Registration number: 07469546

William Farr Church of England Comprehensive School

(A company limited by guarantee)

Annual Report and Financial Statements

for the Year Ended 31 August 2022

Forrester Boyd Chartered Accountants
Waynflete House
139 Eastgate
Louth
Lincolnshire
LN11 9QQ

Forrester Boyd
CHARTERED ACCOUNTANTS

William Farr Church of England Comprehensive School

Contents

Reference and administrative details	1 to 2
Trustees' report	3 to 22
Governance statement	23 to 28
Statement of regularity, propriety and compliance	29
Statement of Trustees' Responsibilities	30
Independent Auditor's Report on the Financial Statements to the Members of William Farr Church of England Comprehensive School	31 to 33
Independent Reporting Accountant's Assurance Report on Regularity to William Farr Church of England Comprehensive School and the Education and Skills Funding Agency	34 to 35
Statement of Financial Activities for the year ended 31 August 2022 (including Income and Expenditure Account)	36 to 37
Balance Sheet as at 31 August 2022	38
Statement of Cash Flows for the year ended 31 August 2022	39
Notes to the Financial Statements	40 to 59

William Farr Church of England Comprehensive School

Reference and administrative details

Members	D Cooper (appointed 22 November 2021)
	B Hazzledine
	J Heskins
	A Parrish
	M Protheroe
	P Thompson
	T Smith
Trustees (Directors)	J Heskins, Chair
	H Brittain
	M Brittain
	D Cooper
	M Garthwaite (resigned 2 November 2021)
	I Green
	C Harrison (resigned 1 July 2022)
	B Hazzledine (resigned 30 October 2021)
	C Higham
	S Hinton
	H Jenkin (resigned 1 January 2022)
	N Johnson
	A King (appointed 1 January 2022)
	J Knowler (Accounting Officer)
	H Molloy (appointed 1 October 2021)
	A Parrish
	D Subden
	A Watson
	P Watson
Company Secretary	S Elderkin
Senior Management Team	J Knowler, Head Teacher
	S Alcock, Senior Business Leader
	S Ellis, Deputy Head
	D White, Deputy Head
	J Grant, Assistant Head
	H Bates, Assistant Head
	J Hazzledine, Associate Assistant Head
	S Meggett, Associate Assistant Head
	N Muir, Associate Assistant Head
Principal and Registered Office	Lincoln Road Welton Lincoln Lincolnshire LN2 3JB

Reference and administrative details (continued)

Company Registration Number	07469546
Auditors	Forrester Boyd Chartered Accountants Waynflete House 139 Eastgate Louth Lincolnshire LN11 9QQ 18 August 2022
Bankers	Lloyds Bank PLC 202 High Street Lincoln LN5 7AP
Solicitors	Legal Services Lincolnshire County Council County Offices Newland Lincoln LN1 1YT

William Farr Church of England Comprehensive School

Trustees' report for the Year Ended 31 August 2022

The trustees are pleased to present their annual report together with the financial statements and auditors' report of the charitable company for the period 1 September 2021 to 31 August 2022. The annual report serves the purposes of both a trustees' report and a directors' report under company law.

Structure, governance and management

Constitution

The academy trust is a company limited by guarantee and is an exempt charity. The charitable company's memorandum and articles of association are the primary governing documents of the academy trust. The company registration number is 07469546.

The governors act as the trustees for the charitable activities of William Farr Church of England Comprehensive School and are also the directors of the charitable company for the purposes of company law.

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.

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.

Trustees' indemnities

The academy has opted into the Department for Education (DfE)'s risk protection arrangement (RPA), an alternative to insurance where UK government funds cover losses that arise. The scheme protects trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business, and provides cover for up to £10,000,000.

Method of recruitment and appointment or election of Trustees

Details of the trustees who served throughout the year, except as noted, are included in the Reference and Administrative details on pages 1-2.

The number of trustees is not less than three nor more than twenty-three. The members may appoint up to 5 trustees. Other categories of trustees include foundation trustees appointed by the ex-officio foundation trustee, staff trustees elected by the staff, parent trustees elected by parents and co-opted trustees appointed by the trustees. The Headteacher is an ex-officio trustee as well as the incumbent or his/her nominee. Trustees serve for a four-year term. The trustees appointed by the members and co-opted trustees' appointments are based on a skills audit of the trustees to ensure that the trustees bring a rich skills profile to benefit the academy and its students.

Policies and procedures adopted for the induction and training of Trustees

The Academy Trust is keen for all its trustees to receive training. This can range from induction training for new trustees, to training for specific responsibilities (e.g. exclusions, performance management, safeguarding) and new initiatives. Trustees are also encouraged to attend national and local conferences, and access local networking opportunities.

An induction checklist provides new trustees with a range of information, training and support in their role as trustees. The Chair of Trustees gives trustees a tour around the academy and introduces them to the Headteacher and senior staff.

The Board of Trustees is a member of the National Governors' Association as a gold member, conferring such benefits as legal advice for trustees, conferences, advice and information. Online training can also be accessed through this organisation.

Organisational structure

The organisational structure consists of three levels: the members, the trustees and the Senior Leadership Team (SLT).

The Academy Trust is managed by the trustees who may exercise all its powers. The trustees may delegate to any trustee, committee, the Headteacher or any other holder of an executive office, such of their powers or functions they consider should be exercised by them. Any action or decision taken with respect to the exercise of that power or function must be reported back to the next trustees' meeting. A scheme of delegation and terms of reference are approved annually.

The trustees are responsible for setting general policy, adopting an annual development plan and budget, monitoring the academy by the use of budgets and making major decisions about the direction of the academy, and senior staff appointments.

The Board meets at least 4 times a year and has delegated a number of responsibilities to its committees, which are reported to and discussed at Board of Trustees' meetings. The Governing Body simplified its committee structure to an Ethos and Relationships Committee, Audit and Risk Committee, Resources Committee and Quality of Education Committee. Standing Committees included the Admissions Committee, Complaints Committee, Governor Support Committee, Pay Committee, Pupil Discipline Committee, Staff Discipline Committee and Headteacher Pay and Performance Review Committee.

During the financial year, the SLT consisted of the Headteacher who is the Accounting Officer, two Acting Deputy Headteachers, two Assistant Headteachers, three Associate Assistant Headteachers and a School Business Leader. The Interim Headteacher was appointed as on 7 February 2020 after a rigorous two-day selection process. The temporary SLT structure was carried over to the academic year 2020-2021 because of Covid-19. These managers control the academy at an executive level, being responsible for the day to day management of the academy, acting out the strategic decisions taken by the trustees, ensuring an annual development plan is set out, monitored and carried out successfully.

Arrangements for setting pay and remuneration of key management personnel

The remuneration of key management personnel is set at the point of recruitment in line with the Academy Trust's Pay Policy. Key management personnel are appointed at a pay point on national statutory pay scales and this is subject to review as part of the annual appraisal cycle. Performance against objectives are reviewed by the Pay Committee for Deputy and Assistant Headteachers in July. The Headteacher Performance Management Committee of three governors meets early in the academic year with the School Improvement Adviser to review the Headteacher's performance against targets. Interim meetings to review progress are held during the year.

Trade union facility time

Relevant union officials

Number of employees who were relevant union officials during the relevant period	Full-time equivalent employee number
4	3.69

Percentage of time spent on facility time

Percentage of time	Number of employees
1%-50%	100

Percentage of pay bill spent on facility time

	2022
Provide the total cost of facility time	2,535
Provide the total pay bill	6,984,909

Paid trade union activities

	2022
Time spent on paid trade union activities as a percentage of total paid facility time hours calculated as: (total hours spent on paid trade union activities by relevant union officials during the relevant period ÷ total paid facility time hours) x 100	1

Trustees should refer to Statutory Instrument 2017 No. 328, The Trade Union Facility Time Publication Requirements Regulations 2017 for calculation details.

Connected organisations, including related party relationships

The Academy Trust has a strong relationship with the Lincoln Diocesan education team. The Diocesan Deputy Director of Education is a member of the Academy Trust. The Diocesan Board of Education has the statutory responsibility for the Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection of the academy. The most recent SIAMS inspection in March 2019 was very successful, with the academy being awarded 'excellent'.

The Academy Trust is part of the Lincolnshire Teaching School Alliance, which aims to improve outcomes for students in the region by supporting the recruitment and development of teachers. Schools are supported in their delivery and practice at a whole-school and departmental level.

There are no other connected organisations and trustees and senior staff are required to disclose any related party transactions in accordance with ESFA requirements and charity law.

Objectives and activities

Objects and aims

The principal object of the Trust is contained in Article 4 of its Articles of Association:

The Academy Trust's object ("the Object") is specifically restricted to the following: to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing a school with a designated Church of England religious character offering a broad and balanced curriculum ("the Academy") conducted in accordance with the principles, practices and tenets of the Church of England both generally and in particular in relation to arranging for religious education and daily acts of worship (as required by the Funding Agreement) and in having regard to the advice of the Diocesan Board of Education.

Objectives, strategies and activities

The Academy Trust's main strategy is encompassed in its vision statement, which is reviewed annually:

William Farr Church of England Comprehensive School's vision is to provide all members of the school community with the opportunities to engage with 'life in all its fullness' (John 10:10) through the highest quality of education, encouragement and endeavour. We are committed to striving for excellence and ensuring that all students are known, valued and can achieve.

Its core values are: Compassion, Friendship, Respect, Perseverance, Responsibility, Wisdom.

Objectives 2019 - 22	What have we done?
Provide **high quality education and support** to students post-school closure due to Covid-19	**Pandemic.** Covid-19 Risk Assessment – reviewed and communicated throughout pandemic. Remote Education for students and staff training. High student attendance (96% July 21, National average 91%). Support for vulnerable students and those returning to school. Modifications to curriculum. Parent and Student Survey. 85% of parents graded remote education as 'Excellent/Good' in Parent Survey (Jan 21). 94% of students were happy with feedback on work during remote learning (June 21 Survey) reflecting high quality education provision. Additional student welfare provided throughout pandemic. Robust Centre and Teacher Assessment Grade process – students achieved grades they deserved. 92% of students said they felt safe returning to school post-lockdown (June 21). Covid Catch-Up Plan produced and published on website. June 21, overall attendance 96% (91% National), PP 93.3%, SEN K 95.1%, SEN E 93.1%, LAC 98.4%. Persistent Absences 10.8% (National 17%). November 2021 student attendance was lower than normal, however a change in the way COVID absence was reported made all COVID-related absences officially 'absent', whereas previous year, these were not. **Post Sept 21.** Returned to normal school timetable. Reintroduced normal school practices, routines and experiences, including phasing in clubs and extra-curricular activities. All departments Quality Assured during year through Deep Dive with 3 'I's a priority (including curriculum changes made to account for pandemic). Student voice questionnaire - students generally confident with regards to their progress and staff are articulate and thorough in their response to the pandemic. Key Stage 4 and Key Stage 5 curriculum modifications made for the Class of 2022, with intervention and support for students/groups who required it. Targeted support for 78 Year 11 students using National Tutoring Programme delivered by PET-Xi. 3:1 tutoring in Maths and English over 15 weeks and 3 x Topic Focus Days. Students selected using a range of information including data, disadvantaged status, teacher assessment and professional judgement. Still chasing impact/progress data from PET-Xi. Issues with non-attendance of tutors and different tutors, which PET-Xi did not resolve, hindered success. Students surveyed show mixed results on how helpful the tutoring had been. Consider using own staff for tutoring next year. Successful tuition programme in place for Looked After Children using known staff. 1-2-1 support from HOY/Education Welfare Officer (EWO) for students struggling to attend due to anxiety with LA support from LA EBSA support. 23 students. HOY followed up all students identified in the June 21 student survey with signposting for those requiring addition support, either internally or externally. Tutor time and mentoring returned to help student confidence and provide a sense of reassurance. National expectations for attendance returned (March 21) and this was disseminated to parents. May 22. Overall attendance 92.7% - no corresponding national figure but national for May 2021 was 87%, WFS was 95.6%. As a result of COVID absences and the challenges with mental wellbeing and attendance, our PAs were high (21%) but reducing and below National (24%). The key year group has been Y11 for PA at 38%, potentially reflecting the added pressure of exams returning. Y11 also has 10 of 23 EBSAs and 5 of the 8 Pilgrim school attendees. Although no national figures available, Groups attendance is close to our historical figures. (Up to April – Boys 93%, Girls 92%, FSM/E6 88%, SEND E 90%, SEND K 89%, LAC 95% and PLAC 94%.) Attendance over the three years has been affected by many factors around the pandemic, but despite COVID now being classed as an authorised absence, it remains high compared to National figures in all groups. New Student Services Hub opened Sept 2021 providing vulnerable students with face-to-face support from student welfare, pastoral assistants, inclusion and external agencies. Students in inclusion had 'restorative' work before returning to the main school with a view to reducing the likelihood of repeated behaviours, as well as mentoring and a reintegration programme. New pastoral support assistants appointed to support Heads of Year (HoY) with behaviour issues including investigations, student welfare, parents and external agencies. Full-time Deputy Designated Safeguarding Lead appointed Sept 21 to support the increasing safeguarding demands and student welfare. Following Hub review, in Sept 22 a day-to-day Hub Manager is in post to co-ordinate student support, a Curriculum Co-ordinator has been appointed to focus on educational reintegration and PSA is based in the main school to offer more direct day-to-day support to HoY. Plans were shared with all staff in a staff meeting July 22. **2022 Exams** – first set of exams for 3 years. Strong set of results with evidence of impact of support during and post-pandemic seen. GCSE: Provisional Progress 8 +0.3 (SISRA). High levels of attainment with grades broadly in line with predictions. Average Attainment 8 grade 5.14, which was lower than in 2019 as expected (as a very able year). 4 out of 5 students achieved a grade 4 or above – highest attainment in the last 3 years of exams. A quarter of all grades awarded were grade 7 and above, which is broadly in line with 2019. 14.8% of students achieved

Provide **high quality education and support**	grade 7 or above in both English and Maths - an increase of 1.3% from 2019. 55.5% of students achieved grade 5 or above in both English and Maths, 0.2% less than 2019. 81.4% of students achieved a grade 4 (standard pass) or above in both English and Maths – an increase of 3.5% from 2019. **A Level** - Highest pass rate (98.3%) in the last 5 years of published exam results. Average grade was a B with the school achieving the highest average points per entry since the new grading system was introduced. A third of all grades awarded were A*/A and almost two-thirds of grades achieved were a grade A*/A/B - highest attainment the school has achieved through public examinations. L3VA cannot be calculated as not published but based on 2019 data, school improved L3VA from -0.2 to -0.1 (progress). Sixth Form has been a school priority for the last 3 years and this has paid dividends – a focus on teaching to the top, marginal gains, exam skills across the curriculum, quality of writing and study skills/growth mindset work. Fixed HoY appointment has given stability to the Sixth Form allowing a more specialist focus on Sixth Form support and guidance to students. Overall, positive set of results given all we have been through and where Sixth Form was in 2019. This cohort were always considered to be high performing, but it was difficult to quantify (having had no GCSE examinations). Students were given the opportunity to prove their academic ability through public exams and have more than justified their title of the highest performing cohort.
Improve students' attitudes to learning by focusing on **literacy** and **Sixth Form** provision	**Literacy.** Literacy and Library Plan written. Twilight CPD for staff. Research and good practice shared with Middle/Senior staff. Book box with reading books per form. KS3 library lessons. Pupil Premium Strategy has focus on literacy. Literacy included as DM target for staff. Review of Library Staffing Structure. Literacy codes. SEN support for literacy. June 2022 Inset delivered by Isabella Wallace on 'Consistently Great Teaching', which incorporated the teaching of Literacy - will lead into a Marking for Literacy Plan for 2022/23. English Intervention Co-ordinator supported students across year groups. Year 11 National Tutoring Programme focused on English for targeted students. Internal appointment of Joint Literacy Co-ordinator for 2022/23 to raise profile in school. Review of marking and feedback policy for 2022/23. Appointed permanent Library Centre Manager May 22. **Sixth Form.** 3-year Sixth Form Action Plan shared with Middle/Senior Leaders and Governors – evaluation of impact. Revised Post-16 and Sixth Form Induction Programme. Additional Sixth Form workspace in Resources. Contact maintained with prospective external applicants during closure resulting in 13 students enrolling Sept 20. With full opening of school, Sixth Form Induction to include sitting in on Sixth Form lessons (feedback from last year's external students). Target number for Y12 students of 120 for Oct 20 exceeded with 129. HoDs devised explicit study skills programmes for Year 12, supported by the HoY and Tutor Team. Year 12 students remained at 129 for 2020/21 (predicted number 119). Due to school closure, the school planned a 3-day Sixth Form Induction programme in school (normally 2 days) with a University visit (3rd day) but cancelled due to Covid-19. Replaced with a new Sixth Form Induction programme delivered in Sept 21 over 2 days before start of term with key-note speakers on motivation and study skills workshops - well received (see student evaluations). Revised staggered start of term in Sept 21 facilitated this. New Sixth Form Tutors appointed Sept 21 with specialist areas to enhance Sixth Form expertise and student guidance. Post-16 morning delivered to Year 11 students. Oct 21. Curriculum Review underway including benchmarking against other Post-16 providers, 5-year performance data including student numbers and HoD currently feeding into the Review. Entry Requirements changed for Sept 22 to widen access (2 grade 6s not 3) 2 A Level subjects withdrawn following Curriculum Review. New Y12 Tutors appointed for Sept 22. Sixth Form included as Development Management (DM) target for staff – quality of DM targets sampled by SLT 2021-22 for QA. Aspirational targets set for students. Departments trialled new strategies for Sixth Form. Focus of HoD meetings and planned lesson observations. Staff provided with greater information on target setting. Developed materials for HoDs to calculate L3VA estimates. Meeting held with HoDs/AHoD. Targets set more aspirational. Teacher Assessed Grading process was evidence based and did not allow for consideration of targets or flightpaths. Tasks used for evidence were not normal examinations. New department QA deep dive cycle for 2021/22 included Sixth Form lessons. CPD provided through twilights and new National College membership. Jan 22 Inset on 'Improving the Quality of Writing at KS5' delivered whole school with follow-up through Departments. Positive feedback received. June 22 Inset Day had an external speaker focusing on practical strategies for consistently great teaching and learning. Positive L3VA in 2020 (+0.04 CAG) and 2021 (+0.3 TAGs) and improved L3VA for 2022 to -0.1 with first set of exams since 2019 (-0.2) shows impact of plans. LA approved building of new Sixth Form Block using 106 funding (Spring 24), which should attract more students and enhance facilities. Revised entry requirements (2 6s) attracted additional 9 Year 12 students in Sept 22 who would not have previously started. 118 Year 12 students enrolled Sept 22 with 14 externals (highest number) – result of raising profile of Sixth Form.

Be **Ofsted Ready**	Ofsted training/updates provided for all staff: Nov 19, Oct 20, Oct 21, Sept 22. Summary SEF produced and shared with Middle Leaders and Governing Body to highlight strengths and weaknesses of the school. Summary SDP produced and shared with all staff Sept 21 and Sept 22. Drop-in session available for all staff to discuss SP/SDP with HT and staff survey (Nov 19, June 22, Sept 22). Strategic priorities now aligned to Quality Assurance (QA) cycle. New format for SEF and SDP cycle embedded. New Vision and core values shared with all staff. Strategic staff briefings introduced Summer Term 22 to share progress on key priority areas. SLT worked with MLs on Quality of Education, Behaviour and Attitudes and Personal Development. Curriculum adaptations and modifications. Development Management Success Criteria for Teaching and Learning Responsibility (TLR) target written for HoDs. 'Operation Churchill' checklist produced to show who does what when Ofsted call comes. Matt Spoors (MS) LA Secondary Lead, led ML training on the Ofsted curriculum (Feb 20) – attended by 2 Governors. MS conducted a Deep Dive with SLT into the English department March 20. Results shared with all MLs and SLT. HT provided SLT with Ofsted update September 20 regarding Ofsted Interim Visits planned from September–December 20. SLT disseminated this information to Middle Leaders. HT provided additional Ofsted update to SLT in Oct 20 following Secondary Headteacher Briefing with Matt Spoors. SLT to use questions provided to update SEF with COVID-19 section. Feedback to GB from lessons learned for Deep Dives Feb 21. HT updated SLT May 21 with the inspection framework changes including following COVID-19. SLT met with MLs July 21 to ensure planning and preparation recommences. Exemption for Outstanding schools ended April 21 - WFS will be eligible for inspection from Sept 21 onwards. HT identified changes required in the SEF to match the new Ofsted criteria. SEF updated June 21. MS delivered CPD to HoY June 21 on Ofsted preparation. HT delivered Ofsted training to all staff Sept 21 INSET day. Staff Guidance Pack produced with key questions – HoY/HoD worked on these areas. Support Staff briefed on Ofsted behaviour expectations through Q/A session and provided with behaviour flowchart documents. SLT weekly meetings throughout the academic year to share Ofsted documents with Governors invited. ML meetings focused on Ofsted questions/preparation. Sue Baxter (School Improvement Partner) provided training to governors on Ofsted and roles and responsibilities to Jan 22. New programme of governor visits started Summer Term 22 to enhance governor knowledge and understanding of school - excellent take-up. Department Deep Dives completed for all subject areas (July 22) focusing on the 3 Ts of curriculum. Triangulating between HoD, staff, students and books - feedback given to Quality of Education Governor Sub-Committee (see minutes). Priorities for next year include question and answer techniques and marking and feedback. Staff provided with updated safeguarding document and questions (Feb 22). Governors conducted student voice with Student Council (Feb 22). Staff briefing on behaviour expectations and routines to provide consistency across school (May 22). Staff survey completed May 22 – results to feed into new development plan. Longer curriculum Key Stage Intents in place - checked through QA system. Departmental curriculum mapping process. HoDs provided with a booklet of potential questions to further their knowledge of their curriculum sequencing, rationale and understanding of their departments. Sex and Relationship Education Policy updated. Updated Care and Guidance website. DM Ofsted target set. Behaviour Management Policy updated with clarity and specific reference to discriminatory behaviour, particularly sexist and misogynistic behaviour.
Improve outcome of **SEND** students	KS3 English library lessons and book boxes provided to forms - one registration per week given to reading. Pupil Premium Strategy for 2019-2022 written with clear focus on literacy and reading. Some staff opted to trial different approaches to literacy as their whole school development management target. Following the analysis of underperformance from the mocks and the assessment point, SEND actions included liaison with Heads of relevant subjects, TA support diverted where possible, exam access arrangements checked and enhanced with some students re-assessed and specialist support provided within Study Support. Despite extensive SEND support during and post lockdown, SEND students were adversely affected through remote provision during lockdown in last 2 years. CAGs/TAGS had a shorter time frame with greater intensity and resilience required. SEND link to PP strategy. Quality First Teaching INSET. Whole school push on Literacy basic. Data Track analysis allows us to highlight students failing to thrive and prioritise classroom support and interventions. Resilience programme for students, which we aim longer term to provide support for students particularly with low attendance. SEND Report March and Sept 21 details interventions and support from SEND department during Covid-19. Literacy Plan written. New Pupil Premium Plan 2021-2024 written in line with template guidelines issued Nov 21. June 2022 Inset focus on Literacy. Library Centre Manager and Literacy Co-ordinator appointments 22/23. Different CPD Twilight sessions delivered on Literacy, including 'Planning for writing and essay skills', 'Marking for Literacy', 'Extending Student Vocabulary' and 'Supporting Reluctant Readers'. SEND CPD, including sessions delivered by external speakers and supporting disadvantaged students. January INSET day focus on SEND - attended by members of GB. Feedback positive. At Y7 entry, all students tested for reading and spelling and appropriate interventions put in place for students working at levels below age-related learning, from form time interventions, such as Numeracy,
Continued … Improve outcome of **SEND** students	

	Paired Reading, Lexia and HAST Spelling, through to more intense interventions where students are withdrawn from lessons, such as the Fresh Start Programme, Precision Teaching and Y8/9 Literacy Support together with Enhanced Adult Support in the Classroom and differentiation through First Quality Teaching. SEND Referral system highly effective in flagging students requiring screening and intervention in all years, from students who display cognition and learning difficulties, who may meet the criteria for Exam Access Arrangements, such as extra time through to students showing significant issues around communication and interaction who may need further support or referral. 60 students have been assessed by the Specialist Teacher since September and received Exam Access Arrangements, such as 25% extra time. For students with a greater disparity with their peers, we seek advice and support from outside agencies, such as Dyslexia Outreach, our Special School colleagues, such as St Francis School Outreach, and our Primary Colleagues. An example of success being whole Departmental Training on Metacognition Strategies from Dyslexia Outreach. Curriculum modifications are made, e.g. reductions in the number of qualifications taken/level or type of qualification, such as the introduction of the AQA Unit award. Ultimately some students need a curriculum which requires a Specialist Setting in order for them to thrive and at this point we work with families and Case Workers. 2 students gained places at St Francis School and 1 has been provided with Profound funding and is at Consult Stage. **Exam Results:** Progress made with SEND results but SEND support (K) students remain a priority going forwards. SEND students hit during lockdown: 2020 with CAGs (unvalidated P8 -0.41: 4 SEND E and 16 SEND K), 2021 with TAGS (unvalidated P8 -0.81: 1 SEND E and 16 SEND K), Exams 2022: 24 SEND students (10 SEND E and 14 SEND K) unvalidated average P8 -0.29 BUT SEND E performed in line (+0.03) – SEND K lower at -0.52. Without 3 SEND K students included (LD – also Pilgrim, CM & LD – also non-attendance) SEND K P8 = +0.19. It makes sense for SEND to be a key school strategic priority for 2022/23 as a trend over time. 2019: SEND P8 = -0.26 across 23 students: 4 SEND E, 19 SEND K).
Further improve communication so staff understand how their role supports the strategic direction of the school	Pre-pandemic Staff Survey (Nov 19) – results communicated to all staff at Jan 20 INSET day. 90% said school is well led and staff understand priorities. 96% of staff are proud to be at WFS and understand the priorities. 88% enjoy working here. Drop-in sessions available for staff to talk to HT about strategic priorities and SDP. Sept INSET days focused on priorities followed by DM/Appraisal target setting. Staff briefings (3 per week) continued through pandemic via TEAMS. Regular emails and TEAMS updates for staff. Targeted CPD continued throughout pandemic. Development Management/Appraisal targets rolled over from 2020 to 2021 based on school priorities supporting workload/wellbeing – CPD provided. Due to 2 lockdowns no interim reviews of DM for teachers or support staff in 2020 and 2021. 2019/20 targets were rolled over to 2020/21. CPD continued throughout the pandemic remotely through twilight sessions - adapted to be more COVID relevant with sessions on remote learning, mental health, independent learning and literacy. Sept 19, Oct 20 and Jan 21 INSET day - school priorities/updates and budget shared with all staff with time for discussion. Priorities displayed in offices. Development (DM) interim reviews did not take place during school closure. Regular email updates to staff on Covid protection measures and Government re-opening plans. Support Staff update and Q&A session on dealing with student behaviour (Sept 21 INSET). HT continued to meet with union reps half termly. Changes to staffing Sept 21 shared with all staff via a staff briefing May 21. Sept 21 INSET day used to share SDP with all staff, including future strategic direction of the school. Opportunity for Q/A through drop-in session Oct 21. Staff completed DM review in July/Oct 21 in line with DM cycle recognising that some targets would only be partially achieved and so would need to be carried over to 2021/22. Governors approved automatic pay progression for 2020/21 recognising the disruption COVID has caused to staff development. Sept 21 INSET day devoted to setting DM targets for all staff following Strategic Priorities from HT. 2021/22 CPD twilights revised to include in-house twilights and recommended courses from National College membership (new). DM and lesson observation cycle returned 2021/22. GB QA checked DM targets (July 22) when approving pay progression recognising disruption through Covid. Summary SEF shared with MLs. All staff school strategic briefings introduced Summer Term every 3-4 weeks (topic of Mental Health, Staff Survey, Budget/Staffing, Student Hub) with drop-in sessions available to discuss issues with HT May 22. HT updated all staff April 22 on progress made since last survey – 'You said' 'We did'. New Staff Survey completed May 22 (post pandemic) showed staff continue to be proud to be at WFS (96%) and enjoy working here (80%). 96% of staff continue to understand the vision, values and priorities of the school despite the pandemic. Staff acknowledge the support they have received during the pandemic and improved communication providing greater transparency. Areas for development highlighted by staff include: consistency with compassionate leave, CPD for teachers/support staff, consistency with student behaviour, clarity with Student Hub, workload/well-being, replacement of IT equipment, clarity on use of pronouns for gender identity.

Obtain **value for money** when allocating financial resources	Budgeting. Robust budget accounting and control of school finances. Regular meetings with budget holders. Removal from ESFA monitoring list. 79% of budget costs are staffing (target 80%). Regular staff updates on school budget. All staff updated on school finances during Sept 20, Sept 21 and June 22 INSET (Strategic Staff Briefing). 4-year strategic staffing plan shared with staff. Finance policy and new Delegation of Authority (DoA) agreed and communicated to all staff with policy available on the VLE. 21/22 budget reports issued to budget holders Oct 21 and HoD meeting held to confirm capitation and begin a new 5-year planning process, which captures future curriculum finance support needs. Finance policy annual update complete. Further development in 21/22 included the introduction of a new process for departments to bid in-year for curriculum development funds, plus a five-year planning process for the HoDs, both designed to support curriculum delivery and to identify potential future exceptional costs to inform the budgeting process. School Uniform Shop outsourced to Uniform Direct – savings made. Pre-loved uniform available online introduced Sept 22. Service Level Agreements collated and documented with reviews complete - ongoing and to ensure best value, contracts will be reviewed on a rolling basis as terms come to an end. Management Information System (MIS) tender process completed, and new contract entered into Oct 21. c£40k savings initially identified over the 5-year contract with significant further savings possible as we adopt the full scope of the new system and reduce 3rd party software in the future. Condition Improvement Fund (CIF) Contracts for major capital projects have been negotiated separately as part of the CIF process - bid for roof replacements and water infrastructure grant successful and work completed 21/22. Phase 2 roof replacements and window replacements bid prepared and for consideration in future rounds dependant on school reserves available - ESFA now ask for 30% school contribution. Insurance via RPA through DfE framework. Building network of School Business Manager contacts. Support Staff Roles. Phase 1 of review of support staff roles completed with new Pastoral Assistants and Deputy Designated Safeguarding Lead appointed for new Student Services Hub. IT support provided. Reprographics provided by Office Apprentice and dept admin support. English Intervention, Literacy Co-ordinator and Careers Support Officer post filled. During 21/22, tender process carried out to implement external cleaning service - this will expand as natural wastage occurs, so no redundancies required. Diner roles will remain as current until future direction of the school is known regarding MAT status, as this will inform decisions for primary meal provision and the need for the existing full team. IT team structure reviewed and new structure with added capacity will be implemented from September 22. Lettings. All lettings on hold throughout 20/21 academic year and start of 2021/22 due to COVID restrictions. Lettings phased back in during Spring and Summer Term 22 and bookings are increasing for 22/23 with cricket, plants, drama, etc. Greenio Development/Bottom Field. Ongoing settlement case with Greenio remains open, however solicitors stated that currently we were unable to pursue the case further unless Greenio's financial position changes. School working party Chair of Governors/Headteacher/School Business Leader reviewed options to meet our long-term strategic goals and aims for the site as a whole (rather than viewing the field in isolation). HT/SBL worked with LA to successfully secure S106 funding to build a new Sixth Form block (Spring 24) to provide additional capacity to meet LA curriculum needs audit. To include restoring the bottom field in phases starting Autumn Term 22. Multi-Academy Trust (MAT) HT started researching into MATs 2021/22. Importance of MATs was reinforced following the Education Secretary's announcement in April 21 that every school should become part of a family of schools in a strong MAT by 2030. HT and CoG met with Paul Thompson (Diocesan Director of Education) Dec 21 to discuss MATs. HT visited St Lawrence Academy Trust (Scunthorpe) Feb 22. Presentation from Diocesan Director of Education (Paul Thompson) to Governing Body on Church MATS (Feb 22). Governor update on progress provided March 22. White paper published April 22 - schools to have planned/joined a MAT by 2030. HT attended DfE webinar April 22 and 1:1 meeting with DfE May 22. Advice is not to rush into anything but continue to talk to Diocese and monitor the situation.

Enhance the provision of **staff well-being**	Culture of collaboration and support for each other amongst staff. Open door access to SLT. Staff Survey (Nov 19) – results shared with staff and governors. Mental Health and Wellbeing (MHWB) School Action Plan and Policy written – shared with staff on INSET day and progress made. During 2020-22, weekly free staff draw for prizes, random acts of kindness, mental health awareness day. 10 staff (including teachers, support staff and Governors) trained as Mental Health First Aiders to support and signpost staff requiring welfare support. Group renamed as 'Working for Wellbeing" with official logo - launched April 21. Additions to staff handbook now include staff wellbeing Sept 21 and a dedicated noticeboard in staff room to signpost access to Mental Health First Aiders. Initiatives/activities in 2021/22 included information leaflets and twilight workshops on mental health/anxiety, menopause, male mental health, work/life balance. Wellbeing Wednesday activities/events. Family quiz (60 attended). MHFAs led half-termly staff briefings 2021-22 to update staff on initiatives. All staff strategic briefing by HT April 22 on summary of MH provision, including school communication, workload, protection from bullying/harassment and responding to staff personal circumstances. Staff update on progress made since last staff survey April 22 - new assessment group to look at workload, parents' complaints policy in place, focus on behaviour and expectations, pay awards announced immediately once agreed by Government and Governing Body, enhanced cleaning, social events for staff. MHWB to continue to be school priority 2022/23. School's 70th birthday celebrations planned for 2022/23 will provide community cohesion. HT meets with union reps half termly for feedback. Governor Wellbeing lead appointed. CBT offered to HoY/SLT. Occupational Health available, where appropriate. Budget for MHWB. All staff can access PAM Assist (telephone/ Teams meetings for counselling). Measures to reduce workload, e.g. 3 data points, not 6, 21 hrs' teaching, not 22, no directed time enforced. Maintained dept admin support.
Further improve the **effectiveness of the Governing Body**	Chair of Governors (CoG) has written regular articles in the parents' newsletter and held a parent governor information evening in January 20. Governors attended Open Evening and INSET days where they met parents and staff. The Governing Body increased its number of parent governors to 5. Staff were regularly updated over the Headteacher recruitment in 2020 and were invited to speak to the candidates. A Parents' Survey was carried out in Jan 21 to assess impact of COVID on students. The Chair attended a Diocesan Seminar on increasing diversity in Governance and took ideas to Full Governing Body meeting to ensure that the GB is more representative and understanding of the student and parent body. The Chair has joined the HT in addressing all staff at INSET days on the strategic priorities of the school (Sept 19, 20 and 21). The Chair regularly emailed all staff to express his gratitude over lockdown and presented a framed certificate for all staff at the INSET day Sept 21 to acknowledge staff COVID support over the last 18 months - this is displayed in the staff room. The Chair regularly meets the Headteacher in school. Governors have attended staff briefing sessions. Different governors made weekly visits to school during the school closure and subsequent reopening. Governors are invited to take part in SLT meetings and interviews for Middle/Senior Leadership staff appointments. Governors have been regularly kept up to date with COVID-19 plans through Ethos and Relationship, Resources, Quality of Teaching and Full Governing Body meetings (see VLE for minutes of meetings). HT kept Chair of Governors informed every 2 weeks throughout school closure of student attendance (including vulnerable students), confirmed COVID-19 cases, LFD testing, protective measures, risk assessment, parent communications and any emerging issues. Governors have been emailed a copy of all parental letters sent by the HT since March 20 (See school website – COVID section for copies of 35 letters sent). Governors have attended virtual end-of-term assemblies since December 2020 and link Governor visits have continued. A significant number of parents have emailed the school to say 'thank you' for the regular communication over the last 18 months (see shared area – senior staff folder). Interim Chair (JH) was appointed following departure of MG Nov 2. New Governor Visits programme was piloted Summer Term 2022 and well received – increased GB attendance in school for meetings/events/ activities/assemblies/deep dives/INSET - will be rolled out in 2022 – 23. Governor training provided 2022 on Ofsted and Governor Roles and Responsibilities by School Improvement Partner.

Self-Evaluation Form (SEF) Summary

School Context and Distinctiveness

William Farr Church of England Comprehensive School is a large, oversubscribed, mixed, non-selective, 11-18 school with 1445 students on roll, including 243 in the Sixth Form (July 22). The school is situated in a rural locality, 6 miles to the north-east of Lincoln. The school became an Academy in January 2011. Over 900 students travel by bus daily up to 20 miles each way.
The PAN was raised in 2002 in Year 7 from 212 to 240, following negotiation with the LA, and from 7 to 8 forms of entry to respond to consistent oversubscription. From 2018 the school has
over-offered by 8 students in Year 7 to 248 to meet increased demand for student places under the direction of the LA. School is at/above Pupil Admission Number (PAN) in Years 7-11.I n 2021/22 the school received the highest number of mid-year (20) and block student appeals (24 Year 6-7) reflecting the local picture as parents are looking to move their child school on the back of Covid -19 disruption.

Central to the success of the school is the harmony that exists between excellent academic achievement and the careful nurturing of each individual student. The result is a school with a vibrant, well-founded and deeply caring Christian ethos, encouraging and enabling all to flourish. Everyone is seen as equal, and this underpins outstanding relationships. The school functions in an atmosphere of Christian cooperation and community cohesion (SIAMS Report Graded 'Excellent' in 2019). The school is distinctive because of the high standards of academic achievement and exemplary behaviour firmly embedded in the school values, creating an atmosphere in which all students can flourish. Respectful, positive relationships provide all members of the community with access to high-quality pastoral care. The vision, passion and determination of leaders ensure that students know they are valued and can achieve their potential.

The curriculum is weighted to an appropriate GCSE offer for all students with a 2-year Key Stage 4 programme. The school has consistently achieved above the national average for Progress 8 over the last 3 years of published data (2017, 2018, 2019) and in the top 20% of all schools for Progress 8 and Attainment 8. The attainment of 'groups' of students is significantly above average for high, middle and low prior attainers and disadvantaged students are in the highest 20% of all schools nationally (Jan 22 IDSR). In 2017 and 2018, the school received an award from the SSAT for being in the top 20% of non-selective schools nationally for GCSE attainment. Students are predominantly from a White-British background (90%) but has seen a more diverse intake in Year 7 this year. The latest external validated data stated that there was insufficient data on Fixed Term Exclusions in 2018/19 to trigger a notable entry. The average student attendance in 2019 (last full year without Covid-19) was 95.8%, which is above the national figure of 94.6% for secondary schools. Persistent absences were 10.2% in 2020/21 compared to a national average of 13.1% for secondary schools. 100% of Year 11 students progressed into employment, education or training in 2021 compared to a national average figure of 98.5%.

The percentage of students receiving Free School Meals (FSM) in the Spring '22 Census was 11% compared to the national average figure of 20.8%. There are currently 60 students who are eligible for the Service Premium and 42 students with English as an additional language (EAL). The school has a high percentage of SEND E (EHCP students) at 2.8% compared to the national average of 1.8% (Nov 21). The Senior Leadership Team has undergone significant change in recent years. Following the retirement of the previous Headteacher in July 2019, an interim Headteacher (existing Deputy Headteacher) was asked to temporarily lead the school following the non-appointment of a substantive Headteacher after 2 advertisements. A temporary SLT structure was put in place (6 core and 3 Associate members) for 2019/20. Following a further external recruitment process, the Deputy Headteacher was appointed as substantive Headteacher in February 2020. Due to the school closing as a result of Covid-19 in March 2020, the temporary SLT structure was rolled over to 2020/21. With an internal appointment to the post of Headteacher, the school appointed an external Deputy Headteacher (Quality of Education) for Sept 2021 who has brought an external perspective to the school. The temporary SLT structure has continued into 2021/22. A second permanent Deputy Headteacher (Care and Guidance) was appointed internally for Sept 2022 which will provide a stable structure for the first time since 2019.

Despite the temporary SLT structure and Covid-19 disruption, the school has continued to drive whole school improvement, establishing a new school vision unpinned by 6 core values which permeate across the school's educational provision and wider experiences of students. The school has clearly defined strategic priorities communicated and shared with stakeholders.
The school has managed the last 2 years through Covid exceptionally well and external unvalidated results through the Centre Assessment and Teacher Assessment Grades show that the school has continued the very good progress of students. Attendance rates have been affected by Covid-19 and the school has responded very well through remote

education provision and support for vulnerable students and staff to ensure that all members of the community are known and valued in line with our school vision.

SLT roles have been realigned to support the school's strategic direction – 'to create an exceptional climate for learning for the whole school community' with a focus on the strategic priorities of catch-up/covid, sixth form, literacy, SEND, wellbeing, communication with stakeholders, Ofsted and Governance. A new Quality Assurance programme was introduced in Sept 21, which through subject deep dives is strengthening our own understanding of the quality of education and highlighting areas for continual improvement. The school has pursued a rigorous self-evaluation system through parent, staff and student surveys over the last 2 years to identify what the school does well and areas for future development. Turnover of staff in the school has been consistently low (6.92% in 2021, 5.4% in 2020, 5.2% in 2019 and 7.3% in 2018).

With Church of England status, the school is formally and closely linked with the Diocese of Lincoln and encourages and enables students to enjoy working in accordance with Christian principles. The school has its own Chaplain who promotes the Christian Distinctiveness and core values of the school through assemblies, collective worship, Christian union groups and support for students and staff. The school was awarded the top grade of 'Excellent' in the Section 48 Church Inspection in March 2019. The school celebrated its 70th Anniversary taking the whole school community to Lincoln Cathedra for a special church service l in October 22.

The school provides 'school-to-school' support to other local secondary schools, including sharing CPD. It has been an active member of the Lincolnshire Teaching School Alliance, sharing good practice through subject collaborative meetings and supporting other schools through the 4 Specialist Leaders in Education (SLE). The school hosts visiting teachers from foreign schools. The school received the Prince's Teaching Institute Leadership Award in 2015 and 2016 and numerous departments have been accredited with the PTI Associate Departments Award, leading national CPD workshops on research and best practice. This year the school established a Headteacher network cluster with the 4 Diocesan Church of England Secondary Schools to share practice. This has included staff visits to/from other schools to network and share practice. The school successfully obtained the Government Disability Confident Committed Status Award (Level 1) for recruitment and equality in the workplace (Oct 21). The school consistently raises funds to support charities and good causes as part of its ethos. In 2020-21, the school raised £12,000 in charity events, which supported 34 charities and organisations. William Farr has retained close links to the RAF. Memorial and historic items are housed in the Lawres Chapel and made available for viewing at our Memorial Day. In 2018, the school achieved the prestigious 'Arts Mark Platinum Award' and in 2019 the 'Music Mark' for its commitment to providing high-quality music education for all children. The school gained the British Council Connecting Classrooms Mark in 2019 for its work with international schools. In 2021/22, the school received a STEM award for student-research in the Science department. The school regularly leads national events as LGBT+ Stonewall Champions and won LGBT+ School of the Year in the national award in June 22.

Vision and Values

'William Farr Church of England Comprehensive School's vision is to provide all members of the school community with the opportunities to engage with life in all its fullness (John 10:10) through the highest quality of education, encouragement and endeavour. We are committed to striving for excellence and ensuring that all students are known, valued and can achieve.'
Our core values are:
RESPECT FRIENDSHIP PERSEVERANCE RESPONSIBILITY COMPASSION WISDOM
These values are attached to each House.

Overall Effectiveness

Key Evidence

Summary Comment

Quality of education. The curriculum is designed to give all students, including the disadvantaged, the knowledge and cultural capital to succeed in life. The curriculum is coherently planned and sequenced to provide students with the knowledge and skills for future learning and employment. The curriculum meets the needs of SEND students, is not narrowed and offers a broad range of subjects. The school is embedding the curriculum intent and implementation across the school. Curriculum impact is excellent at Key Stage 4 with a significant positive Progress 8 figure over time. The number of students not in education employment or training (NEET) in the last published data (2020) was zero. The school provides information to parents and students on EBacc. Teachers have very good subject knowledge (95% having a related degree in the area they teach) and promote their subject matter clearly and effectively with checking of students' understanding, feedback and assessment. This enables students to remember long term and to apply their knowledge to new contexts. Resources used in the classroom support the curriculum intent well. Students' work is of good quality and matches the aims of the curriculum well with sequencing and progression. Remote education provision has been used well (as highlighted by parents in the survey) and supports the wider curriculum well. Literacy across the school is included as a strategic priority. Recovery plans are in place post-Covid.

Behaviour and attitudes. Students behave with high levels of respect towards each other and staff. They play a very positive role in creating an environment in which commonalities are celebrated, difference is valued and nurtured, and bullying, harassment and violence are not tolerated. A whole school approach to behaviour has meant students understand behaviour expectations and any low-level disruption is addressed quickly to minimise any disruption. Students consistently have positive attitudes to their learning, are motivated and persistent in the face of difficulties. Students make an exceptional contribution to the life of the school and support each other on a daily basis. Behaviour is very good with students demonstrating high levels of control and positive attitudes. Action is taken swiftly and fairly to support students when behaviour concerns arise in line with the School Behaviour Policy. Behaviour is under constant review post-Covid-19. Attendance has been consistently good and above the national average (even when Covid absences are removed). Evidence shows good behaviour and attendance for students with particular needs. Exclusions are used as a last resort after other strategies have been exhausted. The new Student Services Hub (launched September 21) has had a positive impact on student behaviour and reduced the number of repeat offenders. Students report they are safe (Student Survey Summer term 21).

- **Personal Development.** SMSC is of high quality and evidenced within the curriculum. The curriculum and wider work support students to be confident, resilient and independent. Care and Guidance is exceptional and rooted within the ethos and values of the school - 'every child is known, valued and supported to achieve'. Students have an age-appropriate understanding of healthy relationships and know how to eat healthily. The school offers an array of opportunities (curricular and extra-curricular) to develop student interests, talents and aspirations, which are well attended by students, including the disadvantaged. A strength of the school is PSHE and how students are prepared for life in modern Britain, how the school promotes equality of opportunity and diversity. Through PSHE and RSE, students are taught how to keep themselves safe and how to safeguard others, including CSE, radicalisation, sexual and substance abuse. All staff are trained to recognise risky behaviour and are clear on how to report safeguarding concerns, including safety, county lines, Prevent and FGM. Students can articulate well their own views and beliefs and show respect for the different protected characteristics. Citizenship is a strength of the school as students are given opportunities to help them understand how to be responsible, respectful, active citizens who make valuable contributions to society. The school develops students' character in an exemplary manner. Evidence from the PSHE Deep Dive (Spring 22) showed excellent relationships between staff and students, pupils engaged in the lessons, clear links to SMSC and lessons were well planned and resourced. The school prepares students very well for future success in education, employment and training as evidenced by destination data and is working towards the Gatsby benchmarks. The school meets the requirements of the Baker Clause. High quality, impartial careers guidance prepares students well for the world of work.

- **Leadership and Management.** Senior and middle leaders now have a clear vision for providing high quality education achieved through a shared vision and values. In 2019, a new school vision, core values and strategic priorities were introduced. With the internal appointment of the Headteacher, the SLT is undertaking a restructure which has included to date the appointment of an external Deputy Headteacher (Quality of Education) in September 2021. A second substantive Deputy Headteacher (Care and Guidance) has been appointed for September 2022 which will provide a permanent SLT structure for the first time under the new Headteacher. The school has a highly focussed professional development programme to improve teachers' subject and pedagogical knowledge to enhance the quality of teaching and staff are often asked to support colleagues in other schools. Senior and middle leaders aim to ensure all students complete programmes of study through an inclusive culture with appropriate student interventions when required. There is no gaming or off-rolling at William Farr School. A working party of staff has been established to look at data, in particular Key Stage 3 to ensure student tracking and progression into Key Stage 4 GCSEs. The school engages with students at all levels and has a strong relationship with parents with regular communication through newsletters, emails and a weekly parents' drop in to meet the Headteacher. Senior and Middle Leaders engage with staff through an open-door culture and deal with any staff issues promptly, effectively and in a collaborative manner. The school has worked hard to improve communication with staff, which is a strategic priority. Senior and Middle Leaders manage staff workload very well, listening, action staff concerns and protecting staff from bullying and harassment through effective policies and practice as evidenced in the Mental Health and Wellbeing Summary shred with all staff April. The Headteacher has introduced monthly staff briefing with a single item agenda providing staff with strategic updates on whole school developments. A staff survey was undertaken in May 22 (post-Covid) o benchmark progress on school developments and workload since the last one in 2019 (pre-Covid). Overall, we were very pleased with the responses with 90% of staff being proud to be a member of staff at the school which is testimony to how staff continue to value the school despite all the challenges we have faced from Covid. The school has a new Chair and Clerk to the Governing Body and fulfils its statutory duties for governance and has a culture of safeguarding. Recent training for Governors has strengthened their understanding of their roles and responsibilities and Ofsted understanding. The Governing Body have a strong working relationship with the SLT and regularly visit the school to understand how their strategic roles work in practice to ensure accountability. Safeguarding is effective. In 2019, staff identified Mental Health and Wellbeing as an area for further development and this is now a strategic priority and strength of the school as evidenced by a Mental Health and Wellbeing Policy, Mental Health First Aiders, school action plan and range of support and wellbeing activities for staff (all shared with staff April 22 in a staff briefing).

- **Sixth Form.** Sixth Form students study the intended curriculum. Programmes of study are highly relevant to employment needs and give students the knowledge and skills they need for progression to the next stage and for life. The curriculum is ambitious, well planned and sequenced. When appropriate, the curriculum is tailored to meet individual student needs. Sixth Form entry requirements have been revised for September 2022 to provide a more inclusive offer and a curriculum review in progress with a view to broadening the range of Post-16 courses on offer from September 2023. Teachers have expert subject knowledge with qualifications in the subject area they are teaching. Lessons show that teachers present information clearly, check understanding, identify misconceptions and provide effective feedback. Assessment is used well. The work set is demanding and ensures students build knowledge and understanding. Classwork shows good use of subject–specific vocabulary. Teaching and learning activities help students to remember long term and to apply knowledge to new concepts. Resources used support the curriculum intent. Students are very well prepared for the next stage in education, employment or training through qualifications, professional support and careers advice. A fixed Head of Year/Assistant Head of Year 12/13 and tutor team was introduced in September 2021 to strengthen the specialist support and guidance for students Post-18. Student attendance and punctuality are very good. A strength of the students is their relationship with the whole school community, acting as role models, supporting other students in Key Stage 3 and 4, participating in school events/assemblies and charity work. The Heads of the Student Council are democratically elected from the school body and provide a valuable student voice whilst supporting in school-led project, events and staff recruitment. These activities strengthen the offer in the Sixth Form. Sixth Form is a strategic priority for the school as evidenced by the 3-year plan.

Public benefit

In setting the objectives and planning its activities, the trustees have given careful consideration to the Charity Commission's general guidance on public benefit. The key public benefit delivered by the Trust is the provision of a high quality of education to its students and community cohesion.

Strategic Report

Achievements and performance

2022 Exam Results

2022 saw the first set of external exams taken by students in the last 3 years. 2021 results were based on teacher assessed grades (TAGs) and 2020 were based on centre assessment grades (CAGs) for which there was no published Progress 8 data (for GCSE) or Level 3 Value Added (L3VA) data for A Level.

GCSE Results 2022

Some advance information was shared with students regarding the content of the exam papers, which helped provide a focus for revision prior to their GCSEs.

DfE pledged that rather than the exam results reverting directly back to the national standards of 2019, a midway point between the 2019 and 2021 results would be awarded to recognise the disruption and additional challenges that these students have faced. This was later changed to between 2019 and 2021 (with the obvious omission of the "midway").

As reported, national outcomes were intended to be at an approximate midpoint between 2019 (last 'proper' GCSEs) and 2021.

Year	No. of Students	Average Attainment 8 (average grade across 8 subjects)	Progress 8 (P8) (compares key stage 4 results to those of other pupils nationally with similar prior attainment)	% Students with Positive P8	Basics (% students 9-5) 5 = Good Pass	Basics (% students 9-4) 4 = Standard Pass	% 5 x Grade 9-4 (inc. EN/MA)	% 5 x Grade 9-5 (inc. EN/MA)	% EBACC Standard (4+)	% ALL GRADES (7+)
2022	**236**	**5.1**	**TBA**	**TBA**	**55.5**	**81.4**	**78.8**	**50.8**	**8.9**	**25.0**
2021	238	5.6	No data	No data	62.2	81.1	78.2	60.5	13.9	33.5
2020	237	5.5	No data	No data	60.3	82.7	80.6	58.6	14.8	34.0
2019	237	5.3	0.47	66.4	55.7	77.9	73.2	50.6	9.4	27.9
2018	238	5.4	0.36	62.8	57.6	79.8	76.5	54.6	12.2	31.1
2017	233	5.5	0.49	68.7	66.1	82.0	82.0	66.1	9.0	33.2

Due to the extraordinary results that William Farr celebrated in 2019, the notion of this year's results being inflated (between 2019 and 2021 national results), was unfortunately lost in our 2022 results and we have not experienced the grade inflation seen by other schools. Nevertheless, we are celebrating excellent achievement for our students.

- More than a quarter of all grades awarded at grade 7 and above.
- In both English and Maths, 4 out of 5 students achieved a grade 4 or above - with more than half of students achieving a grade 5 or above in both.
- In several subjects more than half of the students achieved a grade 7 and above (or equivalent) including French, Music, Biology, Physics, Graphics, Electronics and Enterprise and Marketing.
- 14.8% of students achieved a grade 7 or above in both English and Maths, an increase of 1.3% from 2019.

Our Year 11 cohort had a particularly challenging time through these disrupted years. This includes fourteen students who have had a significantly impacted education and still counted towards our figures:

- 4 attending Pilgrim (medical school)
- 1 home educated sitting iGCSEs, which do not count for our figures
- 9 with an attendance of less than 40% in Year 11

The school's average Attainment 8 would be 5.4 without these students in the figures. For comparison, only 2 students in our new Year 11 cohort would fall under any of the above categories.

Headteacher Jonathan Knowler said "I am very proud of the students. They have worked extremely hard and shown remarkable commitment and resilience over the last two years with significant disruption to their education caused by the Covid-19 pandemic."

"It was great to see them celebrating their success and progressing to their next steps. The results are testament to the dedication of staff to ensure our students realise their potential."

"It demonstrates how the school community has come together to provide opportunities for all its members to engage with 'life in all its fullness' (John 10:10)."

A Level Results
Headline Data

	2022 Exam	2021 (Teacher Assessment Grades)	2020 (Centre Assessment Grades)	2019 Exam	2018 Exam
Cohort Number	119	103	108	139	131
Points per Entry	38.86	42.59	40.16	34.19	34.89
Average Grade	B=	B+	B=	C-	C+
Level 3 Value Added (L3VA)	No data	(0.3)	(0.04)	-0.2	0.03
Pass Rate	98.3%	100%	100%	98.1%	96.4%
AAB in 2+ Facilitating Subjects**	14.3%	26.2%	19.4%	12.7%	16.2%
AAB in 3+ Facilitating Subjects	6.7%	10.7%	11.1%	6.0%	11.5%
Level 3 Maths Pass***	22.9%	34.0%	27.8%	35.3%	43.5%
Grade Distribution (excluding Extended Project Qualification):					
A*	12.0%	19.9%	14.1%	6.4%	8.3%
A	20.7%	27.9%	21.7%	14.7%	18.4%
B	29.9%	26.0%	28.4%	25.5%	23.7%
C	20.1%	15.7%	25.1%	30.5%	27.1%
D	12.0%	7.1%	8.9%	15.3%	11.4%
E	3.6%	3.5%	1.8%	5.7%	7.5%

*L3VA data not published - no data set because when Year 13 were in Year 11 there were no exams were taken to benchmark progress - based on teacher assessment grades.
**Facilitating subjects are the subjects most commonly required or preferred by universities to get on to a range of degree courses (Biology/Bi, Chemistry/Ch, English/En, Geography/Gg, History/Hi, Maths/Ma, Languages, Physics/Ph)
William Farr celebrated an incredible set of A level results - with the number of students going to top universities the highest for six years.
The school achieved the highest average points per entry since the new grading system was introduced.
A third of all grades awarded were A* and A and two-thirds of grades achieved were A* to B - the highest attainment the school has ever achieved through exams.

The average grade for all 119 students was a B and the vast majority of students received three or more offers from applications to university. A third of students have accepted places at Russell Group Universities - the highest in the last six years.
Three students received offers from Oxford University to study English Literature and Economics and Management.
A number of students pursued work related training, apprenticeships in a variety of fields and personal development opportunities through a gap year.
Headteacher Jonathan Knowler said he was extremely proud of the success which continue to show the strength of the school's Sixth Form.
"Due to the pandemic this groups of students have had considerable disruption to their GCSE and A level studies through school closures, self-isolations, home-learning and the cancellation of exams. We cannot underestimate the pressure these young people were under sitting public examinations for the first time as GCSE grades were awarded through Centre Assessment."
"The perseverance, hard work and resilience our students have shown has been truly remarkable and to see the smiles on the students' faces when collecting their results today shows just how much this means to them."
"I must acknowledge the incredible efforts made by staff to support students both academically and personally to achieve their potential during what has been one of the most challenging times we have seen in education."

Key Financial Performance Indicators

The Finance Committee used the following Key Financial Performance Indicators:

• Operate within the agreed annual budget. This was achieved with an in-year surplus of £271k against a budgeted £107k surplus.
• Produce a rolling 3-year budget plan with contingency and revenue/capital reserves built in, in line with the finance policy
- Contingency £50k pa
- Revenue reserves £25k pa
- Capital reserves £50k pa

We have been working hard to reduce the overall spend on staffing costs as a percentage of revenue to 80%. This has been achieved by implementing a new approach to staffing, which has been well received and had a positive impact on our staffing profiles. The percentage spend on staff is currently at the desired level.

The whole academy Key Performance Indicators were attendance; persistent absenteeism; persistent exclusions; percentage of staff leaving the academy per year; participation in house activities; staff absence for non-academy business; percentage of budget spent on staffing; average number of students per teacher; ability to assess results; BASICS in English and mathematics; GCSE progress 8 score; A*-B at A Level; post-16 valued added score.

Going concern

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

Financial review

The majority of the Trust's annual income is obtained from the DfE in the form of recurrent grants, the use of which is restricted to particular purposes. The grants received during the year ended 31 August 2022 and its associated expenditure are shown as restricted general funds in the Statement of Financial Activities.

During the period ended 31 August 2022, total unrestricted and restricted income (excluding capital funding within the restricted fixed asset fund) was £9,035,638. This compares with expenditure (excluding depreciation within the restricted fixed asset fund and pension reserve expenditure) of £8,734,338 to give a surplus of income over expenditure on revenue funding totalling £271,300. This equates to the change in balance of the restricted general funds (excluding pension reserves) plus unrestricted funds reported at the previous year end.

As at 31 August 2022, restricted general funds (excluding pension reserves) were £886,915 and unrestricted funds were £112,363.

At the end of the prior financial period (year ended 31 August 2021) the academy had free reserves (restricted general funds excluding pension reserves plus unrestricted funds of £999,278. During the current financial year the academy has taken robust action to maintain a surplus position. This has been achieved through imposing strict cost controls, whilst still maintaining educational standards. The academy has taken advice from the ESFA and external advisors during this period.

At 31 August 2022 the Local Government Pension Scheme surplus was £478,000.

Financial and risk management objectives and policies

The SLT and trustees monitor financial exposure, using management accounts recording actual activity against forecast in conjunction with procedures laid out in its Finance Policy.

The Board of Trustees recognises the importance of setting a detailed budget, which is compiled for each line of income and expenditure, using incremental budgeting based on input from SLT budget stakeholders prior to discussion at SLT meetings. Following discussions at SLT meetings, a final draft budget recommended by the SLT is presented to the Resources Committee for consideration and then taken to the Board of Trustees for approval.

The Board of Trustees recognises the importance of regular budget monitoring in helping to detect accounting errors and identify, as early as possible, potential under-spending and over-spending.

The Headteacher, School Business Leader and SLT monitored the budget monthly through 2021/2022. The School Business Leader produced monthly reports after reviewing printouts from the academy's financial system for:

- Errors;
- Miscoding;
- Large or unusual items;
- Potential underspends or overspends against budget; and
- Taking appropriate action where necessary.

The Board of Trustees recognises the importance of proper financial administration to safeguard against inaccuracies and out of date information being used to make erroneous financial decisions in the academy.

During the preparation of the accounts, month end reconciliations of key Balance Sheet accounts, including bank accounts, aged debtors and aged creditors, are completed and reviewed by the School Business Leader. Funding streams and salary costs are also monitored and reconciled to budget so that the financial risk of a deficit budget occurring is reduced.

Reserves policy

The trustees will review the reserve levels of the academy annually. This review encompasses the nature of income and expenditure streams, the need to match income with commitments and the nature of reserves.

The trustees have determined that £50,000 per annum should go into capital reserves and £25,000 should be put into revenue reserves, building the revenue reserves up to £160,000 (equivalent to one week's operating reserve). Approval by the Board of Trustees is required to put a smaller figure into either capital or revenue reserves.

As at 31 August 2022, restricted general funds (excluding pension reserves) were £886,915 and unrestricted funds were £112,363, giving a total of £999,278.

Investment policy

There are no investments beyond cash deposits in the Academy Trust's bank. The trustees have not wished to make any speculative investments.

Principal risks and uncertainties

The academy has a Risk Register as laid out in the Academies Financial Handbook which is reviewed periodically at SLT, Resources Committee meetings and Audit & Risk Committee meetings with either a rationale to tolerate the risk or control procedures to be put in place with a target date to treat the risk. Risk levels are categorised as low, medium or high. The Audit and Risk Committee meets three time per year and is designed to provide further assurance that risks are being measured and monitored effectively for the Trust.

The Academy Trust's risk register is reviewed by each of the sub-committees, including the audit and risk committee. This is the method used to manage the risks on an ongoing basis.

Risks are categorised as:
• Financial stability;
• Strategic and reputational;
• Operational;
• Compliance;
• Standards
• Governance.

Fundraising
The academy trust does not use any external fundraisers. All fundraising undertaken during the year was monitored by the Trustees.

Plans for future periods

School Vision
To provide all members of the school community with the opportunities to engage with 'life in all its fullness' (John 10:10) through the highest quality of education, encouragement and endeavour. We are committed to striving for excellence and ensuring that all students are known, valued and can achieve.

Strategic Priority 2022-23
To deliver an exceptional climate for learning through an inclusive school community so we can 'Reset with Ambition'.
Objectives based on:
• School Self-Evaluation Form (SEF) and areas for development - shared with Governors March 22
• Review of School Development Plan 2019-22 - shared with Governors June 22 and with all staff (Sept 22 INSET)
• Exam analysis 2022 (data from first set of exams in last 3 years) compared to 2019 and 2018 to establish a trend over time
• SLT feedback on potential priorities (May and Sept 22) - 'Rising tide lifts all ships'
• Feedback from Quality Assurance processes
• Re-focussing on school expectations and values - based on what we have learned from Covid and potential impact going forward
• Sound financial management of accounts to enable the school to develop strategically
• Vision for the future

Objectives to deliver Strategic Priority

(These are in no particular order. A number are inter-related and will bring benefits across the school).

1. Improve the progress and outcomes of 'groups' of students to narrow the gap with 'non-groups including:

-SEND - increasing number of students/passports in school placing high demands on staff - review and rationalise, assess resourcing - Teaching Assistants/Education Health and Care Plans (EHCP). SEND students struggled during lockdown: 2020 with Centre Assessment Grades (unvalidated Progress 8 -0.41: 4 SEND E and 16 SEND K), 2021 with Teach Assessment Grades (unvalidated Progress 8 -0.81: 1 SEND E and 16 SEND K). Exams 2022: 24 SEND students (10 SEND E and 14 SEND K) unvalidated average Progress 8 -0.29 BUT SEND E performed well (+0.03) - SEND K lower at -0.52. Last set of exams 2019: SEND Progress 8 = -0.26 across 23 students: 4 SEND E, 19 SEND K).SEND students typically include other 'groups'. Government focus is SEND - accessing curriculum, safeguarding, involving parents, next steps, integration into whole school. This will be the Whole School Teacher Development Management Target this year.

-Pupil Premium (Free School Meals/Ever 6) 2022 FSM/E6 students (24) Progress 8 (provisional) = -0.27, 2021 (unvalidated) -0.24 - performed less well with Teacher Assessment Grades). Although Progress 8 positive in 2019 (+0.35) and 2018 (+0.12) given the impact of Covid and Government priority with catch-up/recovery, it makes sense to include this as an emerging group. Use of Pupil Premium/Recovery Premium/Tutoring/Maths/English Catch-Up/Parent Pledge/Literacy, Quality of Feedback.

- **Vulnerable students** - focus on school attendance (91% end of summer term 22, 96% school average 2016-19). 9/14 lowest attaining Year 11 students had low attendance - affected results. Analyse impact of Student Hub - supporting students to return to the classroom, consistency in behaviour, use of interventions, student welfare, behaviour support plans, safeguarding and targeted use of alternative provision (4 Year 11 students who attended Pilgrim in 2022 achieved average Progress 8 (unvalidated) -2.84 and were also SEND).

2. Achieve a positive **Key Stage 5** valued added score - focus on stretch and challenge: 2022 Level 3 Value Added (unvalidated) -0.1, 2019 L3VA -0.2, aspirational targets, sixth form curriculum/entry, pedagogy/Continual Professional Development, student recruitment and marking and feedback.

3. Engage students in **curricular/extra-curricular and enrichment activities** to embed core values and community spirit of the school post- pandemic - development of House activities, clubs, visits, trips, sports, encouraging and tracking attendance by 'groups' of students. This objective will have a positive impact on student engagement.

4. Be '**Ofsted Ready**' for full inspection from Sept 22 - Self Evaluation Form/Quality Assurance/School Development Plan, Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management, Sixth Form and Overall Effectiveness. This will remain a Development Management Target for teachers with a Teaching and Learning Responsibility (TLR).

5. Continued focus on **staff workload and well-being** - identified from Staff Survey in May 22. Target reviewed at next Church inspection 2023/24. Spreading assessment, reporting and parents evening dates throughout the year, review of marking, deadlines and quality assurance measures. Volume of SEND passports. Working for Wellbeing Team.

6.**Continued Professional development** of teachers and support staff so they have a good understanding of how their roles support the school's strategic direction. Identified in Staff Survey May 22. Appraisal systems, Continual Professional Development (in-house and external), National Professional Qualifications, mentoring/shadowing, visits to other schools, Quality Assurances.

7.**Future proof the learning environment of the school to enhance the quality of education and maintain high student numbers on roll.** Research MAT viability, restore bottom field, build sixth form block, increase post-16 admission number, Management Information System, website.

8. Enhance **Governor involvement in strategic development** -Governing Body engagement (from audit March 22). Planned, structured visits, feedback to committees to inform strategic plans. Governor discussion on key issues. Appointment of new Chair of Governors (Jan 23). Continued training on accountability and safeguarding.

Funds held as Custodian Trustee on behalf of others

The academy holds a small amount of 16-19 bursary funding on behalf of students, as recorded in the notes to the accounts.

Auditor

Insofar as the Trustees are aware:

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

The trustees' report, incorporating a Strategic Report, was approved by order of the members of the Board of Trustees on 21 November 2022 and signed on its behalf by:

.....

J Heskins
Chair of Trustees

William Farr Church of England Comprehensive School

Governance statement

Scope of responsibility

As trustees, we acknowledge we have overall responsibility for ensuring that William Farr Church of England Comprehensive School has an effective and appropriate system of control, financial and otherwise. We do this through focus on the three key functions of Governance:

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

However, such a system is designed to manager rather than eliminate the risk to failure to achieve business objectives and can only provide reasonable and not absolute assurance against material misstatement or loss.

The Board of Trustees for William Farr Church of England Comprehensive School has delegated the day-to-day responsibility to J Knowler, 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 William Farr Church of England Comprehensive School and the Secretary of State for Education. They are also responsible for reporting to the Board of Trustees any material weaknesses or breakdowns in internal control.

Governance

The information on governance included here supplements that described in the Trustees' report and in the Statement of Trustees' Responsibilities. The Board of Trustees has formally met 4 times during the year. Attendance during the year at meetings of the Board of Trustees was as follows:

Trustee	Meetings attended	Out of a possible
J Heskins, Chair	4	4
H Brittain	2	4
M Brittain	2	2
D Cooper	3	4
I Green	3	4
C Harrison (resigned 1 July 2022)	2	4
C Higham	4	4
S Hinton	2	2
H Jenkin (resigned 1 January 2022)	2	2
N Johnson	4	4
J Knowler	4	4
D Subden	4	4
A Watson	2	4
P Watson	4	4
H Molloy (appointed 1 October 2021)	2	3
A King (appointed 1 January 2022)	1	2

In terms of routine committees, Resources (including Finance) met 6 times. Risk and Audit met 3 times, Ethos and Relationships met 3 times and Quality of Education met 3 times. The Admissions Committee met 2 times.

The academic year beginning in September 2021 saw an emergence of Governor meetings from online to inter-person. Safety precautions regarding social distancing, ventilation and hand sanitation were all introduced but the overall effect was one of improved quality of meeting.

The general effect enabled a smooth transition for new faces with significant responsibilities most notably in the form of a new clerk to the governors and a new Chair and vice chair who agreed to work in close visible co-operation. This has ensured that the school has been able to maintain as close to 'normal' provision as possible when we were able, and excellent virtual provision for the students when it has been needed.

During the year the Board of Trustees worked with the school in the appointment process for a new substantive Deputy Head Teacher covering the Care and Guidance elements of the school. This new appointee, Jane Grant an established and respected member of the SLT has brought continuity and balance to the senior staff team.

By January 2021 the school finances were back on sound footing and close monitoring and greater transparency have ensured that this has continued. This continues to be a testament to the hard work across the whole school to ensure finances were more closely managed, and that the return to financial stability and regulatory compliance was achieved well within the timescales initially agreed with the ESFA.

One of the inadvertent but spin-offs of the covid 19 outbreak was the alteration given to good communication. It was reported last year that the headteacher and entire school staff body stepped up in an exemplary manner. Communications with students, parents and carers and with staff and Governors was consistent, informative and frequent. Parents and carers continued to praise the school for its communications.

The school's commitment to the care and guidance and mental health well-being saw the establishment of what became known as 'The Hub' which was a place of sanctuary for students under extreme pressure where they could be cared for and supported by staff as they gathered themselves for the pressures of learning. This, after a period of monitoring and assessment has now become a point of re-entry into mainstream curriculum learning and is supported across the whole school.

Teacher assessed grades for GCSE and A-level were replaced this his year with a combination of exams assessed at 2019 levels and course work. Additional reparation sessions for maths and English were laid on. It is telling that as a result of the accuracy and thoroughness of the process there were very few challenges to the grades awarded.

The results across both years 11 and 13 were, once again, exceptional, with the vast majority of students achieving excellent grades at both GCSE and A Level. The vast majority of year 13 students were able to meet the grade requirements necessary for them to move onto their chosen university and degree path, with a high number of our students moving onto prestigious Russell Group Universities. The school can be proud of the grades that our students achieved, which have continued the long history of high attainment and progress.

The growth of the sixth form provision was noted in last year's report and this has continued unabated. Not only has the proposed sixth form been restructured to create a more 'college like' style, but funding has been obtained for the building of anew sixth form centre, the building of which will now go ahead.

As we emerge from the effects of the pandemic, the longer-term planning and thinking we had undergone in previous years have ensured that the strategic principles and priorities agreed for the school continue to be appropriate and the majority, with some amendments, have been rolled forward into the current academic year. Through a well-established, consultative process the priorities are set under our vision and values.

The trustees continue to support a broad and balanced curriculum, offering a wide range of subjects to study, at both GCSE and A Level, again ensuring that the school vision allowing students to enjoy 'life in all its fullness' is paramount. Clubs, after school activities and extra-curricular activities are now in the process of being re-introduced to the school. Students continue to demonstrate the incredible depth and breadth of talent within the school with performances and exhibitions at events such as the Open Evening for prospective students and their parents/carers.

Governance statement (continued)

Governor visits have now become an open reality rather than a hoped-for-ideal. Visits follow an agreed protocol and require governors to work in co-operation with the Headteacher and senior staff and to produce a written reflection which provides some indication of each governors understanding of the school and how it works.

Governor visits recommenced at the beginning of May and included meetings around mental health and well-being, nutrition, Year 6 parent information evening, Year 6 transition day dealing with anxiety, racism and diversity. The first outdoor school sports day was held in three tears and Governors attended staff INSET on great teaching and dealing with misogyny.

In addition to regular FGB meeting, special training sessions were laid on to help governors be Ofsted prepared and a special meeting exploring diocesan MATs was offered and taken up.

The Trustees would like to thank Mark Garthwaite, Helen Jenkin, Abigail Parrish and Ben Hazzledine who stood down as Governors during this academic year. All of them have provided considerable years of expertise and service to the academy and the board.

The current Chair of Governors has indicated his intention to stand down when his term of office expires in January 2023. As this report is compiled the process to appoint the new Chair is well under way and will be reported on in next year's report. He wished to record his thanks to Mrs Sarah Elderkin as the Clerk to the Board who continues the professional approach as Clerk and Company Secretary.

As part of the internal audit process adopted by the school, elements of Governance were also included in the audit, and these have found no serious issues as regards the effectiveness of the Governance structures in the academy.

Trustees have continued to benefit from Gold Membership of the NGA and Governors have utilised online learning from the NGA and other sources to further their development during the period of the Covid pandemic. As a Church of England academy, Governors continue to attend in person or virtually as necessary at Diocesan networking events to ensure the board is as current as possible with Diocesan processes.

The trustees have, as usual, reviewed academy performance against the strategic priorities, enabling the setting of appropriate priorities for the next academic year ensuring clear focus and direction.

The Chair of Trustees and other Governors attended the School Opening Evening, addressing and talking with prospective parents and students. There was also attendance at INSET days where the Chair addressed the entire staff body and presented a framed Governors Award to thank the staff for their outstanding efforts to deliver education and support to our students during the period of the Covid pandemic.
Internal audits conducted during the year have provided learning points for the academy and it is pleasing that none of the audits raised serious issues of concern.

The Resource Committee which incorporates the oversight of academy finances is a committee of the main Board of Trustees.

The purpose of the Resources Committee, in relation to financial matters is:
• To monitor and review expenditure on a regular basis and ensure compliance with its Funding Agreement
• To consider a draft budget based on priorities in the School Development Plan to present to the Board of Trustees
• To establish and monitor procedures for sound budgetary control
• To determine financial delegation
• To respond to any issues arising from the audit of the school's accounts
• To ensure that financial implications of staffing decisions are identified and budgeted for
• To recommend the appointment of auditors to the Board of Trustees

Attendance at meetings during the year was as follows:

Trustee	Meetings attended	Out of a possible
H Brittain	5	6
D Cooper	5	6
J Heskins, Chair	5	5
I Green	6	6
C Harrison (resigned 1 July 2022)	4	6
S Hinton	1	2
H Jenkin (resigned 1 January 2022)	2	2
J Knowler	6	6
P Watson	3	6
A King (appointed 1 January 2022)	3	3

Effective oversight of funds
The full Board has met less than 6 times during the year. This was an intentional Board decision taken to reflect the other more in-depth challenge and scrutiny meetings that are held whilst, balancing the time commitment on volunteer Board members to atten formal meetings.

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

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

• Continuing to work towards the stated strategic aim of reducing the spend on staffing cots to 80% of the overall budget. Staffing cost are the single highest cost to the academy and the Accounting Officer has ensured that appointed staff are necessary and appropriately recompensed for their role.
• Consistently using a three-quotation process for the supply of goods and services where required in line with the finance policy.
• Re-negotiating contracts whenever possible to reduce costs

The Board of Trustees is committed to achieving Best Value in all decisions made. It uses the principles of Best Value as they apply to securing continuous improvement in the academy, and will:

- Regularly review and evaluate the functions of the school, challenging how and why services are provided and setting targets and performance indicators for improvement
- Monitor outcomes and compare performance with similar schools and within the academy
- Consult appropriate stakeholders before major decisions are made, and
- Promote fair competition through quotations and tenders to ensure that goods and services are secured in the most economic, efficient and effective way.

The Board strives to ensure that the academy is using its resources effectively to meet the needs of the pupils and staff. It will submit its Best Value statement with the annual budget plan. The progress of the annual budget plan and the Best Value statement will be monitored with the School Development Plan in order to determine the extent of continuous improvement.

The academy has in place a strategy and a set of guidelines, updated annually that will ensure that Best Value will be reviewed and demonstrated.

The purpose of the system of internal control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives; it can therefore only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of academy trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in William Farr Church of England Comprehensive School for the year ended 31 August 2022 and up to the date of approval of the annual report and financial statements.

Capacity to handle risk

The Board of Trustees has reviewed the key risks to which the academy trust is exposed, together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Board of Trustees is of the view that there is a formal ongoing process for identifying, evaluating and managing the academy trust's significant risks that has been in place for the year ended 31 August 2022 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Trustees.

There were no material control or other issues reported by the Responsible Officer to date.

Governance statement (continued)

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 Trustees
- Regular reviews by the Resources 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 this year used a bought in internal audit service from Forester Boyd, however this changed mid-year, swapping duties with external auditors Wright Vigar. This swap of duties was approved by the Resources Committee following a change in circumstances for Wright Vigar, who have worked on the remaining internal audits for 2021/22.

The internal auditor's role includes giving advice on financial matters and performing a range of checks on the academy's financial systems. Checks carried out in the current period included three focus areas/audits agreed by the Audit & Risk Committee.

The reports are considered by both the Audit & Risk Committee and the Resources Committee with an action plan put in place to rectify any issues found.

Review of effectiveness

As Accounting Officer, the Head Teacher 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 SRMSA/ESFA
- The work of the internal auditors
- The financial management and governance self-assessment process
- Monthly oversight and support from accountants with the chosen finance system adopted by the academy
- The work of the executive managers within the academy who have responsibility for the development and maintenance of the internal control framework.

Approved by order of the members of the Board of Trustees on 21 November 2022 and signed on its behalf by:

.....

J Heskins
Chair of Trustees

.....

J Knowler
Accounting Officer

William Farr Church of England Comprehensive School

Statement of regularity, propriety and compliance

As Accounting Officer of William Farr Church of England Comprehensive School I have considered my responsibility to notify the academy trust Board of Trustees and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of all funding received by the academy trust, under the funding agreement in place between the academy trust and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academy Trust Handbook 2021.

I confirm that I and the Academy Trust Board of Trustees are able to identify any material irregular or improper use of funds by the academy trust, or material non-compliance with the terms and conditions of funding under the academy trust's funding agreement and the Academy Trust Handbook 2021.

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.

.....
J Knowler
Accounting Officer

21 November 2022

William Farr Church of England Comprehensive School

Statement of Trustees' Responsibilities

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 and 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 apply them consistently;
- observe the methods and principles in the Charities SORP 2019 and the Academies Accounts Direction 2021 to 2022;
- 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; and
- 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 on 21 November 2022 and signed on its behalf by:

.....

J Heskins
Chair of Trustees

Independent Auditor's Report on the Financial Statements to the Members of William Farr Church of England Comprehensive School

Opinion

We have audited the financial statements of William Farr Church of England Comprehensive School (the 'Academy') for the year ended 31 August 2022, which comprise the Statement of Financial Activities, Balance Sheet, Statement of Cash Flows and Notes to the Financial Statements, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice), including FRS 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland'.

In our opinion the financial statements:

- give a true and fair view of the state of the Academy trust's affairs as at 31 August 2022 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; and
- have been prepared in accordance with the Charities SORP 2019 and Academies Accounts Direction 2021 to 2022.

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 auditor 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 UK, including the FRC's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the Trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the Academy's ability to continue as a going concern for a period of at least twelve months from when the original financial statements were authorised for issue.

Our responsibilities and the responsibilities of the Trustees with respect to going concern are described in the relevant sections of this report.

Other information (covers the Reference and administrative details, the Trustees' report and Strategic Report and the Governance statement)

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 auditor's report thereon. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Independent Auditor's Report on the Financial Statements to the Members of William Farr Church of England Comprehensive School (continued)

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 Strategic Report and Trustees' report for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the Strategic Report and Trustees' 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 company and its environment obtained in the course of the audit, we have not identified material misstatements in the Strategic Report and Trustees' report.

We have nothing to report in respect of the following matters where the Companies Act 2006 requires us to report to you if, in our opinion:

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the financial statements are not in agreement with the accounting records and returns; or
- certain disclosures of Trustees remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

Responsibilities of Trustees

As explained more fully in the Statement of Trustees' Responsibilities set out on page 30, the Trustees 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.

Auditor Responsibilities for the audit of the financial statements

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

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

- Discussions with management, including consideration of known or suspected instances of non-compliance held.
- Challenging assumptions and judgements made within significant accounting estimates and judgements such as depreciation and the local government pension scheme liability.
- Testing of income, bank, purchases and payroll, systems and controls and providing conclusions on the regularity of samples chosen.
- Identification of key laws and regulations central to the academies operations and review of compliance with such laws including a review of the Academy Trust Handbook 2021 and correspondence with solicitors to identify any on-going litigation.
- Testing of journal entries and potential override of systems

A further description of our responsibilities is available on the Financial Reporting Council's website at: www.frc.org.uk/auditorsresponsibilities. This description forms part of our auditor's report.

Independent Auditor's Report on the Financial Statements to the Members of William Farr Church of England Comprehensive School (continued)

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 auditor's 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.

.....

Adam Millson ACA (Senior Statutory Auditor)
For and on behalf of Forrester Boyd Chartered Accountants, Statutory Auditor

Waynflete House
139 Eastgate
Louth
Lincolnshire
LN11 9QQ

21 November 2022

Independent Reporting Accountant's Assurance Report on Regularity to William Farr Church of England Comprehensive School and the Education and Skills Funding Agency

In accordance with the terms of our engagement letter dated 18 August 2022 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2021 to 2022, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by William Farr Church of England Comprehensive School during the period 1 September 2021 to 31 August 2022 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 William Farr Church of England Comprehensive School and the ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we may state to William Farr Church of England Comprehensive School and the ESFA those matters we are required to state in a report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than William Farr Church of England Comprehensive School and the ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of the Governing Body's accounting officer and the reporting accountant

The Accounting Officer is responsible, under the requirements of the Board of Trustees's funding agreement with the Secretary of State for Education dated 31 December 2010 and the Academy Trust Handbook, extant from 1 September 2021, 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 2021 to 2022. 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 from 1 September 2021 to 31 August 2022 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

Approach

We conducted our engagement in accordance with the Framework and Guide for External Auditors and Reporting Accountant of Academy Trusts issued by 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 trust's income and expenditure.

The work undertaken to draw to our conclusion includes:

- evaluating the systems and control environment
- assessing the risk of irregularity, impropriety and non-compliance
- confirming that the activities of the academy are in keeping with the Trust's framework and the charitable objectives; and
- obtaining representations from the Accounting Officer and Key Management Personnel.

Independent Reporting Accountant's Assurance Report on Regularity to William Farr Church of England Comprehensive School and the Education and Skills Funding Agency (continued)

Conclusion

In the course of our work, nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the year from 1 September 2021 to 31 August 2022 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

.....

Adam Millson ACA
For and on behalf of Forrester Boyd Chartered Accountants,

Waynflete House
139 Eastgate
Louth
Lincolnshire
LN11 9QQ

21 November 2022

William Farr Church of England Comprehensive School

Statement of Financial Activities for the Year Ended 31 August 2022 (including Income and Expenditure Account)

	Note	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	2021/22 Total £
Income and endowments from:					
Donations and capital grants	2	-	-	(86,124)	(86,124)
Other trading activities	4	481,491	29,972	-	511,463
Investments	5	105	-	-	105
Charitable activities:					
Funding for the Academy trust's educational operations	3	-	8,524,070	-	8,524,070
Total		481,596	8,554,042	(86,124)	8,949,514
Expenditure on:					
Charitable activities:					
Academy trust educational operations	7	458,552	8,755,786	943,631	10,157,969
Net income/(expenditure)		23,044	(201,744)	(1,029,755)	(1,208,455)
Other recognised gains and losses					
Actuarial gains on defined benefit pension schemes	23	-	5,106,000	-	5,106,000
Net movement in funds/(deficit)		23,044	4,904,256	(1,029,755)	3,897,545
Reconciliation of funds					
Total funds/(deficit) brought forward at 1 September 2021		89,319	(3,539,341)	11,153,553	7,703,531
Total funds carried forward at 31 August 2022		112,363	1,364,915	10,123,798	11,601,076

William Farr Church of England Comprehensive School

Statement of Financial Activities for the Year Ended 31 August 2021 (including Income and Expenditure Account)

	Note	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	2020/21 Total £
Income and endowments from:					
Donations and capital grants	2	-	-	833,048	833,048
Other trading activities	4	279,621	41,401	-	321,022
Charitable activities:					
Funding for the Academy trust's educational operations	3	-	8,225,811	-	8,225,811
Total		279,621	8,267,212	833,048	9,379,881
Expenditure on:					
Raising funds	6	64,758	18,030	-	82,788
Charitable activities:					
Academy trust educational operations	7	265,799	8,345,374	406,490	9,017,663
Total		330,557	8,363,404	406,490	9,100,451
Net (expenditure)/income		(50,936)	(96,192)	426,558	279,430
Transfers between funds		29,791	(24,489)	(5,302)	-
Other recognised gains and losses					
Actuarial gains on defined benefit pension schemes	23	-	(152,000)	-	(152,000)
Net movement in (deficit)/funds		(21,145)	(272,681)	421,256	127,430
Reconciliation of funds					
Total funds/(deficit) brought forward at 1 September 2020		110,464	(3,266,660)	10,732,297	7,576,101
Total funds/(deficit) carried forward at 31 August 2021		89,319	(3,539,341)	11,153,553	7,703,531

William Farr Church of England Comprehensive School

(Registration number: 07469546)
Balance Sheet as at 31 August 2022

	Note	2022 £	2021 £
Fixed assets			
Tangible assets	11	10,146,932	10,421,023
Current assets			
Stocks	12	4,809	17,898
Debtors	13	362,372	915,307
Cash at bank and in hand		1,043,344	841,577
		1,410,525	1,774,782
Creditors: Amounts falling due within one year	14	(434,381)	(344,274)
Net current assets		976,144	1,430,508
Net assets excluding pension liability		11,123,076	11,851,531
Pension scheme asset/(liability)	23	478,000	(4,148,000)
Net assets including pension liability		11,601,076	7,703,531
Funds of the Academy Trust:			
Restricted funds			
Restricted general fund		886,915	608,659
Restricted fixed asset fund		10,123,798	11,153,553
Pension Reserve		478,000	(4,148,000)
		11,488,713	7,614,212
Unrestricted funds			
Unrestricted general fund		112,363	89,319
Total funds		11,601,076	7,703,531

The financial statements on pages 36 to 59 were approved by the Trustees, and authorised for issue on 21 November 2022 and signed on their behalf by:

.....
J Heskins
Chair of Trustees

William Farr Church of England Comprehensive School

Statement of Cash Flows for the year ended 31 August 2022

	Note	2022 £	2021 £
Cash flows from operating activities			
Net cash provided by/(used in) operating activities	18	304,402	(630,714)
Cash flows from investing activities	19	(102,635)	838,239
Change in cash and cash equivalents in the year		201,767	207,525
Cash and cash equivalents at 1 September		841,577	634,052
Cash and cash equivalents at 31 August	20	1,043,344	841,577

General Information

The Trust is a company limited by guarantee and is an exempt charity incorporated in England & Wales. The charitable company's memorandum and articles of association are the primary governing documents of the Trust. The company registration number is 07469546.

1 Accounting policies

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

Basis of preparation

The financial statements of the academy trust, which is a public benefit entity under FRS 102, have been prepared under the historical cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2021 to 2022 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

The address of its registered and principal office is:
Lincoln Road
Welton
Lincoln
Lincolnshire
LN2 3JB

These financial statements cover the individual entity, William Farr Church of England Comprehensive School.

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 company to continue as a going concern. The trustees make this assessment in respect of a period of at least one year from the date of authorisation for issue of the financial statements and have concluded that the academy trust has adequate resources to continue in operational existence for the foreseeable future and there are no material uncertainties about the academy trust's ability to continue as a going concern, thus they continue to adopt the going concern basis of accounting in preparing the financial statements.

Income

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

Grants

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

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

Capital grants are recognised 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 spent on capital projects in line with the terms and conditions of the grant. Capital grants are recognised when there is entitlement and are not deferred over the life of the asset on which they are expended.

1 Accounting policies (continued)

Sponsorship income

Sponsorship income provided to the academy trust which amounts to a donation is recognised in the Statement of Financial Activities in the period in which it is receivable (where there are no performance-related conditions), where the receipt is probable and it can be measured reliably.

Donations

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

Other income

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

Donated goods, facilities and services

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

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.

All resources expended are inclusive of irrecoverable VAT.

Expenditure on raising funds

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

Charitable activities

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

1 Accounting policies (continued)

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, per the table below. Where an asset comprises of two or more components which have substantially different useful lives, each component is depreciated separately over its useful economic life.

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

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

Asset class	Depreciation method and rate
Long-term leasehold property	2% straight line
Furniture and equipment	20% straight line
Computer equipment	33% straight line

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 trust anticipates it will pay to settle the debt or the amount it has received as advanced payments for the goods or services it must provide.

Provisions

Provisions are recognised when the academy trust 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.

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

1 Accounting policies (continued)

Pension benefits
Retirement benefits to employees of the academy trust are provided by the Teachers' Pension Scheme ('TPS') and the Local Government Pension Scheme ('LGPS'). These are defined benefit schemes. The TPS is an unfunded scheme and contributions are calculated to spread the cost of pensions over employees' working lives with the academy trust in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary based on of quadrennial valuations using a prospective unit credit method. TPS is an unfunded multi-employer scheme with no underlying assets to assign between employers. Consequently, the TPS is treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

The LGPS is a funded multi-employer scheme and the assets are held separately from those of the academy trust in separate trustee administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit credit method and discounted at a rate equivalent to the current rate of return on a high-quality corporate bond of equivalent term and currency to the liabilities. The actuarial valuations are obtained at least triennially and are updated at each balance sheet date. The amounts charged to net income/(expenditure) 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.

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

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

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

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

Critical accounting estimates and assumptions

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

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost (income) for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 'Member Liability', will impact on 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 2019 has been used by the actuary in valuing the pensions liability at 31/08/2022. 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.

Agency accounting
The academy trust acts as an agent in distributing bursary funds from ESFA. Payments received from ESFA and subsequent disbursements to students are excluded from the statement of financial activities as the trust does not have control over the charitable application of the funds. The funds received and paid and any balances held are disclosed in note 25.

2 Donations and capital grants

	Restricted Fixed Asset Funds £	2021/22 Total £	2020/21 Total £
Capital grants	(86,124)	(86,124)	795,359
Donated fixed assets	-	-	37,689
	(86,124)	(86,124)	833,048

3 Funding for the Academy Trust's educational operations

	Restricted General Funds £	2021/22 Total £	2020/21 Total £
Educational operations			
DfE/ESFA revenue grants			
General Annual Grant (GAG)	7,598,107	7,598,107	7,067,999
Other DfE/ESFA Revenue Grants	292,351	292,351	578,064
Pupil Premium	228,566	228,566	210,944
	8,119,024	8,119,024	7,857,007
Other government grants			
SEN 1-1 Funding	365,106	365,106	354,160
Non-government grants and other income			
Other Local Authority Revenue Grants	19,699	19,699	14,644
Covid-19 additional funding (DfE/ESFA)			
Coronavirus exceptional support	20,241	20,241	-
Total grants	8,524,070	8,524,070	8,225,811

The Trust received £20,241 from the DfE/ESFA in relation to mass testing and vaccination funding (2021: £nil). The costs incurred in respect of the funding was £20,241 (2021: £nil).

4 Other trading activities

	Unrestricted Funds £	Restricted General Funds £	2021/22 Total £	2020/21 Total £
Hire of facilities	3,335	-	3,335	-
Catering income	377,899	29,972	407,871	210,320
Other sales	100,257	-	100,257	110,702
	481,491	29,972	511,463	321,022

5 Investment income

	Unrestricted Funds £	2021/22 Total £	2020/21 Total £
Bank interest	105	105	-

6 Expenditure

	Non Pay Expenditure				
	Staff costs £	Premises £	Other costs £	2021/22 Total £	2020/21 Total £
Expenditure on raising funds					
Direct costs	-	-	-	-	82,788
Academy's educational operations					
Direct costs	5,699,908	258,677	470,680	6,429,265	6,667,735
Allocated support costs	1,884,108	1,368,290	476,306	3,728,704	2,349,928
	7,584,016	1,626,967	946,986	10,157,969	9,100,451

6 Expenditure (continued)

Net income/(expenditure) for the year includes:

	2021/22 £	2020/21 £
Operating lease rentals	118,509	119,238
Depreciation	290,707	299,240
Fees payable to auditor - audit	10,975	12,551
- other audit services	13,698	-
(Gain)/loss on disposal of fixed assets	-	43,878

7 Charitable activities

	2021/22 £	2020/21 £
Direct costs - educational operations	6,429,265	6,667,735
Support costs - educational operations	3,728,704	2,349,928
	10,157,969	9,017,663

	Educational operations £	2021/22 Total £	2020/21 Total £
Analysis of support costs			
Support staff costs	1,884,108	1,884,108	1,321,914
Depreciation	32,030	32,030	51,611
Technology costs	14,162	14,162	84,768
Premises costs	1,336,260	1,336,260	178,120
Legal costs - other	10,370	10,370	13,817
Other support costs	421,639	421,639	672,577
Governance costs	30,135	30,135	27,121
Total support costs	3,728,704	3,728,704	2,349,928

8 Staff

Staff costs

	2021/22 £	2020/21 £
Staff costs during the year were:		
Wages and salaries	5,255,951	5,400,581
Social security costs	528,909	460,747
Operating costs of defined benefit pension schemes	1,622,690	1,485,132
	7,407,550	7,346,460
Supply staff costs	176,466	-
	7,584,016	7,346,460

Staff numbers

The average number of persons employed by the academy trust during the year was as follows (headcount):

	2021/22 No	2020/21 No
Teachers	81	87
Administration and support	96	102
Management	5	5
	182	194

8 Staff (continued)

Higher paid staff

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

	2021/22	2020/21
	No	No
£60,001 - £70,000	3	2
£70,001 - £80,000	1	2
£90,001 - £100,000	-	1
£100,001 - £110,000	1	-

Key management personnel

The key management personnel of the academy trust comprise the trustees and the senior management team as listed on page 1. The total amount of key management personnel benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the academy trust was £376,755 (2021: £374,862).

9 Related party transactions - trustees' remuneration and expenses

One or more trustees has been paid remuneration or has received other benefits from employment with the academy trust. The principal and other staff trustees only receive remuneration in respect of services they provide undertaking the roles of principal and staff members under their contracts of employment, and not in respect of their role as trustees. The value of trustees' remuneration and other benefits was as follows:

J Knowler (Head Teacher):

Remuneration: £100,000 - £105,000 (2021 - £95,000 - £100,000)
Employer's pension contributions: £20,000 - £25,000 (2021 - £20,000 - £25,000)

H Brittain (Staff Trustee):

Remuneration: £45,000 - £50,000 (2021 - £45,000 - £50,000)
Employer's pension contributions: £10,000 - £15,000 (2021 - £10,000 - £15,000)

M Brittain (Staff Trustee):

Remuneration: £40,000 - £45,000 (2021 - £40,000 - £45,000)
Employer's pension contributions: £5,000 - £10,000 (2021 - £5,000 - £10,000)

S Hinton (Staff Trustee):

Remuneration: £10,000 - £15,000 (2021 - £30,000 - £35,000)
Employer's pension contributions: £0 - £5,000 (2021 - £5,000 - £10,000)

During the year ended 31 August 2022, travel and subsistence expenses totalling £Nil (2021 - £753) were reimbursed or paid directly to trustees (2021 - 1).

Other related party transactions involving the trustees are set out in note 24.

10 Trustees' and officers' insurance

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

11 Tangible fixed assets

	Leasehold land and buildings £	Furniture and equipment £	Computer equipment £	2021/22 Total £
Cost				
At 1 September 2021	12,881,664	563,973	657,148	14,102,785
Additions	-	8,577	8,039	16,616
At 31 August 2022	12,881,664	572,550	665,187	14,119,401
Depreciation				
At 1 September 2021	2,512,756	548,957	620,049	3,681,762
Charge for the year	258,677	10,477	21,553	290,707
At 31 August 2022	2,771,433	559,434	641,602	3,972,469
Net book value				
At 31 August 2022	10,110,231	13,116	23,585	10,146,932
At 31 August 2021	10,368,908	15,016	37,099	10,421,023

12 Stock

	2022 £	2021 £
Shop stock	4,809	17,898

13 Debtors

	2022 £	2021 £
Trade debtors	12,604	3,870
VAT recoverable	178,344	62,088
Other debtors	34,494	37,351
Prepayments	47,587	60,043
Accrued grant and other income	89,343	751,955
	362,372	915,307

14 Creditors: amounts falling due within one year

	2022 £	2021 £
Trade creditors	111,102	242,745
Other taxation and social security	130,393	1,401
Other creditors	160,861	53,566
Accruals	32,025	30,372
Deferred income	-	16,190
	434,381	344,274

	2022 £	2021 £
Deferred income		
Deferred income at 1 September 2021	16,190	-
Resources deferred in the period	-	16,190
Amounts released from previous periods	(16,190)	-
Deferred income at 31 August 2022	-	16,190

The deferred income in 2021 relates to school trip income received in advance of £16,190. There is no deferred income in the year ended 31st August 2022.

15 Funds

	Balance at 1 September 2021 £	Incoming resources £	Resources expended £	Gains, losses and transfers £	Balance at 31 August 2022 £
Restricted general funds					
General Annual Grant (GAG)	384,556	7,598,107	(7,134,093)	-	848,570
Other DfE/ESFA Grants	3,000	520,917	(485,572)	-	38,345
Goverment Grants	218,168	365,106	(583,274)	-	-
Other income	2,935	49,671	(52,606)	-	-
Coronavirus exceptional support	-	20,241	(20,241)	-	-
	608,659	8,554,042	(8,275,786)	-	886,915
Restricted fixed asset funds					
Condition Improvement Fund	754,537	(115,768)	(623,280)	(38,623)	(23,134)
Capital expenditure from other income	9,410,312	-	(229,941)	(405,371)	8,775,000
DfE/ESFA Capital Grants	561,424	29,644	(32,838)	(492,572)	65,658
Capital expenditure from GAG	427,280	-	(57,572)	936,566	1,306,274
	11,153,553	(86,124)	(943,631)	-	10,123,798
Restricted pension fund					
Pension reserve	(4,148,000)	-	(480,000)	5,106,000	478,000
Total restricted funds	7,614,212	8,467,918	(9,699,417)	5,106,000	11,488,713
Unrestricted funds					
Unrestricted general funds	89,319	481,596	(458,552)	-	112,363
Total funds	7,703,531	8,949,514	(10,157,969)	5,106,000	11,601,076

15 Funds (continued)

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

	Balance at 1 September 2020 £	Incoming resources £	Resources Expended £	Gains, losses and transfers £	Balance at 31 August 2021 £
Restricted general funds					
General Annual Grant (GAG)	99,475	7,068,000	(6,696,012)	(86,907)	384,556
Other DfE/ESFA Grants	(8,873)	789,008	(785,357)	8,222	3,000
Goverment Grants	336,957	361,850	(480,639)	-	218,168
Other income	(43,219)	48,354	(56,396)	54,196	2,935
	384,340	8,267,212	(8,018,404)	(24,489)	608,659
Restricted fixed asset funds					
Condition Improvement Fund	-	765,917	(26,868)	15,488	754,537
Capital expenditure from other income	9,657,153	37,689	(263,740)	(20,790)	9,410,312
DfE/ESFA Capital Grants	593,802	29,442	(61,820)	-	561,424
Capital expenditure from GAG	481,342	-	(54,062)	-	427,280
	10,732,297	833,048	(406,490)	(5,302)	11,153,553
Restricted pension fund					
Pension reserve	(3,651,000)	-	(345,000)	(152,000)	(4,148,000)
Total restricted funds	7,465,637	9,100,260	(8,769,894)	(181,791)	7,614,212
Unrestricted funds					
Unrestricted general funds	110,464	279,621	(330,557)	29,791	89,319
Total funds	7,576,101	9,379,881	(9,100,451)	(152,000)	7,703,531

15 Funds (continued)

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

General Annual Grant (GAG) must be used for the normal running costs of the academy.

Other DfE / ESFA grrants includes monies received for Teacher's Pay grant, Teacher's Pension grant, Rates Relief and PE & Sport Grants.

Pupil Premium may be spent for the educational benefit of pupils registered at the school, or for the benefit of pupils registered at other schools; and on community facilities i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated. The grant does not have to be completely spent by schools in the financial year.

The Teacher's Pay and Pension grants are provided by the DfE to fund the increasing costs of teacher's wages and pension contributions and is calculated based on the number of pupils.

Government grants includes funding from the Local Authority for Special Education Needs (SEN) and Higher Learning Needs (HLN) pupils.

Other DfE / ESFA capital grants consist of Devolved Formula Capital. Devolved Formula Capital is allocated direct by the DfE and can be used for improvements to buildings and other facilities, including ICT, or capital repairs / refurbishment and minor works. The Trust also received Condition Improvement Funding (CIF) relating to the roof replacement and water mains work within the Academy Trust.

The pension reserve recognises the school's current surplus/(deficit) position in respect of the Local Government Pension Scheme.

16 Analysis of net assets between funds

Fund balances at 31 August 2022 are represented by:

	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	Total Funds £
Tangible fixed assets	-	-	10,146,932	10,146,932
Current assets	112,363	1,298,162	-	1,410,525
Current liabilities	-	(411,247)	(23,134)	(434,381)
Pension scheme liability	-	478,000	-	478,000
Total net assets	112,363	1,364,915	10,123,798	11,601,076

16 Analysis of net assets between funds (continued)

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

	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	Total Funds £
Tangible fixed assets	-	-	10,421,023	10,421,023
Current assets	89,319	952,933	732,530	1,774,782
Current liabilities	-	(344,274)	-	(344,274)
Pension scheme liability	-	(4,148,000)	-	(4,148,000)
Total net assets	89,319	(3,539,341)	11,153,553	7,703,531

17 Long-term commitments, including operating leases

Operating leases

At 31 August 2022 the total of the Academy trust's future minimum lease payments under non-cancellable operating leases was:

	2022 £	2021 £
Amounts due within one year	33,434	135,760

18 Reconciliation of net (expenditure)/income to net cash inflow/(outflow) from operating activities

	2021/22 £	2020/21 £
Net (expenditure)/income	(1,208,455)	279,430
Depreciation	290,707	299,240
Capital grants from DfE and other capital income	86,125	(795,359)
Interest receivable	(105)	-
Defined benefit pension scheme current service cost	409,000	281,000
Defined benefit pension scheme finance cost	71,000	64,000
Decrease in stocks	13,089	57,802
Decrease/(increase) in debtors	552,934	(711,302)
Increase/(decrease) in creditors	90,107	(61,647)
Profit on disposal of tangible fixed assets	-	(43,878)
Net cash provided by/(used in) Operating Activities	304,402	(630,714)

19 Cash flows from investing activities

	2021/22	2020/21
	£	£
Interest received	105	-
Purchase of tangible fixed assets	(16,616)	(53,184)
Proceeds from sale of tangible fixed assets	-	96,064
Capital grants from DfE Group	(86,124)	795,359
Net cash (used in)/provided by investing activities	(102,635)	838,239

20 Analysis of cash and cash equivalents

	2022	2021
	£	£
Cash in hand and at bank	1,043,344	841,577
Total cash and cash equivalents	1,043,344	841,577

21 Contingent liabilities

There is a potential liability for William Farr Church of England Comprehensive School relating to claims made by and on behalf of term-time only employees who allege that they have not been paid the correct amount of holiday pay following the Supreme Court decision on the Brazel vs. Harpur Trust case. There is limited legal precedence on calculating settlement figures therefore the Academy Trust are unable to reliably quantify the financial impact.

22 Member 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.

23 Pension and similar obligations

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

The latest actuarial valuation of the TPS related to the period ended 31 March 2016 and of the LGPS to the period ended 31 March 2019.

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

Teachers' Pension Scheme

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

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

23 Pension and similar obligations (continued)

Valuation of the Teachers' Pension Scheme

The Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the TPS in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury every 4 years. The aim of the review is to specify the level of future contributions. Actuarial scheme valuations are dependent on assumptions about the value of future costs, design of benefits and many other factors. The latest actuarial valuation of the TPS was carried out as at 31 March 2016. The valuation report was published by the Department for Education on 5 March 2019.

The key elements of the valuation and subsequent consultation are:

- employer contribution rates set at 23.68% of pensionable pay (including a 0.08% administration levy)
- total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £218,100 million, and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £196,100 million giving a notional past service deficit of £22,000 million
- the SCAPE rate, set by HMT, is used to determine the notional investment return. The current SCAPE rate is 2.4% above the rate of CPI. Assumed real rate of return is 2.4% in excess of prices and 2% in excess of earnings. The rate of real earnings. The rate of real earnings growth is assumed to be 2.2%. The assumed nominal rate of return including earnings growth is 4.45%.

The next valuation result is due to be implemented from 1 April 2023.

The employer's pension costs paid to TPS in the period amounted to £890,811 (2021: £808,195).
A copy of the valuation report and supporting documentation is on the Teachers' Pensions website.

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

23 Pension and similar obligations (continued)

Local government pension scheme

The LGPS is a funded defined-benefit scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2022 was £398,000 (2021 - £377,000), of which employer's contributions totalled £323,000 (2021 - £305,000) and employees' contributions totalled £75,000 (2021 - £72,000). The agreed contribution rates for future years are 21.4 per cent for employers and 5.5 - 19.2 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 an academy trust closure, outstanding Local Government Pension Scheme liabilities would be met by the Department for Education. The guarantee came into force on 18 July 2013.

Principal actuarial assumptions

	2022 %	2021 %
Rate of increase in salaries	3.30	3.20
Rate of increase for pensions in payment/inflation	3.00	2.90
Discount rate for scheme liabilities	4.30	1.70

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

	2022	2021
Retiring today		
Males retiring today	21.20	21.20
Females retiring today	23.70	23.60
Retiring in 20 years		
Males retiring in 20 years	22.10	22.00
Females retiring in 20 years	25.10	25.10

Sensitivity analysis

	2022 £	2021 £
Discount rate +0.1%	(160,000)	(261,000)
Discount rate -0.1%	163,000	267,000
Mortality assumption – 1 year increase	146,000	537,000
Mortality assumption – 1 year decrease	(143,000)	(513,000)
CPI rate +0.1%	241,000	33,000
CPI rate -0.1%	(233,000)	(33,000)

The academy trust's share of the assets in the scheme were:

	2022 £	2021 £
Equities	5,702,000	5,390,000
Other bonds	922,000	1,070,000
Property	988,000	777,000
Cash and other liquid assets	184,000	286,000
Total market value of assets	7,796,000	7,523,000

The actual return on scheme assets was £15,000 (2021 - (£1,074,000)).

23 Pension and similar obligations (continued)

Amounts recognised in the statement of financial activities

	2021/22	2020/21
	£	£
Current service cost	(732,000)	(586,000)
Interest income	126,000	104,000
Interest cost	(192,000)	(164,000)
Admin expenses	5,000	(4,000)
Total amount recognized in the SOFA	(793,000)	(650,000)

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

	2021/22	2020/21
	£	£
At start of period	11,671,000	9,671,000
Current service cost	732,000	586,000
Interest cost	192,000	164,000
Employee contributions	75,000	72,000
Actuarial (gain)/loss	(5,217,000)	1,330,000
Benefits paid	(135,000)	(152,000)
At 31 August	7,318,000	11,671,000

Changes in the fair value of academy's share of scheme assets:

	2021/22	2020/21
	£	£
At start of period	7,523,000	6,020,000
Transferred out on existing academies leaving the trust	(111,000)	1,178,000
Interest income	121,000	100,000
Employer contributions	323,000	305,000
Employee contributions	75,000	72,000
Benefits paid	(135,000)	(152,000)
At 31 August	7,796,000	7,523,000

24 Related party transactions

Owing to the nature of the academy trust and the composition of the board of Trustees being drawn from local public and private sector organisations, transactions may take place with organisations in which the trustees have an interest. The following related party transactions took place in the financial period.

24 Related party transactions (continued)

Expenditure related party transactions
During the year the academy made the following related party transactions:

J Hazzledine
(Spouse of a Trustee)

Mrs J Hazzledine is employed by the Academy Trust as an Associate Assistant Head Teacher. Mrs Hazzledine's appointment was made in open competition and Mr B Hazzledine was not involved in the decision making process regarding her appointment. Mrs Hazzledine is paid within the normal pay scale for her role..

E Stevenson
(Spouse of a Trustee)

Mrs E Stevenson is employed by the Academy Trust as a Teacher. Mrs Stevenson's appointment was made in open competition and Mr S Stevenson was not involved in the decision making process regarding her appointment. Mrs Stevenson is paid within the normal pay scale for her role..

H. R Solutions (GB) Limited
(Mr D Subden is a director)

H. R Solutions (GB) Limited provided services to the Academy Trust during the year totalling £6,478 (2021: £3,699).
The element above £2,500 has been provided 'at no more than cost' and H. R Solutions (GB) Limited has provided a statement of assurance confirming this.
At the balance sheet date the amount due from H. R Solutions (GB) Limited was £139 (2021 - £415).

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

25 Agency arrangements

The academy trust distributes 16-19 bursary funds to students as an agent for ESFA. In the accounting period ending 31 August 2022 the academy trust received £17,870 and disbursed £6,423 from the fund. An amount of £21,139 is included in other creditors relating to undistributed funds that is repayable to ESFA.

Comparatives for the accounting period ending 31 August 2021 are £6,653 received, £6,881 disbursed and £9,691 included in other creditors.