provided good value for money during each academic year, and reports to the board of trustees where value for money can be improved, including the use of benchmarking data where appropriate. The Accounting Officer for the Academy has delivered improved value for money during the year by:

- Management and Trustees receive regular management accounts to track, and hold to account, the finances of the Academy. The management accounts include a detailed commentary, a forecast of the financial performance and an explanation of variances. These reports are used to make informed decisions about how to best use the Academy Funds.
- The full Governing Body approves the budget each year. The Trustees' have budget information for medium term; the data provided looks three to five years ahead.
- When significant expenditure is due to take place, different options are appraised and competitive quotations are obtained to ensure that the best value for money is achieved and that the investment will generate the best possible results for the Academy
- Services and contracts are regularly reviewed for fitness for purpose. For example, undertaking a review of telephone costs and provision resulting in a cost reduction; if appropriate paying for a service cost in full for the year to secure a discount.
- The Pay Committee considers pay recommendations for all teaching staff who are eligible to progress and Senior Leadership members.
- Progress and achievement levels achieved at KS4 are above and for KS5 well above the national average.
- The leisure centre at JMHS is shared with an independent provider, offering the local community evening and weekend access to both indoor and outdoor facilities. This arrangement brings income to the school to offset energy costs and public benefit to the community.
- With a stable and experienced body of teaching staff, the school continues to support trainee teachers and offers extensive opportunities to students from local colleges to be nurtured in a sound, progressive academic environment.

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**GOVERNANCE STATEMENT (continued)**

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**The Purpose of the System of Internal Control**

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives; it can therefore only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of Academy policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in John Masefield High School and Sixth Form Centre for the year 1 September 2017 to 31 August 2018 and up to the date of approval of the annual report and financial statements.

**Capacity to Handle Risk**

The board of trustees has reviewed the key risks to which the Academy is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The board of trustees is of the view that there is a formal ongoing process for identifying, evaluating and managing the Academy's significant risks, that has been in place for the year 1 September 2017 to 31 August 2018 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the board of trustees.

**The Risk and Control Framework**

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

- comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the board of trustees;
- regular reviews by the Finance, Audit and Premises Committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes;
- setting targets to measure financial and other performance;
- clearly defined purchasing (asset purchase or capital investment) guidelines.
- delegation of authority and segregation of duties;
- identification and management of risks.

The board of trustees has considered the need for a specific internal audit function and has decided not to appoint an internal auditor. However, the Trustees have appointed Whittingham Riddell LLP, the external auditors, to perform additional checks.

The reviewer's role includes giving advice on financial matters and performing a range of checks on the Academy's financial systems. In particular the checks carried out in the current period included:

- Reviewing the operations of the systems of controls
- Review of procedures in place
- Reporting on their findings

On a termly basis, the external auditors report to the board of trustees through the Finance, Audit and Premises Committee on the operation of the systems of control and on the discharge of the board of trustees' financial responsibilities.

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**(A company limited by guarantee)**

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**GOVERNANCE STATEMENT (continued)**

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**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 external auditors;
- the financial management and governance self-assessment process;
- the work of the executive managers within the Academy 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 and a plan to address weaknesses and ensure continuous improvement of the system is in place.

Approved by order of the members of the board of trustees on 4 December 2018 and signed on their behalf, by:

**Dr Debra Hiley**  
**Chair of Trustees**



**Andrew Evans**  
**Accounting Officer**





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**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
**(A company limited by guarantee)**

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**STATEMENT ON REGULARITY, PROPRIETY AND COMPLIANCE**

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As Accounting Officer of John Masefield High School and Sixth Form Centre I have considered my responsibility to notify the academy trust board of trustees and the Education & Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of all funding received by the academy trust, under the funding agreement in place between the academy trust and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academies Financial Handbook 2017.

I confirm that I and the academy trust board of trustees are able to identify any material irregular or improper use of funds by the academy trust, or material non-compliance with the terms and conditions of funding under the academy trust's funding agreement and the Academies Financial Handbook 2017.

I confirm that no instances of material irregularity, impropriety or funding 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 ESFA.



**Andrew Evans**  
**Accounting Officer**

Date: 4 December 2018

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**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
**(A company limited by guarantee)**

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**STATEMENT OF TRUSTEES' RESPONSIBILITIES**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

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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 Annual Accounts Direction issued by the Education & Skills Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the Trustees to prepare 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 2015 and the Academies Accounts Direction 2017 to 2018;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

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

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

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

Approved by order of the members of the board of trustees on 4 December 2018 and signed on its behalf by:



**Dr Debra Hiley**  
**Chair of Trustees**

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**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
**(A company limited by guarantee)**

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**INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**

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**Opinion**

We have audited the financial statements of John Masefield High School and Sixth Form Centre (the 'Academy') for the year ended 31 August 2018 which comprise the Statement of financial activities incorporating income and expenditure account, 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 2015 and the Academies Accounts Direction 2017 to 2018 issued by the Education and Skills Funding Agency.

In our opinion the financial statements:

- give a true and fair view of the state of the Academy's affairs as at 31 August 2018 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 2015 and the Academies Accounts Direction 2017 to 2018 issued by the Education and Skills Funding Agency.

**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**

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- the Trustees' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- the Trustees have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the Academy's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

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**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
**(A company limited by guarantee)**

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**INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**

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**Other information**

The Trustees are responsible for the other information. The other information comprises the information included in the Annual report, other than the financial statements and our Auditors' report thereon. 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.
- 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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**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
(A company limited by guarantee)

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**INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**

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

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

**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.



Andrew Malpass BA FCA (Senior statutory auditor)

for and on behalf of

**Whittingham Riddell LLP**

Chartered Accountants  
Statutory Auditors

Belmont House  
Shrewsbury Business Park  
Shrewsbury  
Shropshire  
SY2 6LG  
12 December 2018

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**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
**(A company limited by guarantee)**

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**INDEPENDENT REPORTING ACCOUNTANTS' ASSURANCE REPORT ON REGULARITY TO JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE AND THE EDUCATION & SKILLS FUNDING AGENCY**

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In accordance with the terms of our engagement letter dated May 2017 (updated November 2017) and further to the requirements of the Education & Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2017 to 2018, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by John Masefield High School and Sixth Form Centre during the year 1 September 2017 to 31 August 2018 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 John Masefield High School and Sixth Form Centre and the ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to John Masefield High School and Sixth Form Centre and the ESFA those matters we are required to state in a report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than John Masefield High School and Sixth Form Centre and the ESFA, for our work, for this report, or for the conclusion we have formed.

**Respective responsibilities of John Masefield High School and Sixth Form Centre's accounting officer and the reporting accountant**

The Accounting Officer is responsible, under the requirements of John Masefield High School and Sixth Form Centre's funding agreement with the Secretary of State for Education dated 31 May 2011, and the Academies Financial Handbook extant from 1 September 2017, 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 2017 to 2018. 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 2017 to 31 August 2018 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 Academies Accounts Direction 2017 to 2018 issued by the ESFA. We performed a limited assurance engagement as defined in our engagement letter.

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

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

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

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**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
(A company limited by guarantee)


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**INDEPENDENT REPORTING ACCOUNTANTS' ASSURANCE REPORT ON REGULARITY TO JOHN  
MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE AND THE EDUCATION & SKILLS FUNDING  
AGENCY (continued)**

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**Conclusion**

In the course of our work, nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the year 1 September 2017 to 31 August 2018 have not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.



Andrew Malpass BA FCA

**Whittingham Riddell LLP**

Chartered Accountants  
Statutory Auditors

Belmont House  
Shrewsbury Business Park  
Shrewsbury  
Shropshire  
SY2 6LG

12 December 2018

**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
(A company limited by guarantee)

**STATEMENT OF FINANCIAL ACTIVITIES INCORPORATING INCOME AND EXPENDITURE ACCOUNT  
FOR THE YEAR ENDED 31 AUGUST 2018**

	Note	Unrestricted funds 2018 £	Restricted funds 2018 £	Restricted Fixed Asset funds 2018 £	Total funds 2018 £	Total funds 2017 £
<b>INCOME FROM:</b>						
Donations and capital grants	2	-	1,616	33,259	34,875	112,913
Charitable activities	3	2,982	4,405,944	-	4,408,926	4,334,261
Other trading activities	4	56,204	-	-	56,204	71,106
Investments	5	1,131	-	-	1,131	3,234
<b>TOTAL INCOME</b>		<b>60,317</b>	<b>4,407,560</b>	<b>33,259</b>	<b>4,501,136</b>	<b>4,521,514</b>
<b>EXPENDITURE ON:</b>						
Raising funds	4	47,524	1,616	-	49,140	55,269
Charitable activities		-	4,422,313	522,983	4,945,296	4,973,001
<b>TOTAL EXPENDITURE</b>	8	<b>47,524</b>	<b>4,423,929</b>	<b>522,983</b>	<b>4,994,436</b>	<b>5,028,270</b>
<b>NET INCOME/(EXPENDITURE) BEFORE OTHER RECOGNISED GAINS AND LOSSES</b>						
		12,793	(16,369)	(489,724)	(493,300)	(506,756)
Actuarial gains on defined benefit pension schemes	21	-	336,000	-	336,000	394,000
<b>NET MOVEMENT IN FUNDS</b>		<b>12,793</b>	<b>319,631</b>	<b>(489,724)</b>	<b>(157,300)</b>	<b>(112,756)</b>
<b>RECONCILIATION OF FUNDS:</b>						
Total funds brought forward		218,559	(1,794,232)	17,039,925	15,464,252	15,577,008
<b>TOTAL FUNDS CARRIED FORWARD</b>		<b>231,352</b>	<b>(1,474,601)</b>	<b>16,550,201</b>	<b>15,306,952</b>	<b>15,464,252</b>



**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
**(A company limited by guarantee)**  
**REGISTERED NUMBER: 07631985**

**BALANCE SHEET**  
**AS AT 31 AUGUST 2018**

	Note	£	2018 £	£	2017 £
<b>FIXED ASSETS</b>					
Tangible assets	14		<b>16,554,094</b>		<b>17,039,925</b>
<b>CURRENT ASSETS</b>					
Debtors	15	<b>141,590</b>		<b>185,209</b>	
Cash at bank and in hand		<b>469,896</b>		<b>416,806</b>	
		<b>611,486</b>		<b>602,015</b>	
<b>CREDITORS:</b> amounts falling due within one year	16	<b>(236,628)</b>		<b>(304,688)</b>	
<b>NET CURRENT ASSETS</b>			<b>374,858</b>		<b>297,327</b>
<b>TOTAL ASSETS LESS CURRENT LIABILITIES</b>			<b>16,928,952</b>		<b>17,337,252</b>
Defined benefit pension scheme liability	21		<b>(1,622,000)</b>		<b>(1,873,000)</b>
<b>NET ASSETS INCLUDING PENSION SCHEME LIABILITIES</b>			<b>15,306,952</b>		<b>15,464,252</b>
<b>FUNDS OF THE ACADEMY</b>					
Restricted income funds:					
Restricted income funds	17	<b>147,399</b>		<b>78,768</b>	
Restricted fixed asset funds	17	<b>16,550,201</b>		<b>17,039,925</b>	
Restricted income funds excluding pension liability		<b>16,697,600</b>		<b>17,118,693</b>	
Pension reserve		<b>(1,622,000)</b>		<b>(1,873,000)</b>	
Total restricted income funds			<b>15,075,600</b>		<b>15,245,693</b>
Unrestricted income funds	17		<b>231,352</b>		<b>218,559</b>
<b>TOTAL FUNDS</b>			<b>15,306,952</b>		<b>15,464,252</b>

The financial statements on pages 46 to 70 were approved by the Trustees, and authorised for issue, on 4 December 2018 and are signed on their behalf, by:

**Dr Debra Hiley, Chair and Parent Trustee**



**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
(A company limited by guarantee)

**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

	Note	2018 £	2017 £
<b>Cash flows from operating activities</b>			
Net cash provided by/(used in) operating activities	19	<u>89,111</u>	<u>(10,518)</u>
<b>Cash flows from investing activities:</b>			
Dividends, interest and rents from investments		1,131	3,234
Purchase of tangible fixed assets		<u>(37,152)</u>	<u>(125,587)</u>
<b>Net cash used in investing activities</b>		<u>(36,021)</u>	<u>(122,353)</u>
<b>Change in cash and cash equivalents in the year</b>		<b>53,090</b>	<b>(132,871)</b>
Cash and cash equivalents brought forward		<u>416,806</u>	<u>549,677</u>
<b>Cash and cash equivalents carried forward</b>	20	<u><u>469,896</u></u>	<u><u>416,806</u></u>

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**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
**(A company limited by guarantee)**

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**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

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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 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 2017 to 2018 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

John Masefield High School and Sixth Form Centre constitutes a public benefit entity as defined by FRS 102.

**1.2 Going concern**

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

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**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
(A company limited by guarantee)

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**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 AUGUST 2018**

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**1. ACCOUNTING POLICIES (continued)**

**1.3 Income**

All income is recognised once the Academy has entitlement to the income, it is probable that the income will be received and the amount of income receivable can be measured reliably.

Grants are included in the Statement of financial activities incorporating income and expenditure account 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 entitlement of receipt, its recognition is deferred and included in creditors as deferred income. Where entitlement occurs before income is received, the income is accrued.

General Annual Grant is recognised in full in the Statement of financial activities incorporating income and expenditure account 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.

Sponsorship income provided to the Academy which amounts to a donation is recognised in the Statement of financial activities incorporating income and expenditure account in the period in which it is receivable, where receipt is probable and it is measurable.

Donations are recognised on a receivable basis where receipt is probable and the amount can be reliably measured.

Other income, including the hire of facilities, is recognised in the period in which it is receivable and to the extent the goods have been provided or on completion of the service.

**1.4 Expenditure**

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

Expenditure on raising funds includes all expenditure incurred by the Academy to raise funds for its charitable purposes and includes costs of all fundraising activities events and non-charitable trading.

Expenditure on charitable activities are costs incurred on the Academy's educational operations, including support costs and those costs relating to the governance of the Academy appointed to charitable activities.

All expenditure is inclusive of irrecoverable VAT.

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**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
**(A company limited by guarantee)**

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**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2018**

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**1. ACCOUNTING POLICIES (continued)**

**1.5 Turnover**

Turnover comprises revenue recognised by the Academy in respect of goods and services supplied during the year, exclusive of Value Added Tax and trade discounts.

**1.6 Tangible fixed assets and depreciation**

All assets costing more than £1,000 are capitalised 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 incorporating income and expenditure account 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 incorporating income and expenditure account. 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 these assets, less their estimated residual value, over their expected useful lives on the following bases:

Leasehold Improvements	-	10%
Leasehold property	-	2%
Furniture and fixtures	-	20%

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

Upon conversion to academy status the Trust entered into a long term lease agreement with the Local Authority to occupy the school site over 125 years at nil rental charge.

**1.7 Operating leases**

Rentals under operating leases are charged to the Statement of financial activities incorporating income and expenditure account on a straight line basis over the lease term.

**1.8 Debtors**

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

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**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
(A company limited by guarantee)

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**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 AUGUST 2018**

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**1. ACCOUNTING POLICIES (continued)**

**1.9 Cash at Bank and in hand**

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

**1.10 Liabilities and provisions**

Liabilities and provisions are recognised when there is an obligation at the Balance sheet date as a result of a past event, it is probable that a transfer of economic benefit will be required in settlement, and the amount of the settlement can be estimated reliably. Liabilities are recognised at the amount that the Academy anticipates it will pay to settle the debt or the amount it has received as advanced payments for the goods or services it must provide. Provisions are measured at the best estimate of the amounts required to settle the obligation. Where the effect of the time value of money is material, the provision is based on the present value of those amounts, discounted at the pre-tax discount rate that reflects the risks specific to the liability. The unwinding of the discount is recognised within interest payable and similar charges.

**1.11 Financial instruments**

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

*Financial assets* - trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 15. Prepayments are not financial instruments. . Cash at bank is classified as a basic financial instrument and is measured at face value.

*Financial liabilities* - trade creditors, accruals and other creditors are financial instruments, and are measured at amortised costs as detailed in note 16. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instruments.

**1.12 Taxation**

The Academy is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes. Accordingly, the Academy is potentially exempt from taxation in respect of income or capital gains received within categories covered by Chapter 3 Part 11 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

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**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
(A company limited by guarantee)

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**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 AUGUST 2018**

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**1. ACCOUNTING POLICIES (continued)**

**1.13 Pensions**

Retirement benefits to employees of the academy trust are provided by the Teachers' Pension Scheme ("TPS") and the Local Governments Pension Scheme ("LGPS"). These are defined benefit schemes.

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the Academy in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary on the basis of quadrennial valuations using a prospective unit credit method. As stated in note 21, the TPS is a multi-employer scheme and there is insufficient information available to use defined benefit accounting. The TPS is therefore 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 scheme and the assets are held separately from those of the academy trust in separate trustee administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit credit method and discounted at a rate equivalent to the current rate of return on a high quality corporate bond of equivalent term and currency to the liabilities. The actuarial valuations are obtained at least triennially and are updated at each Balance sheet date. The amounts charged to operating surplus are the current service costs and the costs of scheme introductions, benefit changes, settlements and curtailments. They are included as part of staff costs as incurred. Net interest on the net defined benefit liability/asset is also recognised in the Statement of financial activities incorporating income and expenditure account 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 at the discretion of the Trustees.

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

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

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**1. ACCOUNTING POLICIES (continued)**

**1.15 Critical accounting estimates and areas of judgment**

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

**Critical accounting estimates and assumptions:**

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 (income) for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 21, 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 2016 has been used by the actuary in valuing the pensions liability at 31 August 2018. 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.

**2. INCOME FROM DONATIONS AND CAPITAL GRANTS**

	Unrestricted funds 2018 £	Restricted funds 2018 £	Restricted Fixed Asset funds 2018 £	Total funds 2018 £	Total funds 2017 £
Donations	-	1,616	150	1,766	3,332
Capital Grants	-	-	33,109	33,109	109,581
	-	1,616	33,259	34,875	112,913
<i>Total 2017</i>	-	3,332	109,581	112,913	



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**3. FUNDING FOR ACADEMY'S EDUCATIONAL OPERATIONS**

	Unrestricted funds 2018 £	Restricted funds 2018 £	Total funds 2018 £	Total funds 2017 £
<b>DfE/ESFA grants</b>				
General Annual Grant (GAG)	-	4,009,250	4,009,250	3,961,635
Other DfE / EFA Grants	-	26,884	26,884	26,314
Pupil Premium	-	150,614	150,614	138,894
	-	4,186,748	4,186,748	4,126,843
<b>Other government grants</b>				
Local Authority Grant	-	98,568	98,568	84,916
	-	98,568	98,568	84,916
<b>Other funding</b>				
School Funds	-	107,873	107,873	114,885
Other Income from the Academy's Educational Operations	2,982	12,755	15,737	7,617
	2,982	120,628	123,610	122,502
	2,982	4,405,944	4,408,926	4,334,261
<i>Total 2017</i>	-	4,334,261	4,334,261	

**4. OTHER TRADING ACTIVITIES**

	Unrestricted funds 2018 £	Restricted funds 2018 £	Total funds 2018 £	Total funds 2017 £
Hire of facilities	19,427	-	19,427	21,044
Catering income	-	-	-	13,329
Other income	36,777	-	36,777	36,733
	56,204	-	56,204	71,106
Net income from other trading activities	56,204	-	56,204	71,106

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**5. INVESTMENT INCOME**

	<b>Unrestricted funds 2018 £</b>	<b>Restricted funds 2018 £</b>	<b>Total funds 2018 £</b>	<i>Total funds 2017 £</i>
Investment income	1,131	-	1,131	3,234
<i>Total 2017</i>	3,234	-	3,234	

**6. DIRECT COSTS**

	<b>Educational Activities £</b>	<b>Total 2018 £</b>	<i>Total 2017 £</i>
Educational Supplies & Services	132,174	132,174	142,560
Examination Fees	68,796	68,796	63,846
Staff Development	6,332	6,332	6,949
Other Direct Costs	17,322	17,322	31,360
School Funds	110,606	110,606	117,075
Wages and salaries	2,481,275	2,481,275	2,450,781
National insurance	240,377	240,377	234,586
Pension cost	401,404	401,404	391,286
	<b>3,458,286</b>	<b>3,458,286</b>	<b>3,438,443</b>
<i>Total 2017</i>	3,438,443	3,438,443	

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**7. SUPPORT COSTS**

	Educational Activities £	Total 2018 £	Total 2017 £
Pension income	44,000	44,000	45,000
Premises Costs	345,842	345,842	344,849
Governance Costs	13,505	13,505	14,880
Technology Costs	52,749	52,749	67,251
Other Support Costs	112,070	112,070	118,105
Wages and salaries	100,930	100,930	116,118
National insurance	18,269	18,269	16,763
Pension cost	276,662	276,662	291,060
Depreciation	522,983	522,983	520,532
	<u>1,487,010</u>	<u>1,487,010</u>	<u>1,534,558</u>
<i>Total 2017</i>	<u>1,534,558</u>	<u>1,534,558</u>	

**8. EXPENDITURE**

	Staff costs 2018 £	Premises 2018 £	Other costs 2018 £	Total 2018 £	Total 2017 £
Expenditure on raising voluntary income	-	-	49,140	49,140	55,269
Educational Activities:					
Direct costs	3,123,056	-	335,230	3,458,286	3,438,443
Support costs	439,861	868,825	178,324	1,487,010	1,534,558
	<u>3,562,917</u>	<u>868,825</u>	<u>562,694</u>	<u>4,994,436</u>	<u>5,028,270</u>
<i>Total 2017</i>	<u>3,545,594</u>	<u>846,628</u>	<u>636,048</u>	<u>5,028,270</u>	

**9. NET INCOME/(EXPENDITURE)**

This is stated after charging:

	2018 £	2017 £
Depreciation of tangible fixed assets:		
- owned by the charity	522,983	520,532
Auditors' remuneration - audit	5,800	5,800
Operating lease rentals	<u>21,597</u>	<u>14,898</u>

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**NOTES TO THE FINANCIAL STATEMENTS  
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**10. STAFF COSTS**

**a. Staff costs**

Staff costs were as follows:

	2018 £	2017 £
Wages and salaries	2,582,205	2,566,899
Social security costs	258,646	251,349
Operating costs of defined benefit pension schemes	678,066	682,346
	<u>3,518,917</u>	<u>3,500,594</u>
Pension finance cost	44,000	45,000
	<u><u>3,562,917</u></u>	<u><u>3,545,594</u></u>

**b. Staff numbers**

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

	2018 No.	2017 No.
Teachers	49	50
Administration and Support	90	77
Management	10	10
	<u>149</u>	<u>137</u>

**c. Higher paid staff**

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

	2018 No.	2017 No.
In the band £60,001 - £70,000	1	1
In the band £80,001 - £90,000	1	1

**d. Key management personnel**

The key management personnel of the Academy Trust comprise the Trustees and Senior Leadership Team as listed on page 1. The total amount of employee benefits (including pension contributions) received by key management personnel for their services to the Academy Trust was £645,950 (2017: £621,789).

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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 trust. The Principal and other staff Trustees only receive remuneration in respect of services they provide undertaking the roles of principal and other staff members under their contracts of employment, and not in respect of their role as Trustees. The value of Trustees' remuneration and other benefits was as follows:

		2018 £	2017 £
Andrew Evans, Headteacher and Accounting Officer	Remuneration	85,000-90,000	85,000-90,000
	Pension contributions paid	10,000-15,000	10,000-15,000
Andrew Collard, Staff Trustee	Remuneration	65,000-70,000	65,000-70,000
	Pension contributions paid	10,000-15,000	10,000-15,000
Wendy Bradbeer, Staff Trustee	Remuneration	-	5,000-10,000
	Pension contributions paid	-	0-5,000
Donald Henderson, Staff Trustee	Remuneration	35,000-40,000	30,000-35,000
	Pension contributions paid	5,000-10,000	0-5,000
Jennifer Davies, Staff Trustee	Remuneration	45,000-50,000	40,000-45,000
	Pension contributions paid	5,000-10,000	5,000-10,000

During the year ended 31 August 2018, no Trustees received any reimbursement of expenses (2017 - £185 to 1 Trustees).

**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 £5,000,000 on any one claim and the cost for the year ended 31 August 2018 was £699 (2017 - £842).

**13. OTHER FINANCE INCOME**

	2018 £	2017 £
Interest on pension scheme liabilities	(44,000)	(45,000)

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**14. TANGIBLE FIXED ASSETS**

	Leasehold improvements £	Leasehold property £	Furniture and fixtures £	Plant and equipment £	Total £
<b>Cost</b>					
At 1 September 2017	1,262,583	18,231,654	83,940	295,908	19,874,085
Additions	24,408	-	5,706	7,038	37,152
At 31 August 2018	1,286,991	18,231,654	89,646	302,946	19,911,237
<b>Depreciation</b>					
At 1 September 2017	235,652	2,278,955	73,857	245,696	2,834,160
Charge for the year	128,546	364,632	3,966	25,839	522,983
At 31 August 2018	364,198	2,643,587	77,823	271,535	3,357,143
<b>Net book value</b>					
At 31 August 2018	922,793	15,588,067	11,823	31,411	16,554,094
At 31 August 2017	1,026,931	15,952,699	10,083	50,212	17,039,925

**15. DEBTORS**

	2018 £	2017 £
Trade debtors	2,302	7,815
Other debtors	6,280	-
Prepayments and accrued income	133,008	177,394
	<b>141,590</b>	<b>185,209</b>

**16. CREDITORS: Amounts falling due within one year**

	2018 £	2017 £
Trade creditors	37,312	8,018
Other taxation and social security	66,005	65,023
Accruals and deferred income	133,311	231,647
	<b>236,628</b>	<b>304,688</b>

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**16. CREDITORS: Amounts falling due within one year (continued)**

	2018 £	2017 £
<b>Deferred income</b>		
Deferred income at 1 September 2017	<b>23,195</b>	23,195
Resources deferred during the year	<b>13,676</b>	13,724
Amounts released from previous years	<b>(23,195)</b>	(23,195)
	<hr/>	<hr/>
Deferred income at 31 August 2018	<b>13,676</b>	13,724
	<hr/>	<hr/>

At the balance sheet date the Academy Trust was holding funds received in advance for leisure centre and catering recharges, together with funds received in advance for rates relief.

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**17. STATEMENT OF FUNDS**

	Balance at 1 September 2017 £	Income £	Expenditure £	Gains/ (Losses) £	Balance at 31 August 2018 £
<b>Unrestricted funds</b>					
Unrestricted Funds	218,559	60,317	(47,524)	-	231,352
<b>Restricted funds</b>					
General Annual Grant (GAG)	78,768	4,407,560	(4,338,929)	-	147,399
Pension reserve	(1,873,000)	-	(85,000)	336,000	(1,622,000)
	<u>(1,794,232)</u>	<u>4,407,560</u>	<u>(4,423,929)</u>	<u>336,000</u>	<u>(1,474,601)</u>
<b>Restricted funds fixed asset funds</b>					
Donations - Capital	17,039,925	33,259	(522,983)	-	16,550,201
Total restricted funds	<u>15,245,693</u>	<u>4,440,819</u>	<u>(4,946,912)</u>	<u>336,000</u>	<u>15,075,600</u>
Total of funds	<u>15,464,252</u>	<u>4,501,136</u>	<u>(4,994,436)</u>	<u>336,000</u>	<u>15,306,952</u>

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

The Restricted General Fund includes GAG and other grants receivable from the ESFA and Local Authority towards the School's educational activities. School funds held in respect of education visits and events are also included in the Restricted General Fund.

The Restricted Fixed Asset Fund includes amounts receivable from the ESFA in respect of tangible fixed assets held for Academy use. Transfer between the GAG Fund and Restricted Fixed Asset Fund relate to purchases from this fund.

The Pension Reserve relates to the School's share of the deficit of the Local Government Pension Scheme overseen by the Local Authority.

Under the funding agreement the Secretary of State, the Academy was not subject to a limit on the amount of GAG that it could carry forward at 31 August 2018.



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**NOTES TO THE FINANCIAL STATEMENTS  
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**17. STATEMENT OF FUNDS (continued)**

**STATEMENT OF FUNDS - PRIOR YEAR**

	Balance at 1 September 2016 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2017 £
Unrestricted Funds	198,629	37,607	(17,677)	-	-	218,559
<b>Restricted funds</b>						
General Annual Grant (GAG)	51,444	3,961,635	(3,979,282)	(16,060)	-	17,737
Other DfE / ESFA Grants	7,387	165,208	(163,845)	-	-	8,750
School Fund Account	25,004	122,502	(124,693)	-	-	22,813
Other Income	25,728	40,065	(37,640)	-	-	28,153
Other Government Grants	-	84,916	(83,601)	-	-	1,315
Pension reserve	(2,166,000)	-	(101,000)	-	394,000	(1,873,000)
	<u>(2,056,437)</u>	<u>4,374,326</u>	<u>(4,490,061)</u>	<u>(16,060)</u>	<u>394,000</u>	<u>(1,794,232)</u>
<b>Restricted funds fixed asset funds</b>						
Donations - Capital	16,319,956	109,581	(520,532)	-	-	15,909,005
DfE / ESFA Capital Grants	991,822	-	-	-	-	991,822
Capital Expenditure from GAG	123,038	-	-	16,060	-	139,098
	<u>17,434,816</u>	<u>109,581</u>	<u>(520,532)</u>	<u>16,060</u>	<u>-</u>	<u>17,039,925</u>
Total restricted funds	<u>15,378,379</u>	<u>4,483,907</u>	<u>(5,010,593)</u>	<u>-</u>	<u>394,000</u>	<u>15,245,693</u>
Total of funds	<u>15,577,008</u>	<u>4,521,514</u>	<u>(5,028,270)</u>	<u>-</u>	<u>394,000</u>	<u>15,464,252</u>

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**A CURRENT YEAR 12 MONTHS AND PRIOR YEAR 12 MONTHS COMBINED POSITION IS AS FOLLOWS:**

	Balance at 1 September 2016 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2018 £
<b>Unrestricted funds</b>						
Unrestricted Funds	198,629	37,607	(17,677)	-	-	218,559
	-	60,317	(47,524)	-	-	12,793
<b>Restricted funds</b>						
General Annual Grant (GAG)	51,444	8,369,195	(8,318,211)	(16,060)	-	86,368
Other DfE / ESFA Grants	7,387	165,208	(163,845)	-	-	8,750
School Fund Account	25,004	122,502	(124,693)	-	-	22,813
Other Income	25,728	40,065	(37,640)	-	-	28,153
Other Government Grants	-	84,916	(83,601)	-	-	1,315
Pension reserve	(2,166,000)	-	(186,000)	-	730,000	(1,622,000)
	<u>(2,056,437)</u>	<u>8,781,886</u>	<u>(8,913,990)</u>	<u>(16,060)</u>	<u>730,000</u>	<u>(1,474,601)</u>
<b>Restricted funds fixed asset funds</b>						
Donations - Capital	16,319,956	142,840	(1,043,515)	-	-	15,419,281
DfE / ESFA Capital Grants	991,822	-	-	-	-	991,822
Capital Expenditure from GAG	123,038	-	-	16,060	-	139,098
	<u>17,434,816</u>	<u>142,840</u>	<u>(1,043,515)</u>	<u>16,060</u>	<u>-</u>	<u>16,550,201</u>
	<u>15,378,379</u>	<u>8,924,726</u>	<u>(9,957,505)</u>	<u>-</u>	<u>730,000</u>	<u>15,075,600</u>
<b>Total of funds</b>	<u>15,577,008</u>	<u>9,022,650</u>	<u>(10,022,706)</u>	<u>-</u>	<u>730,000</u>	<u>15,306,952</u>

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**18. ANALYSIS OF NET ASSETS BETWEEN FUNDS**

	Unrestricted funds 2018 £	Restricted funds 2018 £	Restricted Fixed Asset funds 2018 £	Total funds 2018 £
Tangible fixed assets	-	-	16,554,094	16,554,094
Current assets	231,352	380,134	-	611,486
Creditors due within one year	-	(232,735)	(3,893)	(236,628)
Provisions for liabilities and charges	-	(1,622,000)	-	(1,622,000)
	<u>231,352</u>	<u>(1,474,601)</u>	<u>16,550,201</u>	<u>15,306,952</u>

**ANALYSIS OF NET ASSETS BETWEEN FUNDS - PRIOR YEAR**

	Unrestricted funds 2017 £	Restricted funds 2017 £	Restricted Fixed Asset funds 2017 £	Total funds 2017 £
Tangible fixed assets	-	-	17,039,923	17,039,923
Current assets	221,288	380,729	-	602,017
Creditors due within one year	(2,729)	(301,959)	-	(304,688)
Provisions for liabilities and charges	-	(1,873,000)	-	(1,873,000)
	<u>218,559</u>	<u>(1,794,230)</u>	<u>17,039,923</u>	<u>15,464,252</u>

**19. RECONCILIATION OF NET MOVEMENT IN FUNDS TO NET CASH FLOW FROM OPERATING ACTIVITIES**

	2018 £	2017 £
Net expenditure for the year (as per Statement of Financial Activities)	(493,300)	(506,756)
<b>Adjustment for:</b>		
Depreciation charges	522,983	520,532
Dividends, interest and rents from investments	(1,131)	(3,484)
Decrease/(increase) in debtors	43,619	(36,823)
Decrease in creditors	(68,060)	(84,987)
Defined benefit pension scheme cost less contributions payable	41,000	56,000
Defined benefit pension scheme finance cost	44,000	45,000
<b>Net cash provided by/(used in) operating activities</b>	<u>89,111</u>	<u>(10,518)</u>

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**NOTES TO THE FINANCIAL STATEMENTS**  
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**20. ANALYSIS OF CASH AND CASH EQUIVALENTS**

	2018 £	2017 £
Cash in hand	469,896	416,806
Total	<u>469,896</u>	<u>416,806</u>

**21. PENSION COMMITMENTS**

The Academy's employees belong to two principal pension schemes: the Teacher's Pension Scheme for England and Wales (TPS) for academic and related staff; and the Local Government Pension Scheme (LGPS) for non-teaching staff, which is managed by Mercer . Both are Multi-employer defined benefit pension schemes.

The latest actuarial valuation of the TPS related to the period ended 31 March 2012 and of the LGPS 31 March 2016.

Contributions amounting to £45,733 were payable to the schemes at 31 August 2018 (2017 - £45,575 ) and are included within creditors.

**Teachers' Pension Scheme**

**Introduction**

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pensions Regulations (2010) and, from 1 April 2014, by the Teachers' Pension Scheme Regulations 2014. Membership is automatic for full-time teachers in academies and, from 1 January 2007, automatic for teachers in part-time employment following appointment or a change of contract, although they are able to opt out.

The TPS is an unfunded scheme and members contribute on a 'pay as you go' basis – these contributions along with those made by employers are credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

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**21. 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. The aim of the review is to specify 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 2012 and in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014. The valuation report was published by the Department for Education on 9 June 2014. The key elements of the valuation and subsequent consultation are:

- employer contribution rates set at 16.48% of pensionable pay, including a 0.08% employer administration charge.
- total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £191,500 million, and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £176,600 million giving a notional past service deficit of £14,900 million
- an employer cost cap of 10.9% of pensionable pay will be applied to future valuations
- the assumed real rate of return is 3.0% in excess of prices and 2% in excess of earnings. The rate of real earnings growth is assumed to be 2.75%. The assumed nominal rate of return is 5.06%.

The TPS valuation for 2012 determined an employer rate of 16.4%, which was payable from September 2015. The next valuation of the TPS is currently underway based on April 2016 data, whereupon the employer contribution rate is expected to be reassessed and will be payable from 1 April 2019.

The employer's pension costs paid to TPS in the period amounted to £349,836 (2017 - £337,300).

A copy of the valuation report and supporting documentation is on the Teachers' Pensions website ([www.teacherspensions.co.uk/news/employers/2014/06/publication-of-the-valuation-report.aspx](http://www.teacherspensions.co.uk/news/employers/2014/06/publication-of-the-valuation-report.aspx)).

Under the definitions set out in FRS 102, the TPS is a multi-employer pension scheme. The trust has accounted for its contributions to the scheme as if it were a defined contribution scheme. The trust has set out above the information available on the scheme.

**Local Government Pension Scheme**

The LGPS is a funded defined benefit scheme, with assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2018 was £174,998 (2017 - £175,816), of which employer's contributions totalled £143,238 (2017 - £142,350) and employees' contributions totalled £31,760 (2017 - £33,466). The agreed contribution rates for future years are 5.5% for employers and 12.5% for employees.

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

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**NOTES TO THE FINANCIAL STATEMENTS  
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**21. PENSION COMMITMENTS (continued)**

Principal actuarial assumptions:

	2018	2017
Discount rate for scheme liabilities	2.80 %	2.40 %
Rate of increase in salaries	3.60 %	3.70 %
Rate of increase for pensions in payment / inflation	2.20 %	2.20 %
Inflation assumption (CPI)	2.10 %	2.20 %

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

	2018	2017
Retiring today		
Males	22.7	22.6
Females	25.7	25.6
Retiring in 20 years		
Males	24.9	24.8
Females	28	27.9

	At 31 August 2018 £	At 31 August 2017 £
<b>Sensitivity analysis</b>		
Discount rate +0.1%	2,962	3,232
Mortality assumption - 1 year increase	3,082	3,365
CPI rate +0.1%	3,094	3,384

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

	Fair value at 31 August 2018 £	Fair value at 31 August 2017 £
Equities	1,005,000	993,000
Other bonds	60,000	60,000
Cash/liquidity	27,000	15,000
Property	-	-
Property	61,000	44,000
Other	47,000	42,000
Government bonds	104,000	-
<b>Total market value of assets</b>	<b>1,304,000</b>	<b>1,154,000</b>

The actual return on scheme assets was £78,000 (2017 - £191,000).

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**21. PENSION COMMITMENTS (continued)**

The amounts recognised in the Statement of financial activities incorporating income and expenditure account are as follows:

	2018 £	2017 £
Current service cost	(186,000)	(200,000)
Interest cost	(44,000)	(45,000)
Total	<u>(230,000)</u>	<u>(245,000)</u>

Movements in the present value of the defined benefit obligation were as follows:

	2018 £	2017 £
Opening defined benefit obligation	3,027,000	3,307,000
Current service cost	186,000	200,000
Interest cost	71,000	69,000
Employee contributions	32,000	34,000
Actuarial gains	(288,000)	(571,000)
Benefits paid	(102,000)	(12,000)
Closing defined benefit obligation	<u>2,926,000</u>	<u>3,027,000</u>

Movements in the fair value of the Academy's share of scheme assets:

	2018 £	2017 £
Opening fair value of scheme assets	1,154,000	1,141,000
Interest income	29,000	26,000
Actuarial losses/(gains)	48,000	(177,000)
Employer contributions	145,000	144,000
Employee contributions	32,000	34,000
Administration expenses	(2,000)	(2,000)
Benefits /transfers paid	(102,000)	(12,000)
Closing fair value of scheme assets	<u>1,304,000</u>	<u>1,154,000</u>

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**22. OPERATING LEASE COMMITMENTS**

At 31 August 2018 the total of the Academy trust's future minimum lease payments under non-cancellable operating leases was:

	2018 £	2017 £
<b>Amounts payable:</b>		
Within 1 year	21,162	16,340
Between 1 and 5 years	26,639	13,344
Total	<u>47,801</u>	<u>29,684</u>

**23. 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.

**24. RELATED PARTY TRANSACTIONS**

Owing to the nature of the academy trust and the composition of the board of trustees being drawn from local public and private sector organisations, transactions may take place with organisations in which Trustees have an interest. All transactions involving such organisations are conducted in accordance with the requirements of the AFH and with the trust's financial regulations and normal procurement procedures relating to connected and related party transactions.

No related party transactions took place in the period of account, other than certain trustees' remuneration and expenses already disclosed in note 11.

No related party transactions took place during the year, other than Trustee's remuneration and expenses already disclosed (2017: £Nil).