

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

**TRUSTEES' REPORT AND FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 AUGUST 2019**

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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**

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<b>Members</b>	Emma Carr Justyn Crane Phillipa Henry Debra Hiley (resigned 17 November 2019) Claire McKeown (resigned 3 December 2019) Helen Thomas Kevin Welford
<b>Trustees</b>	Andrew Collard, Staff Trustee (office ended 8 June 2019) <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 Debra Hiley, Chair and Parent Trustee (resigned 17 November 2019) Robert Jenkins, Co-opted Trustee (appointed 22 October 2019) Dulcie Karadia, Co-opted Trustee and Community Trustee (resigned 1 October 2019) <sup>1</sup> Claire McKeown, Parent Trustee and Vice Chair (office ended 3 December 2019) Lucy Potter, Parent Trustee <sup>1</sup> Louise Ronan, Co-opted Trustee <sup>1</sup> Penny Seaborn-Williams, Co-opted Trustee Rachel Ussher, Co-opted Trustee and Community Trustee  <sup>1</sup> Members of the Finance, Audit and Premises Committee
<b>Company registered number</b>	07631985
<b>Company name</b>	John Masefield High School and Sixth Form Centre
<b>Principal and registered office</b>	Mabel's Furlong Ledbury Herefordshire HR8 2HF

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**REFERENCE AND ADMINISTRATIVE DETAILS (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

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<b>Company secretary</b>	Norman Moon
<b>Chair of Trustees</b>	Debra Hiley
<b>Senior management team</b>	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
<b>Independent auditors</b>	Whittingham Riddell LLP Statutory Auditors Belmont House Shrewsbury Business Park Shrewsbury Shropshire SY2 6LG
<b>Bankers</b>	Barclays Bank PLC 1-3 Broad Street Hereford Herefordshire HR4 9BA
<b>Solicitors</b>	Browne Jacobson LLP Victoria House Victoria Square Birmingham B2 4BU

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**TRUSTEES' REPORT**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

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The Trustees present their annual report together with the financial statements and auditors' report of the charitable company for the year 1 September 2018 to 31 August 2019. 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 to 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 to 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.

The Academy also trades under the name John Masefield High School and Sixth Form Centre.

## **Structure, governance and management**

### **a. Constitution**

The Academy was incorporated on 12 May 2011 and commenced as an Academy Trust from 1 June 2011. The Academy is a charitable 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.

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, and to the date these accounts are approved are included in the Reference and administrative details on page 1.

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

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

**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 2019**

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

**e. Policies 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 posed 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. The trustees can access and have 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.

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**TRUSTEES' REPORT (CONTINUED)**  
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**Structure, governance and management (continued)**

**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.

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".



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**TRUSTEES' REPORT (CONTINUED)**  
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**Structure, governance and management (continued)**

	<b>Teaching, Learning &amp; Progress Committee</b>	<b>Finance, Audit &amp; Premises Committee</b>	<b>Personnel &amp; Welfare Committee</b>
<b>Chair</b>	Philippa Henry	Sam Dudley	Debra Hiley (resigned 17 November 2019)
<b>Vice Chair</b>	Rachel Ussher	Dulcie Karadia (resigned 1 October 2019)	Philippa Henry
	Jennifer Davies	Andrew Collard (term of office ended 8 June 2019)	
	Debra Hiley (resigned 17 November 2019)	Donald Henderson	Louise Ronan
	Claire McKeown (term of office ended 3 December 2019)	Louise Ronan	Penny Seaborn-Williams
		Lucy Potter	Rachel Ussher
<b>Staff Officer</b>	Andrew Collard	Wendy Bradbeer	Dean Wyatt

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

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

**Organisational Structure of the Extended Leadership Team – Roles and Responsibilities 2018/19**

Andrew Evans Headteacher	Andrew Collard Deputy Headteacher	Wendy Bradbeer School Business Manager	Peter Hammond Assistant Headteacher	Mark Hawksworth Assistant Headteacher
Lead on curriculum, whole school performance and standards	Lead on improving teaching and learning and deputise for the Headteacher	Lead site and facilities development and the support staff team	Lead on improving student progress and maximising KS4 performance	Lead Sixth Form
<ul style="list-style-type: none"> <li>Curriculum planning and training.</li> <li>Monitoring, standards and outcomes.</li> <li>Strategic and financial planning.</li> <li>School Development Plan.</li> <li>Leadership and management.</li> </ul>	<ul style="list-style-type: none"> <li>Lead on improving teaching and learning.</li> <li>Lead staff INSET.</li> <li>Improving pastoral systems.</li> <li>Lead NPQML.</li> <li>Marketing JMHS.</li> </ul>	<ul style="list-style-type: none"> <li>Calendar.</li> <li>Health and safety, school site and grounds.</li> <li>Communication and press officer.</li> <li>Contractors, cleaning and catering.</li> <li>Duties and supervision.</li> </ul>	<ul style="list-style-type: none"> <li>Homework and introduction of e-praise.</li> <li>Assessment, reporting and monitoring progress.</li> <li>Pupil Premium students.</li> <li>Y11 Progress Leader.</li> <li>Initial teacher training and newly qualified teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Maximise Sixth Form achievement, recruitment and progress.</li> <li>Sixth Form Improvement Plan.</li> </ul>
Line Manage Deputy and Assistant Headteachers – PMH and MH, Maths, Science and Special Educational Needs	Line Manager – ALW, WB, Arts, English and Humanities	Line manage support staff and contractors	Line manage Data team, ICT manager and PP support officer	Line manage vocational team, languages, DT, PE and the Sixth Form Team

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

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

**Extended Leadership Team Structure – Roles and Responsibilities 2018/19 (Cont'd)**

Andrew Williams Assistant Headteacher	Lana Laidler ESLT	Karen Barker ESLT	Dean Wyatt ESLT	<b>Additional responsibilities for SLT members</b>
<b>Lead student support, safeguarding, equalities and improving behaviour</b>	<b>Curriculum planning, teacher deployment and timetabling.</b>	<b>SENDCO</b>	<b>Lead primary transition, house system and improving attendance</b>	<ol style="list-style-type: none"> <li>1. SLT duty days – dealing with incidents, complaints and enquiries on duty day and ensuring success of key events on these days.</li> <li>2. Before school, brunch, lunch and after school duties on a daily basis ensuring safety and high visibility.</li> <li>3. Strategic and operational planning through weekly and extended SLT meetings.</li> <li>4. Act as an officer for a relevant governors' committee.</li> <li>5. Mentor a selection of targeted students.</li> <li>6. Assemblies.</li> </ol>
<ul style="list-style-type: none"> <li>• Designated Safeguarding Lead.</li> <li>• Pastoral system.</li> <li>• Equalities policies.</li> <li>• Positive discipline.</li> <li>• Looked After Children.</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum model.</li> <li>• Teacher deployment and recruitment plan.</li> <li>• Timetable including options for Y9, Y10 and Y12.</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCO.</li> <li>• Reading strategy.</li> <li>• Develop role and skills of TAs and HLTAs.</li> </ul>	<ul style="list-style-type: none"> <li>• Overview of house system.</li> <li>• Deputy Designated Safeguarding Lead.</li> <li>• Senior House Leader.</li> <li>• Improving attendance.</li> <li>• Year leader for Y7.</li> </ul>	
<b>Line Manage House Leaders</b>	<b>Faculty Leader Mathematics</b>	<b>Line manage the HUB and TAs/ HLTAs</b>	<b>Line manage House Support Assistants</b>	

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

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

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. Arrangements for setting pay and remuneration of 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 2018". 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 2018" 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
1%-50%	-
51%-99%	-
100%	-

<b>Percentage of pay bill spent on facility time</b>	<b>£</b>
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Total cost of facility time	-
Total pay bill	-
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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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

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

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

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. Mr Evans has also fulfilled a further voluntary role as Chair of Schools' Forum for the past two years which gives advice from schools on financial decisions to Herefordshire Council.

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 Midshire Catering 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**

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 2019**

**Objectives and activities (continued)**

**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 Sixth Form Centre.

**Strategic report**

**Achievements and performance**

**a. Key performance indicators**

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

KPI	2017 Result	2018 Result	2019 Result	National Average (2018)	Comment on 2019 result
Attainment 8	NA	48.8	46.4	Not yet known	Overall the provisional Attainment 8 score for 2019 was lower than 2018.
Progress 8 overall score for all students	+0.13	+0.03	-0.12	-0.03	P8 score overall was lower than in the previous two years and marginally below the national average. More able students achieved less well than in previous years because the results in the separate sciences were disappointing this year. Less able students achieved above expectation and achieved especially well in mathematics. Middle ability students on average achieve a quarter of a grade below expectations.
Progress 8 overall score for PP students	-0.58	-1.08	-0.24	NA	Disadvantaged students achieved close to expectation and considerably better than in the two previous years. Staff were more consistent at implementing our support strategies for disadvantaged students. Our new PP support officer was effective in his first year supporting disadvantaged students with a variety of issues including attendance, coursework completion and motivation and workrate.
Progress 8 for English	+0.12	-0.09	-0.23	0.0	In English girls achieved above expectation, whilst boys on average achieved well below expectation, a grade lower than girls and over half a grade below. This year the English faculty have developed new approaches to grouping and teaching students to improve performance especially for boys.
Progress 8 for Mathematics	+0.21	+0.08	+0.13	0.0	For the third consecutive year students' performance was solidly good in GCSE Mathematics. This good progress has resulted from the mastery curriculum in mathematics and consistently high quality teaching. However the GCSE results in mathematics do not yet match the consistently excellent results at A-Level. Therefore the mathematics faculty is further improving their mastery curriculum and adjusting their approach to maximise the effectiveness of review and revision for students.

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**TRUSTEES' REPORT (CONTINUED)**  
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**Strategic report (continued)**

**Achievements and performance (continued)**

Progress 8 for EBacc Element	+0.36	+0.11	-0.07	0.0	The Progress 8 Score for E-Bacc subjects is the lowest we have achieved. In particular students achieved well below expectation in biology, chemistry and physics. This was in part due to new teachers and the new science leadership team adjusting to the high standard we expect at JMHS and teaching the course for the first time. The team is now putting in place plans for a much improved curriculum and is in particular developing a stronger knowledge and understanding of key concepts in each subject.
Progress 8 for Open Element	-0.13	-0.01	-0.27	0.0	Some subjects where students underachieved in 2018, improved last year such as design technology and business studies. However students underachieved in other subjects including art, drama, dance and PE. All of these subjects have produced thorough action plans to improve achievement at GCSE.

**Section II: GCSE Thresholds**

KPI	2017 Result	2018 Result	2019 Result	National Average (2019)	Comment on 2019 result
% of all students achieving grade 4 (C) or higher in English and Maths	75%	67%	65%	60%	The proportion of students achieving passes in both English and maths lower than the previous year and marginally above the national average.
% of disadvantaged students achieving grade 4 or higher in English and Maths	62%	35%	48%	N/A	Disadvantaged students achieved better than in 2018. Teachers giving individual support and our new PP support officer working with families and individuals contributed to this improvement.
% of all students achieving the EBacc at grade 4 or above	41%	34%	38%	22%	Although this result represents a small improvement from the previous year, too many students failed to achieve the grade 4 in combined science. An improvement in science results could move this figure towards 50%.
% of disadvantaged students achieving the EBacc	8%	9%	16%	N/A	This represents a small improvement but still too few disadvantaged students are achieving in EBacc and too many are achieving grade 3s in languages, humanities and the sciences.

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

**Strategic report (continued)**

**Achievements and performance (continued)**

**Section III: Attendance**

KPI	2017 Result	2018 Result	2019 Result	National Average (2018)	Comment on 2019 result
% attendance overall	95.8%	94.7%	94.9%	94.5% (2018 result)	There has been a small improvement from the previous academic year, although attendance is still well below the 2016/17 figures. Attendance was strong during autumn term but fell away during spring and summer. The input of the external Attendance Advisor was helpful and enabled rigorous follow up to poor attendance. Better systems were introduced and this will be built upon in this academic year.
% attendance PP	92.9%	91.3%	92.4%	NA	The improvement from the previous academic year is encouraging, although improving attendance for the FSM cohort in particular remains a high priority moving forward. Employing a designated PP mentor has been an effective strategy and this will be developed further in the new academic year.
% attendance SEND	93.2%	92.4%	92.6%	NA	Despite an improvement, attendance of SEND students remains too low and needs to improve. Targeted mentoring of these students will be key in making this improvement.
% persistent absentees overall	10.0%	13.3%	12.1%	13.9% (2018 result)	Pleasing progress in this area. The use of the external Attendance Advisor had a big impact on a number of families. As with other areas, there is still room for improvement.
% persistent absentees PP	22.2%	26.2%	21.2%	NA	Considerable improvement from previous year. This is a result of several effective strategies including tutor mentoring, use of external Attendance Advisor and employing a designated PP mentor.
% persistent absentees SEND	21%	21.8%	22.1%	NA	Tutor and other designated mentors will be a key part of boosting this area. A very disappointing outcome when compared to improvements made in other areas.



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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 2019**

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**Strategic report (continued)**

**Achievements and performance (continued)**

**Section IV: Learning Standards**

KPI	2017 Result	2018 Result	2019 Result	Comment on 2019 results
Care and concentration overall	6.05	6.04	6.00	Overall teachers' ratings of students care and concentration declined slightly in 2018/19. To achieve improvements in class and with homework a number of changes have been made including the following: <ul style="list-style-type: none"><li>• In the summer term we established a series of clear routines and expectations of students and staff to promote an excellent ethos in class with students, staff and parents reminded of these on a weekly basis.</li><li>• Our policy for setting has been changed to aim at ensuring no set can be dominated by a minority of less conscientious students.</li><li>• Training for staff on setting high expectations and effective behaviour management have been a key feature of the last 4 teacher training days.</li><li>• From September 2019 strict boy/ girl seating plans have been introduced. Lastly we have made out strongest pastoral leaders Year Leaders to develop and maintain an excellent ethos in each year group.</li></ul>
Care and concentration PP	5.69	5.72	5.63	There has been a small decline overall in care and concentration for PP students. In classes where there is some low level disruptive behaviour this has been a disproportionately negative effect on PP students. Therefore the steps outlined above should particularly benefit PP students.
Homework overall	5.72	5.76	5.71	The use of the e-praise system for setting homework has ensured more consistent setting of homework. However the quality of homework ratings for students has not improved. We will therefore look to introduce more effective strategies to support completion of high quality homework.
Homework PP	5.14	5.29	5.23	See above.

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

**Strategic report (continued)**

**Achievements and performance (continued)**

**Section V: Alevel**

KPI	2017 Result	2018 Result	2019 Result	National Average (2019)	Comment on 2019 results
Average A-level progress score	+0.42	-0.10	-0.25	0.00	This was lower than projected with too few students targeted B's not obtaining their grades. Student progress in academic qualifications has declined over the past 2 years. As a result of this all subject teams are reviewing and improving their curricula and the new Sixth Form Leadership Team are reviewing all their procedures and support mechanism to improve progress in academic subjects.
% achieving AAB in facilitating subjects	28%	21%	20%	16%	The proportion of students achieving AAB grades or better remains high above the national average overall, but should have been better given the quality of the cohort.
Grade and points for best 3 A-levels	34.9 (C+)	29.4 (C)	34.0 (C+)	29.8	This puts us in the 2 <sup>nd</sup> quintile, just above the national average.
Applied general qualifications progress	+0.22	-0.10	+0.22	0.00	This is an improvement from 2018 progress figure and shows improved progress in vocational subjects.
Applied general qualification average grade	46.4 Dist	27.2 Merit+	32.6 Dist-	28.2	This is an improvement in attainment from 2018 and puts us in the 2 <sup>nd</sup> quintile.

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

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**Strategic report (continued)**

**Achievements and performance (continued)**

**Section VI: Student numbers**

<b>KPI</b>	<b>2017 Student Numbers</b>	<b>2017 % of cohort</b>	<b>2018 Student Numbers</b>	<b>2018 % of cohort</b>	<b>2019 Student Numbers</b>	<b>2019 % of cohort</b>	<b>Comment on 2019 result</b>
Y7 Recruitment	152	N/A	153	N/A	156	N/A	We were oversubscribed for the fifth 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.
Sixth Form Recruitment	76	52%	58	40%	47	37%	For the past 2 years we have recruited just under 40% of the Y11 cohort into the Sixth Form. There were fewer students recruited onto science courses in 2019, due partly to changes in staffing in science. The new SLT are reviewing and improving procedures for marketing and recruitment activities.
Y13 Retention	38/39	97%	64/76	84%	52/58	90%	Six students did not complete Y12, a better completion rate than the previous year, but not as high a proportion as in 2016/17.

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

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**Strategic report (continued)**

**Achievements and performance (continued)**

**Section VII: Finance**

	<b>2016 Result</b>	<b>2017 Result</b>	<b>2018 Result</b>	<b>2019 Result</b>	<b>Comment on 2019 Result</b>
a. Reserves	£308,192	£297,327	£378,753	£474,365	The aim over the longer term the school is to build up and maintain reserves of approximately £400-£450k.
b. In year surplus/ deficit	-£177,418 deficit	-£10,865 deficit	+£81,426 surplus	+£95,612 surplus	Efficient financial management has meant a surplus has been generated in 2019.

**Numbers on roll as of 3 October 2019**

Year 7	158
Year 8	149
Year 9	156
Year 10	169
Year 11	176
Year 12	47
Year 13	55
Total	910

**Historic information of total numbers on roll**

Autumn 2018 - 906  
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.**

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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 2019**

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**Strategic report (continued)**

**Achievements and performance (continued)**

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 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.

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

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**Strategic report (continued)**

**Achievements and performance (continued)**

**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 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.

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

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**Strategic report (continued)**

**Achievements and performance (continued)**

- 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**

**b. Going concern**

After making appropriate enquiries, the board of Trustees has a reasonable expectation that the Academy has adequate resources to continue in operational existence for the foreseeable future. For this reason they continue 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 accounting policies.

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

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**Strategic report (continued)**

**Achievements and performance (continued)**

**Financial review**

**a. Reserves policy**

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 2018/19 was £4,804,893 (2018: £4,501,136); of which revenue income for educational operations was £4,659,624 (2018: £4,408,926).

Total capital income was £81,030 (2018: £33,259).

At 31st August 2019 the net book value of fixed assets was £16,144,977 (2018: £16,554,094). Movements in tangible fixed assets are shown in note 13 to the financial statements.

The closing level of unrestricted and restricted funds (excluding fixed asset reserves and pension deficit) stands at £474,365 (2018: £378,753).

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 £209,631 (2018: £231,352) as per the Statement of financial activities. The level of restricted funds excluding the pension deficit is £264,734 (2018: £147,401).

There are specific accounting requirements with regards to the Local Government Pension Scheme (LPGS); the pension deficit at 31 August 2019 is £2,486,000 (2018: £1,622,000). 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. Investment 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.

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



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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

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**Strategic report (continued)**

**Financial review (continued)**

**c. Principal risks and uncertainties**

The principal risks and uncertainties facing the Academy:

- Austerity measures for public sector pay have been removed. The government has announced a teacher's pay rise of 2.75% for the academic year 2019/20. The government will fund 1% of the pay rise. The school will meet the remaining costs of approximately £60,000. There are sufficient reserves to cover this, but savings will need to be made in future years.
- Increase in employer contributions for the teacher's pension scheme, this has been funded by the government.
- Local Authority overspending on high needs budgets. This means the school will receive less funding for high needs pupils and will need to use more of our own funds.

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 2018/19, 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.

**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 £2,486,000. 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.

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

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**Fundraising**

During 2018/19, JMHS received donations of £4,375 (2018: £1,766) from outside organisations; of this £3,000 was a contribution of materials to the school not a cash donation. These donations have been used for specific projects or activities. A capital asset has been part funded by a company paying a contribution towards the costs. The contribution from the company for the capital asset was £11,942. The Friends of JMHS paid £4,689 for three items of capital equipment.

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 is JMHS. The Friends of JMHS funds go towards supporting a diverse range of projects, there is a collaborative approach to where funds are allocated.

**Plans for future periods**

**Mission statement**

Create excellent and enjoyable learning for all students.

**Key Aims of the School for 2019/20:**

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**

Please note that more detailed information on plans for future periods is included in the School Development Plan.

Our three highest priorities for improvement during 2019/20 are:

- 1) Continue to develop an ambitious curriculum, that enables students to develop mastery of key knowledge, understanding and skills in each subject area, includes all areas of cultural heritage and enable success in examinations and in future careers.
- 2) Embed clear and explicit routines and expectations for excellent learning and behaviour in class and around the school. Further develop our systems for pastoral support in order to create an excellent learning ethos throughout JMHS.
- 3) Review and build our sixth form curriculum and student support so as to increase achievement and recruitment in our Sixth Form.

During 2019/20 JMHS will be improving our facilities for vocational learning and resubmitting the bid to extend the mathematics block and replace the ageing mobile classrooms.

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**TRUSTEES' REPORT (CONTINUED)**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

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**Plans for future periods (continued)**

**Disclosure of information to auditors**

Insofar as the Trustees are aware:

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

The Trustees' report, incorporating a strategic report, was approved by order of the board of Trustees, as the company directors, on 3 December 2019 and signed on its behalf by:



**Lucy Potter**  
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	3	4
Jennifer Davies, Staff Trustee	4	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
Debra Hiley, Chair and Parent Trustee	5	5
Robert Jenkins, Co-opted Trustee	0	0
Dulcie Karadia, Co-opted Trustee and Community Trustee	3	5
Claire McKeown, Parent Trustee and Vice Chair	4	5
Lucy Potter, Parent Trustee	5	5
Louise Ronan, Co-opted Trustee	4	5
Penny Seaborn-Williams, Co-opted Trustee	3	5
Rachel Ussher, Co-opted Trustee and Community Trustee	4	5

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**GOVERNANCE STATEMENT (CONTINUED)**

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**Governance (continued)**

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”.

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 continues to improve the running and procedures within governance.
- A clear process is in place 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 of staff officer.
- 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. Update of Articles of Association ongoing in close collaboration with Regional Schools Commissioner and Regional Governance Advocate.
- 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.
- 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 skill 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 review of chairs.
- Ensuring performance management of staff and Headteacher is both rigorous, fair and relevant to the pupils, using a governor who is a NLE and experienced Headteacher to lead the heads performance management. Ensuring good collaborative work with our School Improvement Partner (SIP) to create challenging relevant targets for the Headteacher 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 programme 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

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**GOVERNANCE STATEMENT (CONTINUED)**

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**Governance (continued)**

- Development Plan and reports from Headteacher and other relevant staff.
- 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 continue to seek to develop the board further through recruitment. In keeping with the competency framework 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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**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
**(A company limited by guarantee)**

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**GOVERNANCE STATEMENT (CONTINUED)**

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**Governance (continued)**

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 during the year at meetings was as follows:

Trustee	Meetings attended	Out of a possible
Andrew Collard, Staff Trustee	3	5
Sam Dudley, Parent Trustee	3	6
Andrew Evans, Headteacher and Accounting Officer	6	6
Donald Henderson, Staff Trustee	5	6
Dulcie Karadia, Parent Trustee	5	6
Lucy Potter, Parent Trustee	6	6
Louise Ronan, Co-opted Trustee	4	4

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

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**GOVERNANCE STATEMENT (CONTINUED)**

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**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 monthly 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 with an explanation of variances and balance sheets items such as aged creditors, aged debtors and monies owed from and due to HMRC. These reports are used to make informed decision about how to best use academy funds.
- The full Governing Body approves the budget each year. The Trustees' have budget information for the medium term; the data provided is for the next 3 financial years alongside the current year position.
- Where signification 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. If appropriate paying for a service cost for a full year to secure a discount. During the summer term, the finance assistant collated all the teaching material orders to ensure a discount of 25% was achieved and lower prices were levied against the subject budget headings.
- The Pay Committee considers pay recommendations for all teaching staff who are eligible to progress and Senior Leadership members.
- 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 into the school to offset energy costs. The collaboration is a public benefit to the local 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 and academic environment.

**The purpose of the system of internal control**

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can, therefore, only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on-going process designed to identify and prioritise the risks to the achievement of Academy policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in John Masefield High School and Sixth Form Centre for the year 1 September 2018 to 31 August 2019 and up to the date of approval of the annual report and financial statements.



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

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**GOVERNANCE STATEMENT (CONTINUED)**

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**The purpose of the system of internal control (continued)**

**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 2018 to 31 August 2019 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the board of Trustees.

**The risk and control framework**

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

- comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the board of Trustees
- regular reviews by the Finance and General Purposes Committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes
- setting targets to measure financial and other performance
- clearly defined purchasing (asset purchase or capital investment) guidelines
- 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 external auditors' 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 committee on the operation of the systems of control and on the discharge of the Trustees' financial responsibilities.

The external auditors have delivered their schedule of work as planned.

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**JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**  
(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 Finance Audit and Premises Committee committee 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 3 December 2019 and signed on their behalf by:



**Lucy Potter**  
Trustee



**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 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, under the funding agreement in place between the Academy 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 2018.

I confirm that I and the Academy board of Trustees are able to identify any material irregular or improper use of all funds by the Academy, or material non-compliance with the terms and conditions of funding under the Academy's funding agreement and the Academies Financial Handbook 2018.

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: 3 December 2019

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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 2019**

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The Trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for preparing the Trustees' report and the financial statements in accordance with the Academies Accounts Direction published by the 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 2018 to 2019;
- 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 3 December 2019 and signed on its behalf by:



**Lucy Potter**  
Trustee

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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 2019 which comprise the Statement of Financial Activities, the Balance sheet, the Statement of cash flows and the related notes, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice), including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Charities SORP 2015 and the Academies Accounts Direction 2018 to 2019 issued by the Education & 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 2019 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 2018 to 2019 issued by the Education & 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 (CONTINUED)**

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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. Other information includes the Reference and administrative details, the Trustees' report including the Strategic report, and the Governance statement. 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 (CONTINUED)**

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**Responsibilities of trustees**

As explained more fully in the Trustees' responsibilities statement, 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.

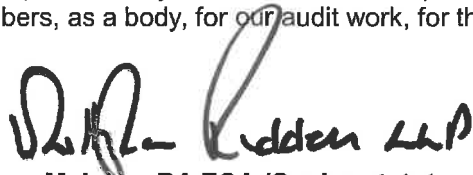
**Auditors' responsibilities for the audit of the financial statements**

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**

Statutory Auditors

Belmont House

Shrewsbury Business Park

Shrewsbury

Shropshire

SY2 6LG

Date:

*6 December 2019*

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

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**INDEPENDENT REPORTING ACCOUNTANT'S 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 29 August 2019 and further to the requirements of the Education & Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2018 to 2019, 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 2018 to 31 August 2019 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 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 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 2018, 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 2018 to 2019. 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 2018 to 31 August 2019 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 2018 to 2019 issued by 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 ACCOUNTANT'S 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 suggest in all material respects the expenditure disbursed and income received during the year 1 September 2018 to 31 August 2019 has 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 (Senior statutory auditor)**

**Whittingham Riddell LLP**

Belmont House  
Shrewsbury Business Park  
Shrewsbury  
Shropshire  
SY2 6LG

Date:

*6 December 2019*

**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 2019**

	Note	Unrestricted funds 2019 £	Restricted funds 2019 £	Restricted fixed asset funds 2019 £	Total funds 2019 £	Total funds 2018 £
<b>Income from:</b>						
Donations and capital grants	3	-	4,375	81,030	85,405	34,875
Charitable activities	4	2,657	4,656,967	-	4,659,624	4,408,926
Other trading activities	5	58,330	-	-	58,330	56,204
Investments	6	1,534	-	-	1,534	1,131
<b>Total income</b>		<b>62,521</b>	<b>4,661,342</b>	<b>81,030</b>	<b>4,804,893</b>	<b>4,501,136</b>
<b>Expenditure on:</b>						
Raising funds	7	42,779	-	-	42,779	49,140
Charitable activities	8	13,413	4,663,009	514,304	5,190,726	4,945,296
<b>Total expenditure</b>		<b>56,192</b>	<b>4,663,009</b>	<b>514,304</b>	<b>5,233,505</b>	<b>4,994,436</b>
<b>Net income/(expenditure)</b>		<b>6,329</b>	<b>(1,667)</b>	<b>(433,274)</b>	<b>(428,612)</b>	<b>(493,300)</b>
Transfers between funds	16	(28,050)	-	28,050	-	-
<b>Net movement in funds before other recognised gains/(losses)</b>		<b>(21,721)</b>	<b>(1,667)</b>	<b>(405,224)</b>	<b>(428,612)</b>	<b>(493,300)</b>
<b>Other recognised gains/(losses):</b>						
Actuarial losses on defined benefit pension schemes	21	-	(745,000)	-	(745,000)	336,000
<b>Net movement in funds</b>		<b>(21,721)</b>	<b>(746,667)</b>	<b>(405,224)</b>	<b>(1,173,612)</b>	<b>(157,300)</b>

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

**STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT)**  
(CONTINUED)  
**FOR THE YEAR ENDED 31 AUGUST 2019**

	<b>Unrestricted funds 2019 £</b>	<b>Restricted funds 2019 £</b>	<b>Restricted fixed asset funds 2019 £</b>	<b>Total funds 2019 £</b>	<i>Total funds 2018 £</i>
<b>Note</b>					
<b>Reconciliation of funds:</b>					
Total funds brought forward	231,352	(1,474,599)	16,550,201	15,306,954	15,464,254
Net movement in funds	(21,721)	(746,667)	(405,224)	(1,173,612)	(157,300)
<b>Total funds carried forward</b>	<b>209,631</b>	<b>(2,221,266)</b>	<b>16,144,977</b>	<b>14,133,342</b>	<b>15,306,954</b>

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

The notes on pages 45 to 69 form part of these financial statements.

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

**BALANCE SHEET**  
**AS AT 31 AUGUST 2019**

	Note	2019 £	2018 £
<b>Fixed assets</b>			
Tangible assets	13	16,144,977	16,554,094
		<u>16,144,977</u>	<u>16,554,094</u>
<b>Current assets</b>			
Debtors	14	168,525	141,592
Cash at bank and in hand		623,020	469,896
		<u>791,545</u>	<u>611,488</u>
Creditors: amounts falling due within one year	15	(317,180)	(236,628)
<b>Net current assets</b>		474,365	374,860
<b>Total assets less current liabilities</b>		<u>16,619,342</u>	<u>16,928,954</u>
<b>Net assets excluding pension liability</b>		<u>16,619,342</u>	<u>16,928,954</u>
Defined benefit pension scheme liability	21	(2,486,000)	(1,622,000)
<b>Total net assets</b>		<u><u>14,133,342</u></u>	<u><u>15,306,954</u></u>

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

**BALANCE SHEET (CONTINUED)**  
**AS AT 31 AUGUST 2019**

	Note	2019 £	2018 £
<b>Funds of the Academy</b>			
<b>Restricted funds:</b>			
Fixed asset funds	16	16,144,977	16,550,201
Restricted income funds	16	264,734	147,401
Restricted funds excluding pension asset	16	16,409,711	16,697,602
Pension reserve	16	(2,486,000)	(1,622,000)
<b>Total restricted funds</b>	16	<b>13,923,711</b>	<b>15,075,602</b>
<b>Unrestricted income funds</b>	16	<b>209,631</b>	<b>231,352</b>
<b>Total funds</b>		<b>14,133,342</b>	<b>15,306,954</b>

The financial statements on pages 40 to 69 were approved by the Trustees, and authorised for issue, on 3 December 2019 and are signed on their behalf by:



.....  
**Lucy Potter**  
Trustee



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

The notes on pages 45 to 69 form part of these financial statements.

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

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**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

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	Note	2019 £	2018 £
<b>Cash flows from operating activities</b>			
Net cash provided by operating activities	18	256,777	89,111
<b>Cash flows from investing activities</b>	19	(103,653)	(36,021)
		<hr/>	<hr/>
<b>Change in cash and cash equivalents in the year</b>		153,124	53,090
Cash and cash equivalents at the beginning of the year		469,896	416,806
<b>Cash and cash equivalents at the end of the year</b>	20	<hr/> <b>623,020</b> <hr/>	<hr/> <b>469,896</b> <hr/>

The notes on pages 45 to 69 from part of these 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 2019**

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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, which is a public benefit entity under FRS 102, have been prepared under the historic cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2018 to 2019 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

John Masefield High School and Sixth Form Centre meets the definition of a public benefit entity under FRS 102.

**1.2 Going concern**

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

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**NOTES TO THE FINANCIAL STATEMENTS**  
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**1. Accounting policies (continued)**

**1.3 Income**

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

- **Grants**

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

General Annual Grant is recognised in full in the Statement of financial activities in the year for which it is receivable and any abatement in respect of the year is deducted from income and recognised as a liability.

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

- **Donations**

Donations are recognised on a receivable basis (where there are no performance-related conditions) where the receipt is probable and the amount can be reliably measured.

- **Other income**

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

**1.4 Expenditure**

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

- **Expenditure on raising funds**

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

- **Charitable activities**

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



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**1. Accounting policies (continued)**

**1.4 Expenditure (continued)**

All resources expended are inclusive of irrecoverable VAT.

**1.5 Interest receivable**

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

**1.6 Taxation**

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

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

**1.7 Tangible fixed assets**

Assets costing £1,000 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

Where tangible fixed assets have been acquired with the aid of specific grants, either from the government or from the private sector, they are included in the Balance sheet at cost and depreciated over their expected useful economic life. Where there are specific conditions attached to the funding requiring the continued use of the asset, the related grants are credited to a restricted fixed asset fund in the Statement of financial activities and carried forward in the Balance sheet. Depreciation on the relevant assets is charged directly to the restricted fixed asset fund in the Statement of financial activities. Where tangible fixed assets have been acquired with unrestricted funds, depreciation on such assets is charged to the unrestricted fund.

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

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**1. Accounting policies (continued)**

**1.7 Tangible fixed assets (continued)**

Depreciation is provided on the following bases:

Leasehold Improvements	- 10%
Long-term leasehold property	- 2%
Furniture and fixtures	- 20%
Plant and equipment	- 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.

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.

**1.8 Debtors**

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

**1.9 Cash at bank and in hand**

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

**1.10 Liabilities**

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

**1.11 Provisions**

Provisions are recognised when the Academy has an obligation at the reporting date as a result of a past event which it is probable will result in the transfer of economic benefits and the obligation can be estimated reliably.

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.

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**1. Accounting policies (continued)**

**1.12 Financial instruments**

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

*Financial assets* - trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 14. Prepayments are not financial instruments. Cash at bank is classified as a basic financial instrument and is measured at face value.

*Financial liabilities* - trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost as detailed in note 15. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

**1.13 Operating leases**

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

**1.14 Pensions**

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

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the Academy in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary on the basis of quadrennial valuations using a prospective unit credit method. TPS is an unfunded multi-employer scheme with no underlying assets to assign between employers. Consequently, the TPS is treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

The LGPS is a funded multi-employer scheme and the assets are held separately from those of the Academy in separate trustee administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit credit method and discounted at a rate equivalent to the current rate of return on a high quality corporate bond of equivalent term and currency to the liabilities. The actuarial valuations are obtained at least triennially and are updated at each Balance sheet date. The amounts charged to operating surplus are the current service costs and the costs of scheme introductions, benefit changes, settlements and curtailments. They are included as part of staff costs as incurred. Net interest on the net defined benefit liability/asset is also recognised in the Statement of financial activities and comprises the interest cost on the defined benefit obligation and interest income on the scheme assets, calculated 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.

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**1. Accounting policies (continued)**

**1.15 Fund accounting**

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

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

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

**2. Critical accounting estimates and areas of 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.

Critical areas of judgment:

Assumptions used in pensions valuation

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost or income for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 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 2019. 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.

Long term leasehold property

The Academy Trust's land and buildings were brought in on conversion based on insurance valuation.

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**3. Income from donations and capital grants**

	<b>Restricted funds 2019 £</b>	<b>Restricted fixed asset funds 2019 £</b>	<b>Total funds 2019 £</b>	<b>Total funds 2018 £</b>
Donations	4,375	-	<b>4,375</b>	1,766
Capital Grants	-	81,030	<b>81,030</b>	33,109
<b>Total 2019</b>	<b>4,375</b>	<b>81,030</b>	<b>85,405</b>	<b>34,875</b>

In 2018, of the total income from donations and capital grants, £34,875 was to restricted funds.

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

	<b>Unrestricted funds 2019 £</b>	<b>Restricted funds 2019 £</b>	<b>Total funds 2019 £</b>	<b>Total funds 2018 £</b>
<b>DfE/ESFA grants</b>				
General Annual Grant (GAG)	-	4,165,081	<b>4,165,081</b>	4,009,250
Pupil Premium	-	156,831	<b>156,831</b>	150,614
Year 7 Catch-up Grant	-	6,954	<b>6,954</b>	6,909
Rates reclaim	-	20,500	<b>20,500</b>	19,975
	-	4,349,366	<b>4,349,366</b>	4,186,748
<b>Other Government Grants</b>				
Local Authority - SEN	-	83,780	<b>83,780</b>	87,567
Local Authority - Other Grants	-	19,621	<b>19,621</b>	11,001
Government - Other Grants	-	40,440	<b>40,440</b>	-
	-	143,841	<b>143,841</b>	98,568
<b>Other Income</b>				
Other Income	2,657	10,410	<b>13,067</b>	6,604
Insurance	-	-	-	9,133
School Fund	-	153,350	<b>153,350</b>	107,873
<b>Total 2019</b>	<b>2,657</b>	<b>4,656,967</b>	<b>4,659,624</b>	<b>4,408,926</b>

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

In 2018, of the total income from charitable activities, £4,405,944 was to restricted funds and £2,982 to unrestricted funds.

**5. Income from other trading activities**

	Unrestricted funds 2019 £	Total funds 2019 £	Total funds 2018 £
Hire of Facilities	17,478	17,478	19,427
Other Income	40,852	40,852	36,777
<b>Total 2019</b>	<b>58,330</b>	<b>58,330</b>	<b>56,204</b>

In 2018, of the total income from other trading activities, £56,204 was to unrestricted funds.

**6. Investment income**

	Unrestricted funds 2019 £	Total funds 2019 £	Total funds 2018 £
Investment income	1,534	1,534	1,131
<b>Total 2019</b>	<b>1,534</b>	<b>1,534</b>	<b>1,131</b>

In 2018, of the total income from investment income, £1,131 was to unrestricted funds.

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**7. Expenditure**

	<b>Staff Costs</b> <b>2019</b> £	<b>Premises</b> <b>2019</b> £	<b>Other</b> <b>2019</b> £	<b>Total</b> <b>2019</b> £	<i>Total</i> <i>2018</i> £
Expenditure on raising voluntary income:					
Direct costs	2,899,631	-	(2,856,852)	<b>42,779</b>	49,140
Educational Activities:					
Direct costs	792,428	-	2,503,323	<b>3,295,751</b>	3,162,159
Allocated support costs	-	242,194	1,652,781	<b>1,894,975</b>	1,783,137
<b>Total 2019</b>	<u>3,692,059</u>	<u>242,194</u>	<u>1,299,252</u>	<u><b>5,233,505</b></u>	<u>4,994,436</u>
<i>Total 2018</i>	<u>3,562,917</u>	<u>198,645</u>	<u>1,232,874</u>	<u>4,994,436</u>	

**8. Analysis of expenditure by activities**

	<b>Activities</b> <b>undertaken</b> <b>directly</b> <b>2019</b> £	<b>Support</b> <b>costs</b> <b>2019</b> £	<b>Total</b> <b>funds</b> <b>2019</b> £	<i>Total</i> <i>funds</i> <i>2018</i> £
Educational Activities	<u>3,295,751</u>	<u>1,894,975</u>	<u><b>5,190,726</b></u>	<u>4,945,296</u>
<i>Total 2018</i>	<u>3,162,159</u>	<u>1,783,137</u>	<u>4,945,296</u>	

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**NOTES TO THE FINANCIAL STATEMENTS  
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**8. Analysis of expenditure by activities (continued)**

**Analysis of direct costs**

	<b>Total funds 2019 £</b>	<i>Total funds 2018 £</i>
Staff costs	<b>2,899,631</b>	2,826,867
Educational Supplies	<b>76,598</b>	76,390
Examination Fees	<b>74,396</b>	68,796
Technology Costs	<b>78,940</b>	60,556
Other costs	<b>166,186</b>	129,550
	<b>3,295,751</b>	3,162,159

**Analysis of support costs**

	<b>Total funds 2019 £</b>	<i>Total funds 2018 £</i>
Staff costs	<b>792,428</b>	736,050
Depreciation	<b>514,304</b>	522,983
Technology Costs	<b>460</b>	42
Staff Expenses	<b>630</b>	-
Other Staff Costs	<b>61,892</b>	55,054
Other costs	<b>64,326</b>	72,472
Rates	<b>20,540</b>	20,022
Energy	<b>91,891</b>	96,249
Maintenance of Premises	<b>98,977</b>	68,178
Cleaning and Caretaking	<b>86,053</b>	86,591
Operating Leases	<b>34,365</b>	21,744
Transport	<b>21,887</b>	18,371
Catering	<b>4,992</b>	4,365
Other Premises Costs	<b>57,164</b>	43,876
Legal and Professional	<b>32,066</b>	24,190
Auditor Costs	<b>13,000</b>	12,950
	<b>1,894,975</b>	1,783,137



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**NOTES TO THE FINANCIAL STATEMENTS**  
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**8. Analysis of expenditure by activities (continued)**

**Analysis of support costs (continued)**

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

Net income/(expenditure) for the year includes:

	2019 £	2018 £
Operating lease rentals	34,365	21,597
Depreciation of tangible fixed assets	514,304	522,983
Fees paid to auditors for:		
- audit	11,400	11,400
- other services	1,600	1,550
	<u>11,400</u>	<u>11,400</u>

**10. Staff costs**

**a. Staff costs**

Staff costs during the year were as follows:

	2019 £	2018 £
Wages and salaries	2,644,248	2,570,244
Social security costs	265,690	258,646
Pension costs	768,764	722,066
	<u>3,678,702</u>	<u>3,550,956</u>
Agency staff costs	13,357	11,961
	<u>3,692,059</u>	<u>3,562,917</u>

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**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

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**10. Staff costs (continued)**

**b. Staff numbers**

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

	<b>2019</b>	<i>2018</i>
	<b>No.</b>	<i>No.</i>
Teachers	<b>49</b>	<i>49</i>
Administration and Support	<b>95</b>	<i>90</i>
Management	<b>9</b>	<i>10</i>
	<hr/> <b>153</b> <hr/>	<hr/> <i>149</i> <hr/>

**c. Higher paid staff**

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

	<b>2019</b>	<i>2018</i>
	<b>No.</b>	<i>No.</i>
In the band £60,001 - £70,000	<b>1</b>	<i>1</i>
In the band £80,001 - £90,000	<b>-</b>	<i>1</i>
In the band £90,001 - £100,000	<b>1</b>	<i>-</i>
	<hr/> <b>1</b> <hr/>	<hr/> <i>-</i> <hr/>

**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 £614,722 (2018: £645,950).

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**NOTES TO THE FINANCIAL STATEMENTS**  
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**11. Trustees' remuneration and expenses**

One or more Trustees has been paid remuneration or has received other benefits from an employment with the Academy. The principal and other staff Trustees only receive remuneration in respect of services they provide undertaking the roles of principal and staff members under their contracts of employment. The value of Trustees' remuneration and other benefits was as follows:

		2019 £	2018 £
Andrew Evans, Headteacher and Accounting Officer	Remuneration	90,000 - 95,000	85,000 - 90,000
	Pension contributions paid	15,000 - 20,000	10,000 - 15,000
Andrew Collard, Staff Trustee (office ended 7 June 2019)	Remuneration	50,000 - 55,000	65,000 - 70,000
	Pension contributions paid	5,000 - 10,000	10,000 - 15,000
Donald Henderson, Staff Trustee	Remuneration	35,000 - 40,000	35,000 - 40,000
	Pension contributions paid	5,000 - 10,000	5,000 - 10,000
Jennifer Davies, Staff Trustee	Remuneration	45,000 - 50,000	45,000 - 50,000
	Pension contributions paid	5,000 - 10,000	5,000 - 10,000

During the year ended 31 August 2019, expenses totalling £93 were reimbursed or paid directly to 1 Trustee (2018 - Nil).

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

In accordance with normal commercial practice, the Academy has purchased insurance to protect Trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business. The insurance provides cover up to £5,000,000 on any one claim and the cost for the year ended 31 August 2019 was £210 (2018 - £699). The cost of this insurance is included in the total insurance cost.

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**NOTES TO THE FINANCIAL STATEMENTS  
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**13. Tangible fixed assets**

	Leasehold improvements £	Long-term leasehold property £	Furniture and equipment £	Computer equipment £	Total £
<b>Cost or valuation</b>					
At 1 September 2018	1,286,991	18,231,654	89,646	302,946	19,911,237
Additions	7,846	-	47,650	49,691	105,187
At 31 August 2019	<u>1,294,837</u>	<u>18,231,654</u>	<u>137,296</u>	<u>352,637</u>	<u>20,016,424</u>
<b>Depreciation</b>					
At 1 September 2018	364,198	2,643,587	77,823	271,535	3,357,143
Charge for the year	128,811	364,632	6,682	14,179	514,304
At 31 August 2019	<u>493,009</u>	<u>3,008,219</u>	<u>84,505</u>	<u>285,714</u>	<u>3,871,447</u>
<b>Net book value</b>					
At 31 August 2019	<u>801,828</u>	<u>15,223,435</u>	<u>52,791</u>	<u>66,923</u>	<u>16,144,977</u>
At 31 August 2018	<u>922,793</u>	<u>15,588,067</u>	<u>11,823</u>	<u>31,411</u>	<u>16,554,094</u>

**14. Debtors**

	2019 £	2018 £
<b>Due within one year</b>		
Trade debtors	14,041	2,303
Other debtors	13,792	6,281
Prepayments and accrued income	140,692	133,008
	<u>168,525</u>	<u>141,592</u>

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**NOTES TO THE FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED 31 AUGUST 2019**

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

	<b>2019</b>	<b>2018</b>
	<b>£</b>	<b>£</b>
Trade creditors	<b>91,015</b>	37,312
Other taxation and social security	<b>67,408</b>	66,005
Other creditors	<b>57,485</b>	55,411
Accruals and deferred income	<b>101,272</b>	77,900
	<b>317,180</b>	236,628
	<b>2019</b>	<b>2018</b>
	<b>£</b>	<b>£</b>
Deferred income at 1 September 2018	<b>13,676</b>	23,195
Resources deferred during the year	<b>12,578</b>	13,676
Amounts released from previous periods	<b>(13,676)</b>	(23,195)
	<b>12,578</b>	13,676

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**NOTES TO THE FINANCIAL STATEMENTS  
FOR THE YEAR ENDED 31 AUGUST 2019**

**16. Statement of funds**

	Balance at 1 September 2018 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2019 £
<b>Unrestricted funds</b>						
General Funds - all funds	231,352	62,521	(56,192)	(28,050)	-	209,631
<b>Restricted general funds</b>						
General annual grant (GAG)	-	4,165,081	(4,165,081)	-	-	-
Pupil premium	-	156,831	(156,831)	-	-	-
Other grants	127,012	178,202	(68,202)	-	-	237,012
School fund	20,389	153,350	(146,017)	-	-	27,722
16-18 Bursary	-	7,878	(7,878)	-	-	-
Pension reserve	(1,622,000)	-	(119,000)	-	(745,000)	(2,486,000)
	<u>(1,474,599)</u>	<u>4,661,342</u>	<u>(4,663,009)</u>	<u>-</u>	<u>(745,000)</u>	<u>(2,221,266)</u>
<b>Restricted fixed asset funds</b>						
Class II Restricted Funds - all funds	16,550,201	81,030	(514,304)	28,050	-	16,144,977
<b>Total Restricted funds</b>	<u>15,075,602</u>	<u>4,742,372</u>	<u>(5,177,313)</u>	<u>28,050</u>	<u>(745,000)</u>	<u>13,923,711</u>
<b>Total funds</b>	<u>15,306,954</u>	<u>4,804,893</u>	<u>(5,233,505)</u>	<u>-</u>	<u>(745,000)</u>	<u>14,133,342</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 Academy'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

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

Government Pension Scheme overseen by the Local Authority.

Under the funding agreement with the Secretary of State, the Academy was not subject to a limit on the amount of GAG it could carry forward at 31 August 2019.

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

	<i>Balance at 1 September 2017 £</i>	<i>Income £</i>	<i>Expenditure £</i>	<i>Gains/ (Losses) £</i>	<i>Balance at 31 August 2018 £</i>
<b>Unrestricted funds</b>					
Unrestricted funds	218,559	60,317	(47,524)	-	231,352
<b>Restricted general funds</b>					
General Annual Grant (GAG)	78,770	4,407,560	(4,338,929)	-	147,401
Pension reserve	(1,873,000)	-	(85,000)	336,000	(1,622,000)
	<u>(1,794,230)</u>	<u>4,407,560</u>	<u>(4,423,929)</u>	<u>336,000</u>	<u>(1,474,599)</u>
<b>Restricted fixed asset funds</b>					
Fixed Assets	17,039,925	33,259	(522,983)	-	16,550,201
<b>Total Restricted funds</b>	<u>15,245,695</u>	<u>4,440,819</u>	<u>(4,946,912)</u>	<u>336,000</u>	<u>15,075,602</u>
<b>Total funds</b>	<u>15,464,254</u>	<u>4,501,136</u>	<u>(4,994,436)</u>	<u>336,000</u>	<u>15,306,954</u>

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

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

	<b>Unrestricted funds 2019 £</b>	<b>Restricted funds 2019 £</b>	<b>Restricted fixed asset funds 2019 £</b>	<b>Total funds 2019 £</b>
Tangible fixed assets	-	-	16,144,977	<b>16,144,977</b>
Current assets	526,811	264,734	-	<b>791,545</b>
Creditors due within one year	(317,180)	-	-	<b>(317,180)</b>
Provisions for liabilities and charges	-	(2,486,000)	-	<b>(2,486,000)</b>
<b>Total</b>	<b>209,631</b>	<b>(2,221,266)</b>	<b>16,144,977</b>	<b>14,133,342</b>

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

	<i>Unrestricted funds 2018 £</i>	<i>Restricted funds 2018 £</i>	<i>Restricted fixed asset funds 2018 £</i>	<i>Total funds 2018 £</i>
Tangible fixed assets	-	-	16,554,094	<b>16,554,094</b>
Current assets	231,352	380,136	-	<b>611,488</b>
Creditors due within one year	-	(232,735)	(3,893)	<b>(236,628)</b>
Provisions for liabilities and charges	-	(1,622,000)	-	<b>(1,622,000)</b>
<b>Total</b>	<b>231,352</b>	<b>(1,474,599)</b>	<b>16,550,201</b>	<b>15,306,954</b>



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**18. Reconciliation of net expenditure to net cash flow from operating activities**

	2019 £	2018 £
Net expenditure for the year (as per Statement of financial activities)	<b>(428,612)</b>	(493,300)
<b>Adjustments for:</b>		
Depreciation	<b>514,304</b>	522,983
Dividends, interest and rents from investments	<b>(1,534)</b>	(1,131)
Defined benefit pension scheme cost less contributions payable	<b>73,000</b>	41,000
Defined benefit pension scheme finance cost	<b>46,000</b>	44,000
(Increase)/decrease in debtors	<b>(26,932)</b>	43,619
Increase/(decrease) in creditors	<b>80,551</b>	(68,060)
<b>Net cash provided by operating activities</b>	<b>256,777</b>	89,111

**19. Cash flows from investing activities**

	2019 £	2018 £
Dividends, interest and rents from investments	<b>1,534</b>	1,131
Purchase of tangible fixed assets	<b>(105,187)</b>	(37,152)
<b>Net cash used in investing activities</b>	<b>(103,653)</b>	(36,021)

**20. Analysis of cash and cash equivalents**

	2019 £	2018 £
Cash in hand	<b>623,020</b>	469,896
<b>Total cash and cash equivalents</b>	<b>623,020</b>	469,896

**21. Pension commitments**

The Academy's employees belong to two principal pension schemes: the Teachers' 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 schemes.

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**21. Pension commitments (continued)**

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 £57,059 were payable to the schemes at 31 August 2019 (2018 - £45,733) and are included within creditors.

**Teachers' Pension Scheme**

The Teachers' Pension Scheme (TPS or scheme) is a statutory, unfunded, defined benefit occupational scheme, governed by the Teachers' Pensions Regulations 2010 (as amended), and the Teachers' Pension Scheme Regulations 2014 (as amended). These regulations apply to teachers in schools and other educational establishments, including academies, in England and Wales that are maintained by local authorities.

In addition, teachers in many independent and voluntary-aided schools and teachers and lecturers in some establishments of further and higher education may be eligible for membership. Membership is automatic for full-time teachers and lecturers and, from 1 January 2007, automatic too for teachers and lecturers in part-time employment following appointment or a change of contract. Teachers and lecturers are able to opt out of the TPS.

**The Teachers' Pension Budgeting and Valuation Account**

Although members may be employed by various bodies, their retirement and other pension benefits are set out in regulations made under the Superannuation Act (1972) and Public Service Pensions Act (2013) and are paid by public funds provided by Parliament. The TPS is an unfunded scheme and members contribute on a 'pay as you go' basis – contributions from members, along with those made by employers, are credited to the Exchequer under arrangements governed by the above Acts.

The Teachers' Pensions Regulations 2010 require an annual account, the Teachers' Pension Budgeting and Valuation Account, to be kept of receipts and expenditure (including the cost of pension increases). From 1 April 2001, the Account has been credited with a real rate of return, which is equivalent to assuming that the balance in the Account is invested in notional investments that produce that real rate of return.

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**21. Pension commitments (continued)**

**Valuation of the Teachers' Pension Scheme**

The latest valuation of the Teachers' Pension Scheme has now taken place, in line with directions issued by HM Treasury and using membership data as at 31 March 2016. As a result of this valuation TPS employers will pay an increased contribution rate of 23.68% from September 2019 (this includes the administration levy of 0.8%). The timing of the implementation is to align its introduction with employers' budget planning cycles. Until then, employers will pay the current rate of 16.48%.

The employer's pension costs paid to TPS in the year amounted to £358,425 (2018 - £349,836).

A copy of the valuation report and supporting documentation is on the [Teachers' Pensions website](#).

**Scheme Changes**

The arrangements for a reformed Teachers' Pension Scheme, in line with the recommendations made by Lord Hutton, in particular the introduction of a Career Average Revalued Earnings (CARE) scheme, were implemented from 1 April 2015.

In December 2018, the Court of Appeal held that transitional protection provisions contained in the reformed judicial and firefighter pension schemes, introduced as part of public service pension reforms in 2015, gave rise to direct age discrimination and were therefore unlawful. The Supreme Court, in a decision made in June 2019, have rejected the Government's application for permission to appeal the Court of Appeal's ruling. The case will now be referred to an Employment Tribunal for a decision regarding the remedy which will need to be offered to those members of the two schemes who were subject of the age discrimination.

HM Treasury are clear that the ruling has implications for the other public service schemes, including the Teachers' Pension Scheme. Those implications are currently being considered and any impact on scheme costs is expected to be looked at within the next scheme valuation, which is currently scheduled to be based on April 2020 data and implemented in April 2023.

**Local Government Pension Scheme**

The LGPS is a funded defined benefit pension scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2019 was £177,607 (2018 - £174,998), of which employer's contributions totalled £145,660 (2018 - £143,238) and employees' contributions totalled £ 31,947 (2018 - £31,760). The agreed contribution rates for future years are 6 per cent for employers and 13 per cent for employees.

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

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**21. Pension commitments (continued)**

**Principal actuarial assumptions**

	<b>2019</b>	<b>2018</b>
	<b>%</b>	<b>%</b>
Rate of increase in salaries	<b>3.60</b>	3.60
Rate of increase for pensions in payment/inflation	<b>2.20</b>	2.20
Discount rate for scheme liabilities	<b>1.80</b>	2.80
Inflation assumption (CPI)	<b>2.10</b>	2.10

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

	<b>2019</b>	<b>2018</b>
	<b>Years</b>	<b>Years</b>
<i>Retiring today</i>		
Males	<b>22.8</b>	22.7
Females	<b>25.8</b>	25.7
<i>Retiring in 20 years</i>		
Males	<b>25.1</b>	24.9
Females	<b>28.2</b>	28

**Sensitivity analysis**

	<b>2019</b>	<b>2018</b>
	<b>£000</b>	<b>£000</b>
Discount rate +0.1%	<b>2,400</b>	1,559
Mortality assumption - 1 year increase	<b>2,558</b>	1,675
CPI rate +0.1%	<b>2,573</b>	1,687

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**21. Pension commitments (continued)**

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

	<b>At 31 August 2019 £</b>	<i>At 31 August 2018 £</i>
Equities	1,056,000	1,005,000
Other bonds	74,000	60,000
Property	89,000	61,000
Cash and other liquid assets	43,000	27,000
Other	115,000	47,000
Government bonds	112,000	104,000
<b>Total market value of assets</b>	<b>1,489,000</b>	<b>1,304,000</b>

The actual return on scheme assets was £59,000 (2018 - £78,000).

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

	<b>2019 £</b>	<i>2018 £</i>
Current service cost	(165,000)	(186,000)
Past service cost	(55,000)	-
Interest cost	(44,000)	(42,000)
Administrative expenses	(2,000)	(2,000)
<b>Total amount recognised in the Statement of Financial Activities</b>	<b>(266,000)</b>	<b>(230,000)</b>

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

	<b>2019 £</b>	<i>2018 £</i>
<b>At 1 September 2018</b>	<b>2,926,000</b>	<b>3,027,000</b>
Current service cost	165,000	186,000
Past service cost	55,000	-
Interest cost	82,000	71,000
Employee contributions	32,000	32,000
Actuarial losses/(gains)	767,000	(288,000)
Benefits paid	(52,000)	(102,000)
<b>At 31 August 2019</b>	<b>3,975,000</b>	<b>2,926,000</b>

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**21. Pension commitments (continued)**

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

	2019 £	2018 £
<b>At 1 September 2018</b>	<b>1,304,000</b>	<b>1,154,000</b>
Interest income	<b>38,000</b>	29,000
Actuarial gains	<b>22,000</b>	48,000
Employer contributions	<b>147,000</b>	145,000
Employee contributions	<b>32,000</b>	32,000
Benefits paid	<b>(52,000)</b>	(102,000)
Administration expenses	<b>(2,000)</b>	(2,000)
<b>At 31 August 2019</b>	<b>1,489,000</b>	<b>1,304,000</b>

**22. Operating lease commitments**

At 31 August 2019 the Academy had commitments to make future minimum lease payments under non-cancellable operating leases as follows:

	2019 £	2018 £
Not later than 1 year	<b>28,034</b>	21,162
Later than 1 year and not later than 5 years	<b>76,834</b>	26,639
	<b>104,868</b>	47,801

**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.

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**24. Related party transactions**

Owing to the nature of the Academy's operations 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 a trustees has an interest.

During the year the son of the Chair of Trustees was remunerated £832.12 for Maths tuition services.

During the year the spouse of a Trustee was remunerated £11,970 for employment within the Trust.

During the year the Headteacher's spouse was remunerated for employment within the Trust. The remuneration of both individuals has been included within key management remuneration (note 10).

All transactions were paid at standard rate and no amounts were outstanding at year end. The transactions have been conducted in accordance with the requirements of the Academies Financial Handbook, financial regulations and procurement procedures.

