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 2023

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

William Farr Church of England Comprehensive School

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William Farr Church of England Comprehensive School

Reference and administrative details

Members	D Cooper B Hazzledine J Heskins M Protheroe (resigned 21 November 2022) P Thompson T Smith
Trustees (Directors)	J Heskins (resigned 21 July 2023) H Brittain M Brittain D Cooper, Chair I Green C Higham S Hinton (appointed 18 May 2023) N Johnson A King (resigned 8 January 2023) J Knowler (Accounting Officer) H Molloy D Subden A Watson (resigned 21 July 2023) P Watson
Company Secretary	S Elderkin
Senior Management Team	J Knowler, Head Teacher S Alcock, School Business Leader S Ellis, Deputy Head D White, Deputy Head J Grant, Assistant Head H Bates, Assistant Head A Gayfer, Assistant Head N Muir, Associate Assistant Head
Principal and Registered Office	Lincoln Road Welton Lincoln Lincolnshire LN2 3JB
Company Registration Number	07469546

Reference and administrative details (continued)

Auditors	Forrester Boyd Chartered Accountants Waynflete House 139 Eastgate Louth Lincolnshire LN11 9QQ 6 October 2023
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 2023

The Trustees present their annual report together with the financial statements and auditors' report of the charitable company for the year ended 31/08/2023. The annual report serves the purposes of both a trustees' report, and a directors' report and strategic report under company law.

The Trust operates as a Church of England Academy for pupils aged 11 to 18 serving a predominantly rural community, just north of Lincoln. The academy has a pupil capacity of 1500 students aged 11-18 (300 students in the sixth form). It had a roll of 1443 in the last school census.

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 company in the event of it being wound up while he/she is a member, or within one year after he/she ceases to be a member, such amount as may be required, not exceeding £10 for the debts and liabilities contracted before he/she ceases to be a member.

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 page 1.

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. In March 2023, the Governors held an open evening and appointed 5 new trustees who took up post in September 2023.

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	3.13

Percentage of time spent on facility time

Percentage of time	Number of employees
1%-50%	3

Percentage of pay bill spent on facility time

	2023
Provide the total cost of facility time	2,343
Provide the total pay bill	7,422,011

The percentage of the total pay bill spent on paid facility time hours is 0.03%

Paid trade union activities

Time spent on paid trade union activities as a percentage of total paid facility time hours is 1.42% 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.

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 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 Lead Teaching Hub, 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.

The school is working collaboratively with St Lawrence Academy Trust (Scunthorpe) on an informal basis to share best practice in quality of education and professional development of staff. This has no financial impact on the school budget.

Other related party transactions are disclosed in accordance with ESFA requirements and charity law in note 24 of the financial statements.

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.

School Development Plan (SDP) 2022-2025

School Strategic Priority - 'To deliver an exceptional climate for learning through an inclusive school community so we can reset with Ambition'.

School Objectives have been agreed by the Governors for 2022-25.

School Development Plan includes Action Required and Deadlines, which will be reviewed and updated annually.

NB. Equality Objectives related to the school context as required by the Public Sector Equality Duty.

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AREA FOR DEVELOPMENT (SCHOOL OBJECTIVES)	ACTION REQUIRED	DEADLINE DATE	SUCCESS CRITERIA (WHAT SUCCESS WILL LOOK LIKE TO SHOW IMPACT)	FINANCE AND RESOURCES REQUIRED	MONITORED BY GB SUB-COMMITTEE	EVIDENCE/PROGRESS COMPLETE FEB 23	EVIDENCE/ PROGRESS COMPLETE JULY 23
IMPROVE THE PROGRESS AND OUTCOMES OF 'GROUPS' OF STUDENTS TO NARROW THE GAP WITH 'NON-GROUPS', INCLUDING SEND, PUPIL PREMIUM, OTHER VULNERABLE STUDENTS.	SEND To review and adapt SEND communications and volume of information to staff, particularly relating to students on SEND 'Monitoring'.	July 2023	Compliance with SEND reporting requirements. Sharp focus on SEND strategies, e.g. more specific targets in passports to ensure curriculum adaptations. Review of SEND 'Monitoring' students to improve Progress 8 performance of SEND K students. SEND staff training.	Staff time/ Meetings	Ethos and Relationships	Deputy Headteacher and SENDCo agreed plans. Middle Leader plans (Head of Year and Head of Department) produced jointly for first time to ensure synergy with SDP. SMART Target setting training for Teaching Assistant 2s. Student targets reviewed and SMART targets introduced. 'Monitoring' category removed and students redesignated as SEND Support, Former SEND or Non-SEND.	External SEND Review by Diocesan Board of Education – June 2023. Will help to review compliance and the extent to which the information on Passports supports adaptations (Ofsted). Comprehensive Audit document completed and submitted by SENDCo ahead of Review. Staff consulted on the helpfulness of information within Passports – acted upon. SEND EHCP (E), Support (K) and Monitoring (M) was 239 students. M statements removed. Current SEND (E, K) is now 193. A reduction of 46 students (19%).
	SEND To review Study Support (SS) and Teaching Assistant (TA) allocation – purpose, criteria and clarity on how this provision	Aug 2023	Students in Study Support tracked and monitored as a group to show improved Progress 8 performance of SEND K (Support) students. Teaching Assistants			Criteria in place for identifying students for Study Support – most have an Education, Health and Care Plan (EHCP). Review of TA allocation to students. Students most in need receive support through careful band grouping and	SISRA code accessed to identify Study Support students from non-SS students. Strategic deployment of TAs. 'Walkthroughs' conducted by SENDCo as part of QA to ensure scaffolded learning is taking place. Exam performance to be added Summer 23.

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IMPROVE THE PROGRESS AND OUTCOMES OF 'GROUPS'	supports student progress.		allocated to students in most need.	Staff time/ meetings	Quality of Education	timetabling to maximise support.	
	SEND To monitor the progress of SEND students at each reporting period, putting in place interventions for underachieving students as appropriate.	Aug 2023	Narrowing of the progress gap in Key Stage 4 outcomes for SEND students. Sharper identification of students in lower year groups. Review of Fresh Start Literacy Catch-Up Support.			New monitoring system created for datapoints to allow SEND students broadly behind target to be identified and referred. SEND Deep Dive scheduled (Term 5) with SENDCo.	2023 Year 11 SEND K Progress 8 (Spring 23) = -0.07, 2022 = -0.52. 20 students count towards P8 figures, with 1 student at Pilgrim. 19 students on-site have average P8 of +0.16, which is very good.
	Pupil Premium (PP) To monitor the progress of PP students at each reporting period, using school-based tutoring as appropriate to support those underachieving.	Aug 2023	The successful implementation and monitoring of a tutoring and intervention programme, including for vulnerable students, to ensure a positive P8.	Fully funded through DfE Recovery Premium £100 budget		Following a review of external tutoring 2021/22, tutoring has commenced in-house this year with 28 WFS staff supporting 87 Year 11 students. Positive feedback so far.	2023 Year 11 PP Progress 8 (Spring 23) = -0.12, 2022 = -0.12. 37 students count towards P8 figures, with 1 student at Pilgrim. 36 students on-site have average P8 of **0.00**. Without 2 non-attenders, P8 = **+0.25**, which is very good.
	Pupil Premium (PP) To meet regularly, support and fund the initiatives of the newly appointed Literacy	July 2024	Greater prominence of literacy across all Key Stages - greater quality and fluency of written and verbal communication seen in external	Pupil Premium Budget	Quality of Education	Literacy Co-ordinators led Jan 23 INSET Day. Action Plan produced. Introduced 'Word of the Week' for students and staff. Co-ordinators joined HOD meeting to launch Literacy marking trial.	Word of the Week continues to be high-profile for staff and students. Action plans and literacy marking trial ongoing.

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IMPROVE THE PROGRESS AND OUTCOMES OF 'GROUPS'.	Co-ordinators to increase the profile and impact of Literacy across the whole school, tracking the impact on PP students.		assessments / classwork. Impact of Literacy Co-ordinator roles (logs of plans and activities).				
	Pupil Premium (PP) To continue to fund students through the PP budget. To use the data to highlight students of concern and look at ways of supporting them through the PP budget.	July 2024	Analyse PP performance and implement early intervention, especially for Year 11 PP students.			System created following first datapoint to highlight key PP students. Nat Grant (Data Manager) to identify students who are referred as appropriate. Depts have accessed PP money to support Year 11 students from PP budget. Some activities organised for Y9 and 10 PP students on Getting ready for GCSEs and Exam Success. Additional visits organised to Post=16 providers for Y10 SEND students.	New tracker sheets shared with Depts following Spring Datapoint. Actions identified on a departmental level for underachieving PP students. Students underperforming versus targets across multiple subjects referred to relevant staff (SEND - SENDCo, Attitude to Learning - HOY etc.) Discussion about how we spend and allocate PP for 23/24 discussed in June.
	Vulnerable Students To embed new staffing structure within the Student Services Support Hub in line with purpose.	July 2023	Improved average attendance for students on Emotional Based School Avoidance (EBSA) plans from baseline 40% to 50% as evidenced in Hub reports.	Staff time/ Meetings	Ethos and Relationships	Targeted input of the new Education Welfare Officer (EWO). EBSA Supervision days (delivered by LA EBSA caseworker) for Head of Year/Hub Staff introduced ensures plans are externally reviewed and adapted as necessary.	Average attendance for EBSA students @ 6 June 2023 = 54% (met and surpassed % target set of 50%). This shows the targeted support and additional capacity facilitated by the new staffing structure in the Hub is working. Local authority EBSA Caseworker recommending WFS Hub to other

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IMPROVE THE PROGRESS AND OUTCOMES OF 'GROUPS'.			Evidence of students fully reintegrated into full-time education through EBSA pathway and removed from EBSA process.				schools as best practice. Recent visit from another school.
	Vulnerable Students To ensure students at risk of permanent exclusion are adequately supported through the PSP (Pastoral Support Plan) pathway and the Lincolnshire Ladder of Intervention.	July 2024	Internal training for Head of Year / SEND working closely with Local Authority. Overview of cases reported. Pastoral Support Assistant role aligned with the work involved with Pastoral Support Plans (PSPs).	LA Training (no cost)		Local Authority Pupil Reintegration Team provided Head of Year training on PSPs and Lincolnshire Ladder of Intervention. Development of Pastoral Support Assistant – includes post-suspension review meetings, bespoke intervention programmes and cover for Inclusion Manager to build capacity.	Development of Pastoral Support Assistant role – delivers bespoke interventions for students at risk of permanent exclusion. Role covers Inclusion 1 day per week to develop knowledge of restorative and reflective work to reduce repeat behaviours. Governor Support Panel convened for one Y9 student at risk of permanent exclusion. Behaviour Outreach Support (LA) - lack of support - outside school's control.
IMPROVE THE PROGRESS AND OUTCOMES OF 'GROUPS'.	Vulnerable Students To be monitored and given high profile to ensure they feel supported and there are no barriers to their success in school.	July 2023	Training for Deputy Designated Safeguarding Lead (DDSL) – 6-Year pathway, including Mental Health to offer student welfare support. Young Carers Group established. DDSL responsible for Early Help Assessments (EHA)/	Safeguarding Budget	Ethos and Relationships	Student welfare support commenced. DDSL runs TACs and completes the EHAs with parents. Weekly safeguarding updates in staff briefings, including Early Help, internet safety and low-level concerns. DDSL monitors Cpoms. Use of the large TV monitors in school to publicise self-help and support to students.	Evidence highlighted in Feb 23 column. Incoming DSL (NGM) has started the training and handover for Sept 23 when HJB steps down. To do - safeguarding flowchart.

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	Staff to have greater clarity on safeguarding processes in school by regular updates.		Team Around the Child (TAC) meetings in early 2023. Designated Safeguarding Lead (DSL) to give weekly safeguarding updates to staff including vulnerable students. DDSL to backfill DSL if DSL absent. Flow chart of safeguarding process provided to staff.			Termly letters sent to parents/carers about support. Care packages and food parcels for vulnerable students. Worked with the Methodist church to gain additional funding to support MH and obtained specialist counselling. EWO carried out 17 home visits to support persistent absence. Young carers group set up.	
ACHIEVE A POSITIVE KEY STAGE 5 VALUED ADDED SCORE.	Growth of Sixth Form - review of curriculum offer. Introduction of initiatives to improve student Attitude to Learning. Develop pedagogy within Sixth Form teaching.	July 25 (part of 3-year Sixth Form Develop-ment Plan)	Positive L3VA by 2025 published results.	No budget implication 2022-23 Curriculum Development and Training Budget		Year 11 students surveyed on potential new curriculum options. Forensic/Criminology is being investigated as a vocational course for future timetabling. Film Studies has been added to the option blocks for 2023-24. DPW has booked a visit to 'similar' sixth form institutions to investigate wider curricular / extracurricular. Whole School Staff Pedagogy Development Group formed.	DPW and RGN visited a similar school to WFS to investigate curriculum and enrichment opportunities. WFS - 152 applications for Sixth Form this year – last year 126. 64% internal applications. 35 external applications received from 12 different schools - last year 25 external applications - a key area to develop if applications are to convert into actual admissions is varying entry grades depending on the A Level courses and introduction of some vocational courses (now the DfE
	Develop and promote the wider Sixth Form	July 25 (part of 3-year Sixth	Target of 55% for more Internal Y11 students staying on to				

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	curriculum offer, including more attractive/ vocational courses.	Form Develop-ment Plan	WFS Sixth Form by September 2025. (Average for last three years was 50%). Target achieved of 20+ external students recruited by September 2025 (past 3-year average is 12). Positive feedback from students, staff and parents surveyed in September 2025. Positive retention and destinations data.		Quality of Education	Highest number of Sixth Form applications (183) in last 4 years with 31 external applicants across 12 schools. RGN visited 6 schools to promote WFS.	list of funding for courses has been published.). Pedagogy development group in place, which includes KS5.
ACHIEVE A POSITIVE KEY STAGE 5 VALUED ADDED SCORE.	To use the Quality Assurance (QA) process and suitable monitoring against targets to support successful outcomes for KS 5 courses. Benchmarking against a minimum line of Level 3 Value Added (L3VA) for both students/courses.	Aug 2025	Further QA within Sixth Form Quality of Education, building on 2021-22 impact, including looking at questioning, feedback and literacy. Appropriate and challenging targets set with a baseline of L3VA and monitored for classes of 2023 and 2024.	Staff time/ meetings		Year 12 target setting used L3VA as a baseline. Initial QA meetings with Heads of Dept reviewed Key Stage 5 outcomes and informed next steps. New data points for Sixth Form, Attitude to Learning data shared with RGN. Sixth Form Deep Dive considered 2024.	Year 13 Average Points Score of 40.20 (grade B) predicted to be higher than 2022 (vs both SPR, 38.94) and final outcomes (38.86). Students below target identified for departmental intervention. Students universally below target highlighted for RGN – mentoring and intervention put in place. Summer 2023 exams results to add.

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ENGAGE STUDENTS IN CURRICULAR/ EXTRA-CURRICULAR AND ENRICHMENT ACTIVITIES TO EMBED CORE VALUES AND COMMUNITY SPIRIT OF THE SCHOOL POST-PANDEMIC.	To develop a variety of house and enrichment activities to encourage as many students as possible to participate	Dec 2023	Calendar of events produced that involves a wider range of activities and subject areas.	2 Heads of House to be appointed. £5,000 Funded from Recovery Premium	Ethos and Relationships	2 new House Co-ordinators to work with Sixth Form and departments to develop a programme of activities that are varied and appeal to a wider population.	List of extra-curricular activities on the school website and updated termly. This shows all lunch-time activities and a separate PE timetable. New clubs include 2 chess clubs, diversity club, debating club, craft club and Lego (requested by Y7) 9 House events have taken place (May 23), including one 'whole-school event' per term.
	To investigate ways of promoting the house system/ enrichment activities to all students including disadvantaged.	July 2023	House system is front and centre in the day-to-day life of the school. Increased range of enrichment activities measured through student and staff voice. Leadership opportunities for staff and students within the house system. Bulletin notices, screen advertising, staff briefings			2 new House Co-ordinators to lead House system. Additional staff offered lunchtime clubs to engage students, e.g. 5-aside, films, craft club.	Lists of vulnerable students who had not attended a club up to March 2023 sent to Heads of Year and tutors asked to encourage participation through mentoring. % of PP students attending a club this year to date: Y7 - 84%, Y8 - 32%, Y9 - 54%, Y10 - 56%, Y11 -72% % of SEND students attending a club this year: Y7 - 81%, Y8 – 47%, Y9 - 56%, Y10 – 63%, Y11 – 70%. Letter to be sent to parents. House assemblies have returned. All year groups have elected House Captains and 28 Sixth Form leaders have been appointed and trained. Participation rates in activities are positive. As of May 23, student participation rates in at least one house activity: Y7 - 97%, Y8 - 92%, Y9 - 91%, Y10 - 89%, Y11 - 89% and Sixth Form - 58%
ENGAGE STUDENTS IN CURRICULAR/ EXTRA-CURRICULAR AND ENRICHMENT ACTIVITIES	To track and monitor attendance of 'groups' at house	Dec 2023	Spreadsheet in shared area/calendar. Groups tracked for			Scheduled for SLT meeting April 23 – all students are being tracked for participation. New House Co-ordinator role to look	Spreadsheet updated termly - need to synchronise tracking the house, clubs and trips, ideally through Bromcom.

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	and enrichment activities		attendance. Increased participation.		Ethos and Relationships	at developing ways of using this information to improve participation of 'groups' of students.	Group participation is tracked and departments are contributing to a calendar of events to increase the diversity and, therefore, take-up of students in the future. As of May 23, % of groups attending a house activity. Year / SEND / PP 7 / 91% / 100% 8 / 84% / 84% 9 / 77% / 85% 10 / 79% / 89% 11 / 83% / 78% Sixth Form / 50% / 23%
OFSTED	To improve communication on E-Safety with stakeholders. Full awareness of requirements of Keeping Children Safe in Education (KCSE) 2022	Jan 2024	New E-Safety policy written and endorsed by Governors. Inset for staff in Jan 23. Staff briefing. Parent Communication. Audit completed in PSHE. Review of Securus (school online filtering system) to provide greater consistency in monitoring e-safety in school. Investigate viability of hosting a parents' online safety evening. New website to include additional information on e-safety.	Staff time/ meetings		E-Safety Policy agreed by Governors. Staff completed National College Online Safeguarding Certificate (Jan 23 INSET). Draft Safeguarding Audit completed – awaiting Quality Assurance. New school website launched Jan 23, includes e-safety materials. Securus reviewed – to be monitored by DDSL. Internet safety updates given to staff during staff briefings and continues to be taught in PSHE and ICT. New advice sent to schools on their monitoring and filter systems. We are compliant.	Ongoing as new requirements in the KCSIE document for Sept 23. Meeting planned in June with SVE/NGM and HJB to prepare for changes.

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OFSTED	To continue to develop the curriculum within departmental areas, focusing on Deep Dive feedback.	July 2024	Staff use of question-and-answer technique in lessons. Impact of marking and feedback through book scrutiny and SEND support for curriculum delivery - evidenced by Quality Assurance process. SEND Deep Dive carried out. New Marking and Assessment Policy from Assessment Working Party introduced. New reporting system to parents to provide more detail on student progress.	Staff time/ meetings	Quality of Education	Staff focus group analysed reporting and assessment. Action plans produced for departments following Deep Dives and Ofsted. Live 'Next Steps' documents ongoing for each department.	New reporting and assessment process embedded fully in 2022/23. New departmental action plans produced following Middle Leader Meetings. New format replacing the previous Department Development Plans, more closely aligning to school priorities and post-Ofsted targets. 'Next steps' documents completed by departments following Deep Dives last year, demonstrating progress from agreed targets.
	Attendance – To implement an Attendance Improvement Plan.	July 2024	School Attendance Target of 96% met (Sept - Dec = 92%). Agreed by Governors. Reduction in Persistent Absenteeism (PA) from 16% (Sept-Dec 22) to 12.5%. Aspirational School attendance for disadvantaged students of 94% met. Sept - Dec 22 Attendance for Pupil Premium = 90%.	Education Welfare Officer/ Head of Year time/ meetings	Ethos and Relationships	Attendance @ 7 March 23 = 93.3%. PA = 14% National 25%) Pupil Premium = 91%, SEND = 89%, Free School Meals = 89%, Authorised Absence = 5.9%, Unauthorised = 0.8%. New Education Welfare Officer in post. School attendance. Sickness/illness has been high and strike days have affected subsequent student attendance.	Attendance @ June 23 = 93.3%, PA = 13%, PP = 91%, SEND = 89%, FSM = 89%, Authorised Absence = 6%, Unauthorised = 0.7%. EWO reported to SLT (5 June) and Governors (12 June). Presentation showed that attendance is higher than National Average and PA higher than NA. An ongoing priority. Attendance plan in place. New EWO has reformed and tightened practices; the impact of which can be seen in attendance figures.

AREA FOR DEVELOPMENT (SCHOOL OBJECTIVES)	ACTION REQUIRED	DEADLINE DATE	SUCCESS CRITERIA (WHAT SUCCESS WILL LOOK LIKE TO SHOW IMPACT)	FINANCE AND RESOURCES REQUIRED	MONITORED BY GB SUB-COMMITTEE	EVIDENCE/PROGRESS COMPLETE FEB 23	EVIDENCE/ PROGRESS COMPLETE JULY 23
OFSTED			Free School Meals = 89%, SEND = 89%.				
	Safeguarding records to show full extent of support students receive.	July 2023	Cpoms and safeguarding processes used to record and track cases, interventions and support provided to students. Appropriate staff training. Quality Assurance checks by SLT and Link Governor. Alternative Provision Risk Assessments to determine student support plan, attendance checks, welfare support and curriculum provision. Access Pilgrim electronic attendance system to record school attendance. External validation through Lincolnshire Safeguarding audit and visit.	£450 Safeguarding Training Budget	Ethos and Relationships	Lincolnshire Safeguarding audit completed - awaiting County Council visit to moderate. Recommendations to Heads of Year on how to improve use of Cpoms. Liaised with another school on Cpoms. Suggestions made to users for comments. 3 x Quality Assurance Meetings with Pilgrim held. Weekly safe and wellbeing checks made. Attendance codes changed to reflect when tutors are going into the home.	School informed moderation visit will now be Autumn Term due to Local Authority staff shortages and workload. Additional training of expectations given to users. DSL worked with another school on a plan to improve our use of Cpoms. Risk Assessments received from Pilgrim - 3 months after requesting. Requested and received phone call script for safe and wellbeing checks.
	Clarity and consistency in behaviour expectations, including rewards and sanctions through Bromcom Management Information System (MIS).	Sept 2023	Tracking of behaviour incidents to evidence consistency in managing behaviour by staff through clear escalation pathways. Staff briefing/training on Bromcom. Updated School Behaviour Policy communicated to parents. Support for Heads of Year to ensure consistency in dealing with behaviour incidents.	Staff Behaviour Working Party meetings	Ethos and Relationships	18 staff volunteered to join new Behaviour Focus Group – started to look at best practice, Bromcom (Management Information System) and policy through research and collaboration – visits to other school. Middle Leaders meeting with focus on behaviour. Bromcom rewards system produced – to be trialled. Development of SLT Link Role to support with Behaviour. 'Back to basics' behaviour protocol communicated to staff and to students in assemblies and via form tutor.	Feb 23 INSET day had a focus on student behaviour led by a recommended external speaker. Staff Behaviour Focus Group presented findings to SLT on 24 April (attended by Governor). Plan for MIS behaviour module to be launched Sept 23 on INSET day.
STAFF WORKLOAD AND WELLBEING	DfE training for Staff Mental Health Lead	Jan 2025	All schools to have a DfE Mental Health SLT Lead by 2025.	DfE Fully funded	Resources	No further progress to date as it was agreed that the school wasn't ready for the necessary changes and HJB was pulled from the training.	Role to be allocated by HT
	New data/ reporting system embedded throughout year to reduce workload	July 2023	Staff workload reduced overall through the removal of written subject comments. Rewards system embedded post reports.	Staff time/ meetings		New parents' reporting system (produced by staff focus groups) following Nov 22 datapoint. Bronze, Silver and Gold Awards introduced for students to reflect progress and effort. Well-received by staff and students.	Completed Feb 23.
STAFF WORKLOAD AND WELLBEING	Develop the whole school strategy for Working For Wellbeing (W4W)	July 2024	Group to review policy and considering a charter. Encourage new members of staff to join. Events to raise the profile. Survey staff asking what they would like from the group. New initiatives/	Working for Wellbeing meetings	Resources	Policy is being reviewed. CPD offered to staff. 2 new members invited to join who have completed Mental Health training. Re-launch of MHWB focus and First Aider role in school - encourage new staff to join. Organise refresher training.	New staff joined W4W team. Policy to be approved by GB Resources Autumn Term. Staff Survey to be issued June 23 to include wellbeing. HT to have strategic staff briefing on wellbeing showing progress made since last staff survey 2022. To agree principles of W4W team in Sept 23.

AREA FOR DEVELOPMENT (SCHOOL OBJECTIVES)	ACTION REQUIRED	DEADLINE DATE	SUCCESS CRITERIA (WHAT SUCCESS WILL LOOK LIKE TO SHOW IMPACT)	FINANCE AND RESOURCES REQUIRED	MONITORED BY GB SUB-COMMITTEE	EVIDENCE/PROGRESS COMPLETE FEB 23	EVIDENCE/ PROGRESS COMPLETE JULY 23
			ideas on how to support staff.				
CONTINUED PROFESSIONAL DEVELOPMENT (CPD) OF TEACHERS AND SUPPORT STAFF SO THEY HAVE A GOOD UNDERSTAND-ING OF HOW THEIR ROLES SUPPORT THE SCHOOL'S STRATEGIC DIRECTION	Develop a culture of research and sharing of practice of transferable pedagogical techniques across teaching areas.	July 2025	Pedagogy focus group formed, trialling, coaching and sharing best practice, including question and answer techniques (from Deep Dives/ Ofsted).	CPD Budget	Quality of Education	Jan 23 Staff INSET Day used to launch Coaching model – good response from staff volunteering to join Steering Group. First meeting of the group scheduled February 2023.	Staff Pedagogy/Coaching group has been formed and meets termly as a group and in between then as coaching pairs. First cycle, the group are looking at practising and coaching 'questioning and feedback techniques' (School Deep Dive target). Membership is currently 12 staff from 7 different curricular areas.
	Review Staff CPD provision to ensure it meets the needs of the school.	Dec 2023	Techniques to measure impact of CPD (both internal and external) in place in Year 1, with a view to inform future provision.			All CPD now logged via Bromcom and via the National College website, to allow targeted analysis of staff CPD and future development needs.	Teaching staff CPD programme linked to school and departmental targets and is reflected in Development Management (DM) cycle. A clear pathway of CPD, taking from a menu of INSET days, twilight CPD and online courses is mapped and each CPD session is evaluated. Next steps, to include 'personal career development' section in DM cycle and rationalise external CPD applications.
CONTINUED PROFESSIONAL DEVELOPMENT (CPD) OF TEACHERS AND SUPPORT STAFF	Review previous Support Staff engagement with Development Management (DM) and improve the percentage uptake for 23/24. Increase requests for training and development as a result of greater	July 2024	Increase number of support staff completing DM in 23/24 to 50% (25% in 2022). Sample Annual Reviews to quality assure. Tracking of training requests. Staff requesting ways to develop own CPD, e.g.	Support Staff CPD Budget		50% now reached for 23/23 logged centrally – very pleasing reflecting enhanced profile in school. Training requests to be followed up. Newly reformed Support Staff Middle Leaders meeting reviewed CPD opportunities.	Completed – see Feb 23 evidence.

AREA FOR DEVELOPMENT (SCHOOL OBJECTIVES)	ACTION REQUIRED	DEADLINE DATE	SUCCESS CRITERIA (WHAT SUCCESS WILL LOOK LIKE TO SHOW IMPACT)	FINANCE AND RESOURCES REQUIRED	MONITORED BY GB SUB-COMMITTEE	EVIDENCE/PROGRESS COMPLETE FEB 23	EVIDENCE/ PROGRESS COMPLETE JULY 23
	staff DM engagement.		shadowing, mentors, external, etc.				
FUTURE-PROOF THE LEARNING ENVIRONMENT OF THE SCHOOL TO ENHANCE THE QUALITY OF EDUCATION AND MAINTAIN HIGH STUDENT NUMBERS ON ROLL.	Section 106 • increased diner capacity by c.90 places • new build Sixth Form block Bottom field restoration Condition Improvement Fund (CIF) bid • perimeter fencing • phase 2 roof replacement	July 2023 July 2024 Aug 2023 Dec. 2023	Project management and regular reporting back to SLT and Governing Body. Project management as above. Finance management to propose and approve phases as financially viable. Tenders completed and bid submitted by 5 Dec 22. Project and finance management as above.	£250k (from Reserves) £130k (from Reserves) £140k (from Capital Formula) £6000	Resources	Plans finalised with Local Authority and Lindum (Developers). New build commences Oct 23 – estimated completion June 24. Work in progress for restoring bottom field – estimated finished July 23. CIF bid submitted and pending outcome, due June 23. If successful, works would be during Summer 23.	Further planning meetings held in school with LA, builders, design team and project managers. Sixth Form students designing new logo. Planning application to be submitted July 23. If successful, work to commence Dec 23. CIF bid successful. Fencing to be erected on top field during summer holidays. Need to manage communications with stakeholders.
	Introduce a new interim 'essential' school website followed by a 'bespoke' version. Continue rollout of the functionality of Bromcom.	Dec 2022 (Interim) Sept 2023 (bespoke) Ongoing	New school website in place. Key users of Bromcom consolidate and/or extend their ability to use the system.	Cost of shared services to come from school budget – TBC.		New 'essential' school website live - much improved, with greater clarity, structure and coherence.	Essential website successfully launched. Move to the bespoke website in next academic year.

AREA FOR DEVELOPMENT (SCHOOL OBJECTIVES)	ACTION REQUIRED	DEADLINE DATE	SUCCESS CRITERIA (WHAT SUCCESS WILL LOOK LIKE TO SHOW IMPACT)	FINANCE AND RESOURCES REQUIRED	MONITORED BY GB SUB-COMMITTEE	EVIDENCE/PROGRESS COMPLETE FEB 23	EVIDENCE/ PROGRESS COMPLETE JULY 23
FUTURE-PROOF THE LEARNING ENVIRONMENT OF THE SCHOOL TO ENHANCE THE QUALITY OF EDUCATION AND MAINTAIN HIGH STUDENT NUMBERS ON ROLL.	Explore collaborative working relationships with other schools to facilitate a more 'outward-facing' school.	July 2024	Governing Body updates. Explore 'loose federation' approach with other schools, e.g. economies of scale, shared services, shared practice and expertise – proposal tabled for SLT discussion.			Headteacher discussed collaborative working practices with St Lawrence Academy Trust, Drayton Manor High School and South Axholme Academy. Included in Headteacher Performance Management Targets.	HT meeting with St Lawrence June 23 to discuss offer of 'professional generosity' - exploring benefits of economies of scale and efficiencies, e.g., finance, as well as the sharing of best practice in education/services. Informal arrangement to strengthen both schools without a MAT – will pave the way for future collaborative work to 'try before we potentially buy'.
		July 2024	Planning for next SIAMS (Section 38 Church Inspection) 2024 – working party formed and new Self-Evaluation form produced.			HT completed SIAMS Diocesan training (Nov 22). SLT Updated. Additional training May 23. Assistant Director of Diocesan Board of Education (Lynsey Norris) visited WFS 23 Feb 2023 to discuss SIAMS.	HT completed Diocesan SIAMS training May 23. Working Party met June 23 to discuss framework and agree roles. Summary document produced. Accessed Trust Deeds from Diocese to help write SIAMS SEF. Ongoing.
ENHANCE GOVERNOR INVOLVEMENT IN STRATEGIC DEVELOPMENT	Recruit new Governors, based on skills required to support our ambition to be an inclusive school.	March 2023 July 2023	Open Evening to recruit new Governors (March 23). Promote membership of Governing Body with parents, including potential co-opted governors and employers local to WFS as part of supporting lifelong learning.			Open evening completed (March 2023) Membership of GB promoted – letter from CoG/ GB information shared via informal & formal networks of Governors including LinkedIn. New Governor visits booked (June 2023) New Governors commencing in post-September 2023. NGA FGB Self-Assessment/ NGA FGB Diversity Indicators – for discussion.	
		Dec 2023	Identified ways in which the Governing Body can be more inclusive so that people are confident to become a Governor.		Full Governing Body Meetings		
	Further enhance the effectiveness of the Governing Body.	Nov 2023 Jan 2024	Training for Governors linked to skills audit and sub-committee role. Feedback from Staff Survey Succession plan promoting inclusivity.			NGA FGB Self-Assessment/ NGA FGB Diversity Indicators for discussion. Governors will be asked to complete skills audit (Sept 2023) Staff survey to include 2 GB questions (July 23) on GB effectiveness. Induction programme being developed for new Governors starting with buddying system, etc. (in Sept 2023)/ NGA Induction booklet for Governors/ Chairs purchased (May 2023)/ CoG to offer 1:1 meetings with all Governors. (Sept 2023 onwards)	
ENHANCE GOVERNOR INVOLVEMENT IN STRATEGIC DEVELOPMENT	Facilitate an 'outward-facing school' (Ofsted).	Dec 2024	Monitor Ofsted targets in School Development Plan to ensure accountability. Explore how other FGBs operate to ensure that we are 'striving for excellence' in our governance framework.			Ofsted targets in School Development Plan discussed with FGB (March and July 23). Communication with other FGBs to commence Autumn term 23.	

Public benefit

In setting our objectives and planning our activities the trustees have carefully considered the Charity Commission's general guidance on public benefit. The key public benefit delivered by the Trust is the provision of high-quality education to its students. Money raised is sent directly to the allocated charity. Year groups organise a variety of fund-raising activities during the course of the academic year in line with our vision and values.

Strategic Report

Achievements and performance

Key performance indicators

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 9-4, EN/MA) 4 = Standard Pass	Basics (% students 9-5, EN/MA) 5 = Good Pass	% 5 x Grade 9-4 (inc. EN/MA)	% 5 x Grade 9-5 (inc. EN/MA)	% EBACC Standard (4+)	% ALL GRADES (7+)
2023	**237**	**5.3**	**TBC**	**TBC**	**84.0**	**62.4**	**78.1**	**57.0**	**9.7**	**27.4**
2022*	236	5.2	0.31 (not for comparison)	66.7	81.4	55.5	78.8	50.8	8.9	25.0
2021*	238	5.6	No published data	No published data	81.1	62.0	78.2	60.5	13.9	33.5
2020*	237	5.5	No published data	No published data	82.7	60.3	80.6	58.6	14.8	34.0
2019	237	5.3	0.47	66.4	77.9	55.7	73.2	50.6	9.4	27.9
2018	238	5.4	0.36	62.8	79.8	57.6	76.5	54.6	12.2	31.1
2017	233	5.5	0.49	68.7	82.0	62.0	77.0	66.1	9.0	33.2

Strategic Report: Achievements and Performance
GCSE Results 2023

.*2020 grades awarded through centre assessment - no exams
*2021 grades were awarded through teacher assessment - no exams
*2022 grades were adjusted nationally (calculated as a mid-point between 2019 and 2021) to take into account Covid disruption so were higher nationally compared to pre pandemic levels

Summary

Students celebrated another strong year of GCSE results:
• More than a quarter of all grades awarded were at grade 7 and above.
• Nationally results returned to 2019 levels (pre-Covid) and we were therefore expecting grades to drop this year. This hasn't happened at WFS. Attainment this year was higher than in 2019 in all measures (except for grade 7+ which fell slightly by 0.5% but was an increase on 2022 level - expected and in line with national data). Attainment was also higher than in 2022 when exams were adjusted to take account of Covid.
• More than a quarter of all grades (27.4%) awarded were at grade 7 and above.
• Almost 80% of students achieved five grades 9-4 including English and Maths, with more than half of students (57.0%) achieving five grades 9-5. These are the highest figures the school has achieved, discounting the Covid years.
• In English and Maths, 84% of students achieved a grade 4 or above in both subjects - with 62.4% achieving a grade 5 or above in both. These are the best results the school has achieved in the last 6 years, including public exams and the 2 years when grades were awarded through centre and teacher assessment during Covid.
• Progress 8 data is not yet published.

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. The students had disruption to the start of their GCSE's through Covid isolations and suffered lost learning in Year 8 and 9 through 2 lockdowns.
"It was great to see them celebrating their success and progressing to their next steps. The results are testament to the dedication of staff in ensuring our students realise their potential."
"It demonstrates how the school community comes together to provide opportunities for all its members to engage with 'life in all its fullness' (John 10:10)."

A Level Results 2023

	2023 Exam	2022 Exam	2021 (Teacher Assessment Grades)	2020 (Centre Assessment Grades)	2019 Exam	2018 Exam
Cohort Number	114	119	103	108	139	131
Points per Entry *(inc. EPQ)*	35.37	38.86	42.59	40.16	34.19	34.89
Average Grade *(inc. EPQ)*	B	B=	B+	B=	C+	C+
Level 3 Value Added (L3VA)	No data published*	No data published*	(0.3)**	(0.04)**	-0.2	0.03
Grade Distribution (excluding Extended Project Qualification):						
A*	6.7%	12.0%	19.9%	14.1%	6.4%	8.3%
A	16.0%	20.9%	27.9%	21.7%	14.7%	18.4%
B	30.2%	29.8%	26.0%	28.4%	25.5%	23.7%
C	24.4%	20.1%	15.7%	25.1%	30.5%	27.1%
D	13.1%	12.0%	7.1%	8.9%	15.3%	11.4%
E	7.8%	3.6%	3.5%	1.8%	5.7%	7.5%
Pass Rate	98.3%	98.3%	100%	100%	98.1%	96.4%

* L3VA measures the progress between GCSE and A-Level. L3VA was not published in 2020, 2021, 2022 and 2023 due to COVID impact. **The 2020 L3VA was calculated on internal centre assessment grades and 2021 L3VA calculated on internal teacher assessment grades. The L3VA for these 2 years was calculated for internal use only and not published. As Year 13 did not sit any GCSE exams in 2021, no benchmarking data can be calculated for the 2023 A Level results so no L3VA will be published this year.

Summary

Students celebrated an excellent set of A Level results:

• School achieved the highest A-level attainment rates in public exams since pre-Covid times.

• Almost a quarter of all grades awarded were A* or A, with over half of all grades A*-B - significantly higher than attainment levels from exams taken before the pandemic.

• School achieved its best Level 3 average grade (B) since pre-Covid disruption.

• School achieved the highest average points per entry (35.4) compared to pre-pandemic years.

• School achieved the highest A Level pass rate (98.3%) from published examination results (discounting the Covid years) since the new grading system was introduced.

• Over 90% of students received three or more offers from applications to University - the highest number in the last 10 years. Almost a third of students have accepted places at Russell Group Universities. One student received an offer from Oxford University to study Physics and one student from Hull York Medical School to study medicine.

No A Level exams were sat in 2020 and 2021 with grades awarded through Centre and Teacher Assessment. A Level exams were sat in 2022 but adjusted nationally to take into account Covid disruption so were inflated compared to pre-pandemic results. 2023 is therefore the first year since 2019 that attainment comparisons have been made. This A Level cohort did not sit GCSE exams which were awarded through Teacher Assessment Grades.

The national press stated that students this year would achieve A Level results at the approximate level based on 2019 performance (last year of pre- Covid disruption) and so would be lower than in 2019 but we have seen our best ever attainment. This was also the first cohort of students to progress through the Sixth Form under the new fixed Head of Year/Assistant Head of Year and Sixth Form tutor system providing specialist support to students.

Headteacher Jonathan Knowler described the results as "incredible".

"We have seen better attainment grades this year than before the disruption caused by the pandemic and when the new grading system was introduced in 2018."

"Given press reports, we had expected grades to drop but this has not been the case."

"We should pay tribute to this cohort of students who have had so much disruption to their education. There was lost learning during Key Stage 4 through two lockdowns, cancellation of GCSE exams and limited access to any enrichment activities. This was followed by further disruption in Year 12 through Covid-related isolations."

"The results are testimony to the students' hard work, commitment and resolve. I'd like to thank the staff who have worked so hard in supporting our students to achieve such a terrific set of outcomes."

"Our focus is not just on those students wanting to progress into higher education. Other progression routes saw students successfully pursue work-related training, apprenticeships in a variety of fields, and personal development opportunities through a gap year.

Ofsted Inspection of William Farr Church of England Comprehensive School, 19 and 20 October 2022.

We are delighted to say that the school has been graded 'Good' in all categories. Also, that the areas identified for further improvement were already identified by the school through our own self-evaluation process and included in our Strategic Priorities for 2022-25 (see school website under the 'About Us' section).

The Ofsted Report can be found on the school website under the 'About Us' section. The landscape for school inspections has changed markedly since our last inspection in 2009 and was carried out under a new framework introduced in 2019. To put our grade of 'Good' into perspective, since the new Ofsted Inspection Framework was introduced, no secondary school in Lincolnshire has currently been graded Outstanding on a full graded inspection. Indeed, Ofsted announced on 22 November 2022 that, nationally, 83% of former Outstanding schools had not been graded Outstanding, with one fifth of Outstanding schools being graded as Requires Improvement/Inadequate. Chris Russell, the National Director of Education, has said that 'If a previously Outstanding school receives a 'Good' grade, it doesn't mean that the school has declined in recent years, in fact the opposite can be the case'. The comments follow Ofsted Chief Inspector Amanda Spielman's statement that a 'drop to around one in ten schools being Outstanding, half the current rate, might be a more realistic starting point for the system'. Hundreds of schools in England lose outstanding status after reinspection.

During the two-day inspection, Inspectors visited over 50 lessons across a variety of subject areas, as well as speaking to staff, pupils and governors, scrutinising pupils' books and analysing results from surveys. A pupil summed up what it is like to be part of the William Farr community when he said to an Ofsted Inspector, 'At William Farr, we are taught to be the best we can. We are not robots; we are treated as individuals and people care about us. We are supported to become well-rounded individuals, ready to take our place in the outside world'.

We are delighted to see that Ofsted highlighted the quality and ambition of our curriculum, which prepares all pupils well, including those in the Sixth Form, for next steps. This is our core function. They commended the use of assessment, which is 'used skilfully to check what pupils have learned and remembered'. The commitment and dedication of staff at William Farr School to achieving high quality teaching, which leads to excellent academic outcomes, is clear. Inspectors praised teachers' pedagogy and subject knowledge and said, 'Teachers are experts in the subjects they teach. They encourage pupils to achieve excellence'. The quality of teaching at William Farr School has also recently been recognised in an award by the Prince's Teaching Institute.

Three years ago, the school introduced its core values, which underpin the school's vision, and Ofsted highlighted that 'pupils appreciate the school values of compassion, friendship, perseverance, respect, responsibility and wisdom really mean something to them'. This reflects the strength of our church distinctiveness and strong community of staff when 'one member of staff spoke for the many when they said that this school is the happiest and nicest place to work in. We are proud of our school'.

Inspectors rightly recognised the strength of personal development in school, which 'ensures pupils engage with life in all its fullness', commending Personal, Social and Health Education (PSHE) and the Spiritual, Moral, Social and Cultural (SMSC) Development of pupils, which 'is of high quality' and 'embedded throughout school life'. Ofsted acknowledged the extensive work we have being doing on diversity and equality. An important part of our education is to ensure that pupils have opportunities 'beyond the classroom' so that we can develop the 'whole child', in addition to our academic provision.

When Ofsted visited, they congratulated the school on our extra-curricular activities and house system. As we return to normality after 3 years of Covid disruption, we will continue to offer and to further develop these activities, encouraging all pupils, especially the disadvantaged, to take part as recommended by Ofsted. This is an area the school identified as one of its Strategic Priorities in September 2022.

Good pupil behaviour is fundamental to ensuring schools create the right climate for learning and pupils can fulfil their potential to progress to their next steps. Ofsted reported that 'Teachers have high expectation of all pupils' behaviour' and 'in lessons, pupils are well-behaved, thoroughly engaged and focused on their learning'. This reflects the high standards and expectations we have at our school. As we know, in all schools, some pupils continue to face challenges with behaviour, mental health and anxiety issues, especially post pandemic. We have worked hard to ensure that systems and processes are in place to support the diverse needs of our children and this remains one of our Strategic Priorities going forward, as identified in September 2022. We are currently reviewing the rewards and behaviour system in school as part of the development of the Bromcom (Management Information System) Behaviour Module. This is due to be launched later this academic year and will provide a more consistent approach to our rewards system and further improve the management and tracking of pupil behaviour across the school.

Pupils with Special Educational Needs and Disabilities (SEND) are welcomed into our school and staff work very hard to ensure SEND pupils are supported and included in our academic and wider school provision. This is reflected in the exam results and progression to next steps for most of our SEND pupils. We were pleased to see that Ofsted reported on this work, stating that 'the curriculum for these pupils is ambitious'. Along with the school, Ofsted acknowledged that SEND is an ongoing priority (as included in the Strategic Priorities on the website) and we are currently reviewing targets in student passports so that the curriculum can be further adapted for SEND pupils, as recommended by Ofsted.

The Sixth Form is an intrinsic part of our school community and Ofsted visited a number of Sixth Form lessons, commenting on their quality. They witnessed first-hand the strong relationship between staff and students stating, 'Students in the Sixth Form are fully involved in the life of the school. They value the care and support they receive from their teachers'. This shows the quality of teaching and learning across the school. Safeguarding was graded 'effective', 'with a strong safeguarding ethos within the school'.

Unlike in 2009 when William Farr School was last inspected, Ofsted no longer consider data, and the progress pupils make when making judgments. Our academic and destination data continues to show that pupils make excellent progress, which ultimately 'opens doors' and enables pupils to be successful in life beyond William Farr School. In 2021/22, all Year 11 pupils progressed into employment, education or training after they left school. The Department for Education has now published the 2022 Progress 8 data for all schools. We are delighted to say that following the first set of external exams data published in the last 3 years, William Farr Year 11 pupils achieved a Progress 8 score of +0.32 in their 2022 exams. Progress 8 shows how much pupils have improved (made progress) during secondary school in eight selected subjects, compared to other pupils with similar prior attainment. This means that William Farr pupils, on average, achieved a third of a grade higher in each qualification than other similar pupils nationally.

Our most vulnerable SEND pupils also achieved a positive Progress 8 score. William Farr School has consistently achieved results in the top 10% of non-selective secondary schools in Lincolnshire since Progress 8 measures began in 2016.

Our 2022 Progress 8 score again placed William Farr School in the top 10% of non-selective secondary schools in Lincolnshire. Indeed, this figure was higher than a third of Lincolnshire's grammar schools. This is a phenomenal achievement with everything Year 11 pupils have gone through during the pandemic and is testimony to the hard work of pupils and the unswerving support from staff. It also shows that despite the pandemic, William Farr School continues to provide outstanding outcomes for pupils.

The Senior Leadership Team, Staff and Governors of the school are very pleased with the overall Ofsted result and remain committed to providing high quality education and support for your child so that they can continue to 'engage in life in all its fullness'.

Key Financial Performance Indicators

The Finance Committee used the following Key Financial Performance Indicators:

• Operate within the agreed annual budget.
• 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 were unable to achieved the first KPI due to a variety of budget pressures, including but not limited to unfunded pay awards and loss of income from the school diner, resulting in an in-year deficit of £76k against a budgeted £90k surplus.

Despite this, we have continued to work hard to meet our target overall spend on staffing costs as a percentage of revenue of 80%. We have continued to adopt our new approach to staffing, and the percentage spend on staff is currently around 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 2023 and its associated expenditure are shown as restricted general funds in the Statement of Financial Activities.

During the period ended 31 August 2023, total unrestricted and restricted income (excluding capital funding within the restricted fixed asset fund) was £9,368,059. This compares with expenditure (excluding depreciation within the restricted fixed asset fund and pension reserve expenditure) of £9,507,158 to give a surplus of expenditure over income on revenue funding totalling £139,099. 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 2023, restricted general funds (excluding pension reserves) were £837,179 and unrestricted funds were £23,000.

At the end of the prior financial period (year ended 31 August 2022) 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 2023 the Local Government Pension Scheme surplus was £nil.

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 2023, restricted general funds (excluding pension reserves) were £837,179 and unrestricted funds were £23,000 giving a total of £860,179.

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 2023-24
To deliver an exceptional climate for learning through an inclusive school community so we can '***Reset with Ambition***'.
Objectives based on:
- Review of School Development Plan 2022-25 - shared with Governors July 23 and with all staff (Sept 23 INSET)
- Exam analysis 2023 compared to 2022, 2019 and 2018 to establish a trend over time
- SLT feedback on potential priorities (July and Sept 23) - 'Rising tide lifts all ships'
- Feedback from Quality Assurance processes
- Re-focussing on school expectations and values
- Sound financial management of accounts to enable the school to develop strategically.
- Governing Body Strategy Meeting Sept 23 to discuss emerging issues and long-term plans.
- Vision for the future

William Farr Church of England Comprehensive School

Trustees' report for the Year Ended 31 August 2023 (continued)

Strategic Objectives to deliver Strategic Priority *(These are in no particular order. A number are inter-related and will bring benefits across the school. This includes areas to focus upon as agreed with SLT and FGB)*

Strategic Objectives (SO) 2023-24	Areas from SDP to continue	Self-Evaluation Form (SEF) Development Areas	Emerging Issues and Long-Term Plans
Progress and Outcomes of Groups of Students including SEND, Pupil Premium and other vulnerable students	-Continued focus on SEND as SO (National agenda). -Continued focus on safeguarding Alternative Provision (AP). **(Ofsted)**. Privately commission own AP for future placements due to lack of LA facilities. -Review Safeguarding protocols - systems, staffing, communication, Cpoms, Central Record **(Ofsted)**. LA Safeguarding audit. -Intervention and tutoring to support 'groups' of students' academic performance.	-Review and update Behaviour Policy **(Ofsted)**. -Embed Behaviour Management Information System (MIS) **(Ofsted)** – staff training and communication with stakeholders. Consistency in behavior expectations. SLT visibility and support. -Re-write Pupil Premium Strategy. -Introduce Changes to DfE 'Keeping Children Safe in Education (2023)'. -Review and update PSHE curriculum.	-SEND provision is at capacity following increased SEND students, e.g. EHCP (E) Monitoring (M). -Action LA SEND Review outcomes. -Student mental health, anxiety and safeguarding needs continue to rise and put added pressure on school structures. -Careers: review staffing, tracking of destinations and website information.
Positive Key Stage 5 Value Added Score	-Year 2 of 3-year Sixth Form Development Plan. -Broaden curriculum, e.g. Alternative Academic Qualifications (AAQ). Review entry requirements. -Intervention after data points.	-Sixth Form Quality Assurance. -Develop Sixth Form pedagogy. -Development of bursaries.	-Plan for long-term growth of the Sixth Form – capacity, student numbers and curriculum.
Engagement in Curricular/Extra-Curricular and Enrichment Activities	-Continued focus on promoting student participation in extra-curricular events/clubs and House activities including groups **(Ofsted)**.	-Electronic system of tracking student participation through MIS.	-Capacity to offer additional clubs – staff/rooming.
~~**Be Ofsted Ready**~~ *Promote a more inclusive and diverse learning environment and school community*	School graded 'Good' by Ofsted in all categories (Oct 22). Next Inspection due in 4 years (2026). **Recommended target of being 'Ofsted Ready' is removed** for next year to alleviate pressure on staff. Suggested new target – ***'To promote a more inclusive and diverse learning environment and school community'*** to reflect the school focus on protected characteristics, e.g. 'golden thread' throughout school, e.g. curriculum, gender-neutral toilets, GB membership, SEND, faith, site, equality statement, student focus group. Ofsted Action Points are incorporated into other Strategic Objectives.		
Focus on Staff Continual Professional Development, workload and wellbeing	-Continue to focus on staff CPD (teaching and support). -Communicate and action Staff Survey (July 23) outcomes. -Develop pedagogy, coaching and lesson observation model to inform CPD/Development Management (DM). -Personal Career pathways and training profiles in DM.	-DfE training for Mental Health and Wellbeing Lead. -Review Staff Working for Wellbeing Team following staff survey. -CPD for Middle Leaders on strategic planning. -Continue to consider staff workload and calendar. -SLT visibility and attendance at team meetings.	-Initial Teacher training/Early Career Teachers Mentoring time required.
Future-proof the learning environment of the school to enhance quality of education and maintain high student numbers on roll	-Commence building of Sixth Form block. -Complete restoration of bottom playing field. -Erect site fencing (top field and front of school). -Embed IT online security filtering system (Securus) – use/monitoring/action. Bespoke website. -Remodeling of dining room to improve student flow and behavior.	-Staff recruitment – difficult to recruit in some areas - reliance on supply. -Collaboration with other schools and shared services to create efficiencies and backfill – currently vulnerable. -MIS admin capacity to monitor and action new system.	-Remodel Care and Guidance staffing structure to create additional capacity to meet student need. -IT Infrastructure – plan and cost for replacing IT equipment software and maintenance. -Site infrastructure/age of buildings – roofing, drainage, windows, heating, lack of social areas and dining capacity – Condition Improvement Fund (CIF). -Acquisition of Welton Pre-School site as a learning area following its closure.
Enhance Governor involvement in the strategic development of the school	-Governance and assurance framework - where are we recording formally, e.g. safeguarding for governors? -Ongoing professional development/training for governors and succession planning. -NGA 4th area of responsibility - stakeholders	-Inclusion linked across the SEF. -Faith/Spirituality - where/how are we connecting with all faiths (inclusivity)? -Governor involvement - impact of time for Govs to contribute to WFS as % going up that are working.	-Managing workforce profile, e.g. international recruitment. -Becoming an employer of choice - seeing low levels of applications for same roles. -Inclusion as golden thread, e.g. how it connects to SEND, Sixth Form/ admissions. -Employability? University costs rising 50% - how do we prepare students?

Other Emerging Issues and Long-Term Strategic Plans
Plan for **Section 48 Church Inspection** Student **admissions**: capacity, demographics/SEND/groups, oversubscription (65 Yr 6 appeals 2023) **Future growth of school** – capacity? Can we expand further? - Impact on values/ethos/identity/performance. Mindful of MAT landscape, including Diocesan direction – must be right for us. Future **strategic budgeting/management of finances** with rising costs, pay awards and budget planning. **Stakeholder surveys** – parent and student. **Staffing structure** to increase capacity and provide succession planning.

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 20 November 2023 and signed on its behalf by:

....

D Cooper
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
H Brittain	4	4
M Brittain	3	2
D Cooper, Chair	4	4
I Green	4	4
J Heskins (resigned 21 July 2023)	4	4
C Higham	4	4
S Hinton (appointed 18 May 2023)	1	2
N Johnson	3	4
J Knowler	4	4
D Subden	4	4
A Watson (resigned 21 July 2023)	1	4
P Watson	4	4
H Molloy	3	3
A King (resigned 8 January 2023)	2	2

In addition to the Board of Trustees meeting, our Routine Committees met as follows:

- Resources Committee (including Finance, People & Estates) - met 6 times during the year
- Risk and Audit - met 3 times during the year
- Ethos and Relationships - met 3 times during the year
- Quality of Education - met 3 times during the year.
- Admissions - met 2 times during the year.

Board of trustees membership

We effectively managed a number of key transitions linked to membership of the Board including -

• Bolstering our Member skills and knowledge of the school by transitioning skilled and competent former Board of Trustee members into these roles. This transition/ succession planning has ensured that there is strong knowledge of the school and critical skills e.g. financial within the Members.
• Effective succession planning for a new Chair of Board of Trustees appointment, and a successful transition timetable between the outgoing/ incoming Chair and Authorised Officer to ensure an effective transfer of knowledge.
• Board of Trustees skills audit, and diversity & inclusion data was utilised to identify skills/ knowledge development areas, and to consider if the Board of Trustees is inclusive of the diversity within our organisation and wider communities. The results from this work led to the recruitment of new Trustee members with legal, financial, mental health, and H&S skills/ expertise, and we broadened the diversity of the Board. Our broader expertise and diversity is intended to strengthen our governance practices.

Board of trustee's performance

• The Board of Trustees started a self-assessment process during 2022/23 using the National Governance Association (NGA) assessment framework for (a) governance and (b) diversity & inclusion. This work will drive our succession plans for the next 24-months and support the development of focussed learning & development needs for our Board of Trustees. Work coming out of the self-assessment will progress during 2023/24, and it is our intention to undertake a self-assessment review every two-years as a minimum.
• Board of Trustee members are required to attend annual Safeguarding training alongside tailored development/ learning offered via NGA website (including induction training packages) and Governor Hub. 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 Board of Trustees continues to work with the Authorised Officer to continuously improve reporting/ data being used.
• The Board assures itself on the quality of data being reviewed by comparing school data with national data and benchmarking. Alongside this, Board members combine attendance at formal Board meetings with regular and varied school visits that include - attending Senior Leadership Team meetings; attending staff INSET days; operating as Link Governors and working with nominated staff on key areas such as Safeguarding, EDI, Finances/ Budget and Sixth Form development; attending school events; inviting Student Groups to attend forums and speaking with students, and parents/ guardians at school events. Board of Trustee visits enable us to triangulate and sense-check data that is presented in formal Board meetings with the reality outside/ in school.
• 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.
• Board of 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'. In particular we have seen an increase in
the number and scope/ scale of extra-curricular activities and we receive regular reporting on how accessible these events are for our identified 'Groups' of students e.g. LAX, PP, to ensure that they are inclusive for everyone 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.
• 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.

Conflicts of Interest

The Board of Trustees has clear processes and procedures to manage any potential/ likely conflicts of interest, which includes:
• At the beginning of every Board meeting, we require all Trustees to declare any known and potential conflicts of interest. These are formally recorded and Trustees are required to leave the meeting and/ or are excluded from voting if there is a conflict.
• We require all Trustees to complete a 'Register of Pecuniary Interests' on an annual basis (beginning of each academic year).
• We require all Trustees to read, adopt and confirm that they understand their duties under the Code of Conduct on an annual basis.

William Farr Church of England Comprehensive School

Governance statement (continued)

Board of Trustees Meeting Structures

The Board of Trustees met on 4 occasions during the year. To ensure that we have effective oversight and governance of financial matters, the Resources Committee which incorporates oversight of academy finances (and is a Committee of the main Board of Trustees), met on 6 occasions during the year.

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 for adoption
- 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 during the year at Resource Committee meetings was as follows:

Trustee	Meetings attended	Out of a possible
Helen Brittain	6	6
Dawn Cooper	5	6
Jeffrey Heskins	5	5
Ian Green	2	6
Andy King	3	3
Jonathan Knowler	5	6
Pamela Watson	3	6

Trustee	Meetings attended	Out of a possible
Ian Green	3	3
Dawn Cooper	2	3
Andy King	1	3
Jeffrey Heskins	2	3

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 2023 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 2023 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.

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 Wright Vigar.

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 20 November 2023 and signed on its behalf by:

....
D Cooper
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, including for estates safety and management, under the funding agreement 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 2022, including responsibilities for estates safety and management.

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 2022.

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

20 November 2023

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 Annual Accounts Direction issued by the Education Funding Agency;
- 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 20 November 2023 and signed on its behalf by:

....

D Cooper
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 2023, 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 2023 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 Annual Accounts Direction issued by the Education Funding Agency.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the 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 29, 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

20 November 2023

William Farr Church of England Comprehensive School

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 6 October 2023 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Annual Accounts Direction issued by the Education Funding Agency, 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 2022 to 31 August 2023 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 Board of Trustees'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 2022, 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 Annual Accounts Direction issued by the Education Funding Agency. 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 2022 to 31 August 2023 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 2022 to 31 August 2023 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

20 November 2023

William Farr Church of England Comprehensive School

Statement of Financial Activities for the Year Ended 31 August 2023 (including Income and Expenditure Account)

	Note	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	2022/23 Total £
Income and endowments from:					
Donations and capital grants	2	500	-	381,160	381,660
Other trading activities	4	335,606	18,384	-	353,990
Investments	5	150	-	-	150
Charitable activities:					
Funding for the Academy trust's educational operations	3	750	9,012,669	-	9,013,419
Total		337,006	9,031,053	381,160	9,749,219
Expenditure on:					
Charitable activities:					
Academy trust educational operations	7	426,369	9,084,789	319,794	9,830,952
Net (expenditure)/income		(89,363)	(53,736)	61,366	(81,733)
Other recognised gains and losses					
Actuarial gains on defined benefit pension schemes	23	-	(474,000)	-	(474,000)
Net movement in (deficit)/funds		(89,363)	(527,736)	61,366	(555,733)
Reconciliation of funds					
Total funds brought forward at 1 September 2022		112,363	1,364,915	10,123,798	11,601,076
Total funds carried forward at 31 August 2023		23,000	837,179	10,185,164	11,045,343

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

(Registration number: 07469546)
Balance Sheet as at 31 August 2023

	Note	2023 £	2022 £
Fixed assets			
Tangible assets	11	10,108,565	10,146,932
Current assets			
Stocks	12	9,263	4,809
Debtors	13	379,667	362,372
Cash at bank and in hand		1,374,363	1,043,344
		1,763,293	1,410,525
Liabilities			
Creditors: Amounts falling due within one year		(826,515)	(434,381)
Net current assets		936,778	976,144
Total assets less current liabilities		11,045,343	11,123,076
Net assets excluding pension asset		11,045,343	11,123,076
Defined benefit pension scheme asset	23	-	478,000
Total net assets		**11,045,343**	**11,601,076**
Funds of the Academy:			
Restricted funds			
Restricted general fund	15	837,179	886,915
Restricted fixed asset fund	15	10,185,164	10,123,798
Pension reserve	15	-	478,000
		11,022,343	11,488,713
Unrestricted funds			
Unrestricted general fund	15	23,000	112,363
Total funds		**11,045,343**	**11,601,076**

The financial statements on pages 35 to 58 were approved by the Trustees, and authorised for issue on 20 November 2023 and signed on their behalf by:

....
D Cooper
Chair of Trustees

William Farr Church of England Comprehensive School

Statement of Cash Flows for the year ended 31 August 2023

	Note	2023 £	2022 £
Cash flows from operating activities			
Net cash provided by operating activities	18	195,695	304,402
Cash flows from investing activities	19	135,324	(102,635)
Change in cash and cash equivalents in the year		331,019	201,767
Cash and cash equivalents at 1 September		1,043,344	841,577
Cash and cash equivalents at 31 August	20	1,374,363	1,043,344

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 Annual Accounts Direction issued by the Education Funding Agency 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, certainty of receipt and the amount can be measured with sufficient reliability.

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 entitlement of receipt its recognition is deferred and included in creditors as deferred income. Where entitlement occurs before income is received, the income is accrued.

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.

1 Accounting policies (continued)

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.

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.

1 Accounting policies (continued)

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.

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, are contracted out of the State Earnings-Related Pension Scheme ('SERPS'), and the assets are held separately from those of the Academy Trust. The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the Academy 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 on the basis of quinquennial valuations using a prospective benefit method. As stated in the notes to the financial statements, the TPS is a multi-employer scheme and the Academy Trust is unable to identify its share of the underlying assets and liabilities of the scheme on a consistent and reasonable basis. The TPS is therefore treated as a defined contribution scheme and the contributions recognised as they are paid each year.

The LGPS is a funded scheme and the assets are held separately from those of the Academy Trust in separate trustee administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit method and discounted at a rate equivalent to the current rate of return on a high quality corporate bond of equivalent term and currency to the liabilities. The actuarial valuations are obtained at least triennially and are updated at each balance sheet date. The amounts charged to operating surplus are the current service costs and gains and losses on settlements and curtailments. They are included as part of staff costs. Past service costs are recognised immediately in the Statement of Financial Activities if the benefits have vested. If the benefits have not vested immediately, the costs are recognised over the period until vesting occurs. The expected return on assets and the interest cost are shown as a net finance amount of other finance costs or credits adjacent to interest. Actuarial gains and losses are recognised immediately in other gains and losses.

1 Accounting policies (continued)

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 August 2023. 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 16-19 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 trust can use up to 0% of the allocation towards its own administration costs and this is recognised in the statement of financial activities. The funds received and paid and any balances held are disclosed in note 25.

2 Donations and capital grants

	Unrestricted Funds £	Restricted Fixed Asset Funds £	2022/23 Total £	2021/22 Total £
Capital grants	-	381,160	381,160	(86,124)
Other donations	500	-	500	-
	500	381,160	381,660	(86,124)

3 Funding for the Academy Trust's educational operations

	Unrestricted Funds £	Restricted General Funds £	2022/23 Total £	2021/22 Total £
Educational operations				
DfE/ESFA revenue grants				
General Annual Grant (GAG)	-	7,843,225	7,843,225	7,598,107
Other DfE/ESFA Revenue Grants	-	399,897	399,897	292,351
Pupil Premium	-	242,313	242,313	228,566
	-	8,485,435	8,485,435	8,119,024
Other government grants				
SEN 1-1 Funding	-	436,731	436,731	365,106
Other Local Authority Revenue Grants	-	28,636	28,636	19,699
Other income	-	6,000	6,000	-
	-	471,367	471,367	384,805
Non-government grants and other income				
Other income	750	3,392	4,142	-
Covid-19 additional funding (DfE/ESFA)				
Coronavirus exceptional support	-	52,475	52,475	20,241
Total grants	750	9,012,669	9,013,419	8,524,070

The Trust received £52,475 from the DfE/ESFA in relation to mass testing and recovering premium (2022: £20,241). The costs incurred in respect of the funding was £52,475 (2022: £20,241).

4 Other trading activities

	Unrestricted Funds £	Restricted General Funds £	2022/23 Total £	2021/22 Total £
Hire of facilities	(74)	-	(74)	3,335
Catering income	331,839	18,350	350,189	407,871
Other sales	3,841	34	3,875	100,257
	335,606	18,384	353,990	511,463

5 Investment income

	Unrestricted Funds £	2022/23 Total £	2021/22 Total £
Bank interest	150	150	105

6 Expenditure

		Non Pay Expenditure			
	Staff costs £	Premises £	Other costs £	2022/23 Total £	2021/22 Total £
Academy's educational operations					
Direct costs	5,712,944	259,062	580,201	6,552,207	6,034,760
Allocated support costs	2,102,464	780,768	395,513	3,278,745	4,123,209
	7,815,408	1,039,830	975,714	9,830,952	10,157,969

6 Expenditure (continued)

Net income/(expenditure) for the year includes:

	2022/23 £	2021/22 £
Operating lease rentals	33,434	135,760
Depreciation	284,353	290,707
Fees payable to auditor - audit	11,525	10,975
- other audit services	5,756	13,698

7 Charitable activities

	Total 2023 £	Total 2022 £
Direct costs - educational operations		
Teaching and educational support staff costs	5,712,944	5,293,601
Depreciation	259,062	258,677
Technology costs	186,885	151,898
Educational supplies	164,056	155,398
Examination fees	156,187	126,016
Staff development	7,702	11,391
Other direct costs	65,371	37,779
	6,552,207	6,034,760
Support costs - educational operations		
Support staff costs	2,078,464	1,881,415
LGPS Service cost adjustment	24,000	409,000
Depreciation	25,291	32,030
Technology costs	4,870	14,162
Maintenance of premises and equipment	157,635	905,798
Cleaning	137,879	58,929
Rent, rates and utilities	428,958	342,278
Insurance	31,005	29,255
Recruitment and support	-	354
Security and transport	11,630	3,249
Catering	288,363	272,138
Bank interest and charges	151	343
Interest on defined benefit pension scheme	(20,000)	71,000
Professional fees	13,468	10,370
Other support costs	79,012	62,753
Governance costs	18,019	30,135
	3,278,745	4,123,209
Total direct and support costs	9,830,952	10,157,969

8 Staff

Staff costs

	2022/23 £	2021/22 £
Staff costs during the year were:		
Wages and salaries	5,722,466	5,255,951
Social security costs	576,878	528,909
Operating costs of defined benefit pension schemes	1,306,044	1,622,690
	7,605,388	7,407,550
Supply staff costs	210,020	176,466
	7,815,408	7,584,016

Staff numbers

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

	2022/23 No	2021/22 No
Teachers	87	81
Administration and support	88	96
Management	7	5
	182	182

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:

	2022/23 No	2021/22 No
£60,001 - £70,000	1	3
£70,001 - £80,000	5	1
£100,001 - £110,000	1	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 £797,170 (2022: £750,024).

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: £105,000 - £110,000 (2022 - £100,000 - £105,000)
Employer's pension contributions: £25,000 - £30,000 (2022 - £20,000 - £25,000)

H Brittain (Staff Trustee):

Remuneration: £50,000 - £55,000 (2022 - £45,000 - £50,000)
Employer's pension contributions: £10,000 - £15,000 (2022 - £10,000 - £15,000)

M Brittain (Staff Trustee):

Remuneration: £45,000 - £50,000 (2022 - £40,000 - £45,000)
Employer's pension contributions: £10,000 - £15,000 (2022 - £5,000 - £10,000)

S Hinton (Staff Trustee):

Remuneration: (2022 - £10,000 - £15,000)
Employer's pension contributions: (2022 - £0 - £5,000)

During the year ended 31 August 2023, travel and subsistence expenses totalling £Nil (2022 - £Nil) were reimbursed or paid directly to trustees (2022 -).

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 £	Motor vehicles £	2022/23 Total £
Cost					
At 1 September 2022	12,881,664	572,550	665,187	-	14,119,401
Additions	227,722	5,796	1,568	10,900	245,986
At 31 August 2023	13,109,386	578,346	666,755	10,900	14,365,387
Depreciation					
At 1 September 2022	2,771,433	559,434	641,602	-	3,972,469
Charge for the year	259,062	5,995	18,842	454	284,353
At 31 August 2023	3,030,495	565,429	660,444	454	4,256,822
Net book value					
At 31 August 2023	10,078,891	12,917	6,311	10,446	10,108,565
At 31 August 2022	10,110,231	13,116	23,585	-	10,146,932

12 Stock

	2023 £	2022 £
Shop stock	9,263	4,809

13 Debtors

	2023 £	2022 £
Trade debtors	11,764	12,604
VAT recoverable	62,527	178,344
Other debtors	-	34,494
Prepayments	48,215	47,587
Accrued grant and other income	257,161	89,343
	379,667	362,372

14 Creditors: amounts falling due within one year

	2023 £	2022 £
Trade creditors	362,403	111,102
Other taxation and social security	137,125	130,393
Other creditors	204,035	160,861
Accruals	122,952	32,025
	826,515	434,381

	2022 £
Deferred income	
Deferred income at 1 September 2022	16,190
Amounts released from previous periods	(16,190)
Deferred income at 31 August 2023	-

The deferred income released in 2022 relates to school trip income received in advance of £16,190. There is no deferred income in the year ended 31st August 2022 and 31st August 2023.

15 Funds

	Balance at 1 September 2022 £	Incoming resources £	Resources expended £	Gains, losses and transfers £	Balance at 31 August 2023 £
Restricted funds					
Restricted general funds					
General Annual Grant (GAG)	848,570	7,843,225	(7,897,857)	-	793,938
Other DfE/ESFA Grants	38,345	642,210	(637,314)	-	43,241
Goverment Grants	-	471,367	(471,367)	-	-
Other income	-	21,776	(21,776)	-	-
Coronavirus exceptional support	-	52,475	(52,475)	-	-
Restricted fixed asset funds					
Condition Improvement Fund	(23,134)	339,500	(20,509)	-	295,857
DfE/ESFA Capital Grants	65,658	41,660	(70,079)	-	37,239
Capital expenditure from GAG	1,306,274	-	(4,206)	-	1,302,068
Capital expenditure from other income	8,775,000	-	(225,000)	-	8,550,000
Pension reserve funds					
Pension reserve	478,000	-	(4,000)	(474,000)	-
Total restricted funds	11,488,713	9,412,213	(9,404,583)	(474,000)	11,022,343
Unrestricted general funds					
General funds	112,363	337,006	(426,369)	-	23,000
Total unrestricted funds	112,363	337,006	(426,369)	-	23,000
Total endowment funds	-	-	-	-	-
Total funds	11,601,076	9,749,219	(9,830,952)	(474,000)	11,045,343

15 Funds (continued)

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

	Balance at 1 September 2021 £	Incoming resources £	Resources expended £	Gains, losses and transfers £	Balance at 31 August 2022 £
Restricted funds					
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)	-	-
Restricted fixed asset funds					
Condition Improvement Fund	754,537	(115,768)	(623,280)	(38,623)	(23,134)
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
Capital expenditure from other income	9,410,312	-	(229,941)	(405,371)	8,775,000
Pension reserve funds					
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 general funds					
General funds	89,319	481,596	(458,552)	-	112,363
Total unrestricted funds	89,319	481,596	(458,552)	-	112,363
Total endowment funds	-	-	-	-	-
Total funds	7,703,531	8,949,514	(10,157,969)	5,106,000	11,601,076

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 2023 are represented by:

	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	Total Funds £
Tangible fixed assets	-	-	10,108,565	10,108,565
Current assets	23,000	1,663,694	76,599	1,763,293
Current liabilities	-	(826,515)	-	(826,515)
Total net assets	23,000	837,179	10,185,164	11,045,343

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	-	-	10,146,932	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

17 Long-term commitments, including operating leases

Operating leases

At 31 August 2023 the total of the Academy trust's future minimum lease payments under non-cancellable operating leases was:

	2023 £	2022 £
Amounts due within one year	113,270	111,386
Amounts due between one and five years	101,171	297,347
	214,441	408,733

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

	2022/23 £	2021/22 £
Net expenditure	(81,733)	(1,208,455)
Depreciation	284,353	290,707
Capital grants from DfE and other capital income	(381,159)	86,125
Interest receivable	(150)	(105)
Defined benefit pension scheme current service cost	24,000	409,000
Defined benefit pension scheme finance cost	(20,000)	71,000
(Increase)/decrease in stocks	(4,454)	13,089
(Increase)/decrease in debtors	(17,296)	552,934
Increase in creditors	392,134	90,107
Net cash provided by Operating Activities	195,695	304,402

19 Cash flows from investing activities

	2022/23 £	2021/22 £
Interest received	150	105
Purchase of tangible fixed assets	(245,986)	(16,616)
Capital grants from DfE Group	381,160	(86,124)
Net cash provided by/(used in) investing activities	135,324	(102,635)

20 Analysis of cash and cash equivalents

	2023 £	2022 £
Cash in hand and at bank	1,374,363	1,043,344
Total cash and cash equivalents	1,374,363	1,043,344

21 Analysis of changes in net debt

	At 1 September 2022 £	Cash flows £	At 31 August 2023 £
Cash	1,043,344	331,019	1,374,363
Loans falling due within one year	(434,381)	(392,134)	(826,515)
Total	608,963	(61,115)	547,848

22 Member liability

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

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 . 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.

23 Pension and similar obligations (continued)

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.

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 2020. The valuation report was published by the Department for Education on 30 October 2023.

The key elements of the valuation and subsequent consultation are:

- employer contribution rates set at 28.68% of pensionable pay (including a 0.08% administration levy)
- total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £262,000 million, and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £222,200 million giving a notional past service deficit of £39,800 million
- the SCAPE discount rate, set by HMT, is used to determine the notional investment return. The current SCAPE rate is 1.7% above the rate of CPI, and is based on the Office for Budget Responsibility's forecast for long-term GDP growth.

The next valuation result is due to be implemented from 1 April 2027.

The employer's pension costs paid to TPS in the period amounted to £932,388 (2022: £890,811).
A copy of the valuation report and supporting documentation is on the Teachers' Pensions website.
(https://www.teacherspensions.co.uk/news/employers/2023/10/valuation-result.aspx)

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.

Local government pension schemes
Barnett Waddingham

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 2023 was £448,000 (2022 - £398,000), of which employer's contributions totalled £366,000 (2022 - £323,000) and employees' contributions totalled £82,000 (2022 - £75,000). The agreed contribution rates for future years are 21.4 per cent for employers and 5.5 - 19.2 per cent for employees. The scheme is managed by Lincolnshire Pension Fund.

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 and on 21 July 2022, the Department for Education reaffirmed its commitment to the guarantee, with a parliamentary minute published on GOV.UK.

Principal actuarial assumptions

	2023 %	2022 %
Rate of increase in salaries	3.90	3.20
Rate of increase for pensions in payment/inflation	2.90	3.00
Discount rate for scheme liabilities	5.40	4.30

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

23 Pension and similar obligations (continued)

	2023	2022
Retiring today		
Males retiring today	19.50	21.20
Females retiring today	22.60	23.70
Retiring in 20 years		
Males retiring in 20 years	20.80	22.10
Females retiring in 20 years	24.00	25.10

Sensitivity analysis

	2023 £	2022 £
Discount rate +0.1%	(110,000)	(160,000)
Discount rate -0.1%	113,000	163,000
Mortality assumption – 1 year increase	206,000	146,000
Mortality assumption – 1 year decrease	(200,000)	(143,000)
CPI rate +0.1%	107,000	241,000
CPI rate -0.1%	(104,000)	(233,000)

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

	2023 £	2022 £
Equities	4,766,000	5,702,000
Other bonds	1,015,000	922,000
Property	573,000	988,000
Cash and other liquid assets	263,000	184,000
Other	1,102,000	-
Total market value of assets	7,719,000	7,796,000

The actual return on scheme assets was £214,000 (2022 - £15,000).

23 Pension and similar obligations (continued)

Amounts recognised in the statement of financial activities

	2022/23 £	2021/22 £
Current service cost	(390,000)	(732,000)
Interest income	333,000	126,000
Interest cost	(305,000)	(192,000)
Admin expenses	8,000	5,000
Total amount recognized in the SOFA	(354,000)	(793,000)

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

	2022/23 £	2021/22 £
At start of period	7,318,000	11,671,000
Current service cost	390,000	732,000
Interest cost	305,000	192,000
Employee contributions	82,000	75,000
Actuarial (gain)/loss	(998,000)	(5,217,000)
Benefits paid	(365,000)	(135,000)
At 31 August	6,732,000	7,318,000

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

	2022/23 £	2021/22 £
At start of period	7,796,000	7,523,000
Interest income	325,000	121,000
Actuarial gain/(loss)	(485,000)	(111,000)
Employer contributions	366,000	323,000
Employee contributions	82,000	75,000
Benefits paid	(365,000)	(135,000)
Asset ceiling adjustment	(987,000)	-
At 31 August	6,732,000	7,796,000

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 Member)

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. Mrs J Hazzledine left the Academy Trust in December 2021.

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 £16,315 (2022: £6,478).
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 to H. R Solutions (GB) Limited was £4,122 (2022 - £139).

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 2023 the academy trust received £18,830 and disbursed £10,405 from the fund. An amount of £29,563 is included in other creditors relating to undistributed funds that is repayable to ESFA.

Comparatives for the accounting period ending 31 August 2022 are £17,870 received, £6,423 disbursed and £21,139 included in other creditors.