**Jotmans Hall Academy Trust**

**(A Company Limited by Guarantee)**

**Trustees’ Report**

**For the year ended 31st August 2023**

**Jotmans Hall Academy Trust**

**(A Company Limited by Guarantee)**

**Reference & Administrative Details**

**Members**

Mr P Hodges Member

Mrs P Lovett Member

Mr A Keeble Member

**Trustees**

Mrs L Allen Community Trustee - Vice Chairman

Mr I Harding Community Trustee

Mrs G Hindes Staff Trustee

Mrs L Holland Parent Trustee

Mr P Hodges Community Trustee – Chairman

Miss S May-Emberson Parent Trustee

Mrs S Price Community Trustee

Mrs C Savage Staff Trustee

Mrs V Thompson Parent Trustee

Ms S Warnes Staff Trustee – Headteacher & Accounting Officer

**Trustee Resignations since September 2022**

Miss S May-Emberson (resigned 26th May 2023)

**Company Secretary**

Mrs J Curtis (resigned 11th September 2023)

**Senior Leadership Team**

Ms S Warnes (Headteacher)

Mrs B Chapman (Assistant Headteacher)

Miss F Ward (Assistant Headteacher)

Mrs E Nunn (School Business Manager)

Ms C Fox (School Business Manager)

**Principal & Registered Office**

High Road,

Benfleet,

Essex SS7 5RG

**Company Registration Number**

07687947

**Independent Auditors**

Jon Gorridge,

MWS Limited,

Kingsbridge House,

London Road,

Westcliff on Sea

Essex SS0 9PE

**Bankers**

Lloyds Bank plc,

Hadleigh branch, 211 London Road, Benfleet SS7 2RD

**Solicitors**

Stone King

13 Queen Square, Bath BA1 2HJ

**Jotmans Hall Academy Trust**

**(A Company Limited by Guarantee)**

**Trustees’ Report**

The Trustees of Jotmans Hall Primary School present their annual report together with the financial statements and auditors’ report for the period 1st September 2022 to 31st August 2023. The company was incorporated on 29th June 2011 and converted to an Academy on 1st August 2011. The annual report serves the purposes of both a trustees’ report and a directors’ report under company law.

The financial statements have been prepared in accordance with the Academy’s accounting policies and comply with the Academy’s memorandum and articles of association, applicable laws and the requirements of the Statement of Recommended Practice on “Accounting and Reporting by Charities” SORP 2015 as amended by Charities SORP (FRS102) Update Bulletin 1 (together defined as SORP 2015), and Financial Reporting Standard [FRS] 102.

The principal activities of Jotmans Hall Primary School are to provide a Primary School curriculum which satisfies the requirements of section 78 of the Education Act 2002 – a balanced and broad curriculum. The Academy provides an education suitable for pupils aged 4 to 11 of different abilities and serves the local area in which it is sited, Benfleet, Essex. It had 314 pupils on roll as at the end of the summer term.

**Structure Governance and Management**

**Constitution**

The Academy Trust is a company limited by guarantee and an exempt charity. The Charitable Company’s memorandum and articles of association are the primary governing documents of the academy trust. Prior to June 2021, the Trustees of Jotmans Hall were also the directors of the charitable company for the purposes of company law. However, following the adoption of new Articles of Association there is now a separation between these roles. The charitable company operates as Jotmans Hall Primary School.

Details of the trustees who served throughout the year (except as noted) are included in the Reference and Administration Details on page 2.

**Members’ Liability**

Each member of the Charitable Company undertakes to contribute to the assets of the Charitable Company in the event of it being wound up while they are a member, or within one year after they cease to be a member, such amount as may be required, not exceeding £10[[1]](#footnote-1), for the debts and liabilities contracted before they ceased to be a member.

**Trustees’ Indemnities**

The Academy has not provided any indemnities to any third parties in respect of any action taken against the trustees in their roles as directors.

**Method of Recruitment & Appointment or Election of Trustees**

Each trustee holds a four year term of office and can choose to renew their term for further four year terms once approved by the Board of Trustees. The Chair, Vice-Chair and the Chair of each sub-committee are elected yearly.

New trustees are recruited and elected on their ability to play an active role in the Governance of the Academy. Any person expressing an interest in becoming a trustee is invited to an informal discussion with the Headteacher and given a copy of Jotmans Hall Primary School’s Trustees’ Handbook so that they are aware of what the role entails and requirements for members of the Board of Trustees. If a particular weakness is identified in the knowledge and skills of the Board of Trustees, then applicants will be actively sourced by current members of the Board of Trustees who have the desired experience or expertise. When a vacancy occurs a new trustee is sought in a variety of ways, depending on the type of trustee vacancy; individuals with particular skills may be approached to see if they may be interested in becoming a trustee.

Parent Trustees are elected following an invitation to all parents/carers of pupils currently attending the Academy and a ballot will be held if there are more applicants then vacancies. Parents/carers then vote for their preferred candidate (s) based on a short paragraph written by the candidates seeking office.

Staff Trustees are elected following an invitation to all current staff and if there are more candidates than vacancies a ballot of current staff members will be held. A cross section of staff is favoured by the Academy and so staff are encouraged to apply and a copy of the Trustees’ Handbook is given to any interested candidate. As at the end of August 2023, the Academy had three staff trustees who make a valuable contribution to the Board. In accordance with our Articles of Association, staff trustees do not make up more than one third of the full Board.

Community Trustees contact the School to request to be a Community Trustee or they are approached by current Trustees. Their appointment is discussed and approved by the Board of Trustees.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Name of Committee (\*statutory committee)** | **Membership** | **Others** | **\*Chairman** | **Quorum** | **Meetings** | **Clerk** | **Reporting Back** | **Review** |
| Admissions\* | 3 Trustees | \_ | To be decided when required | 3 | As required | Clerk to the Board of Trustees | Via minutes | Annually  Summer term |
| Board of Trustees | Maximum of 12 | 2 Assistant Headteachers and 2 School Business Managers (Associate Members) | 1st FGB meeting at beginning of each academic year. Term of office - 1 year | 50% -  of existing membership | At least one per half-term except Autumn when there will be two | Clerk to the Board of Trustees | Via minutes | Annually  1st meeting of Autumn term |
| Headteacher’s Pay Committee | 3 | - | To be decided at meeting | 3 | Summer Term | Clerk to the Board of Trustees | Verbal Reports | As required |
| Pupil Discipline\* | 3 | \_ | To be decided when required | 3 | As required | Clerk to the Board of Trustees | Via minutes | Annually  Summer term |
| Staff Capability & Dismissal\* | 3 | \_ | To be decided when required | 3 | As required | Clerk to the Board of Trustees | Via minutes | Annually  Summer term |
| Staff Capability & Dismissal Appeals\*\* | 5 | \_ | To be decided when required | 3 | As required | Clerk to the Board of Trustees | Via minutes | Annually  Summer term |

\*These Statutory Committees are to be formed as and when required, subject to the availability of Trustees and the following constraints detailed above.

\*\* This committee should not include the Head Teacher or the Trustees on the Staff Capability and Dismissal committee.

**Attendance at Meetings**

All Trustees are expected to attend the full Board of Trustee meetings.

**Policies & Procedures Adopted for the Induction & Training of Trustees**

**Prospective Trustees**

Prospective Trustees are given – Desirable Trustee Competences, Mutual expectations & the role of Trustees at Jotmans Hall. They are also informed that as a Trustee of Jotmans Hall Primary School, their details will be registered at Companies House and they will be a Director of the Academy for as long as they are a Trustee at the School.

Prospective trustees are invited to discuss their interest in the role with the Headteacher and have a tour of the Academy.

**Newly Appointed Trustees receive the following pack:-**

* Trustees Handbook;
* Articles of Association;
* Funding Agreement;
* The school’s current prospectus;
* Minutes of the most recent meetings of the Board of Trustees (including sub-committees);
* A calendar of Board of Trustee and committee meetings;
* The school’s current Development Plan;
* The school’s ‘Financial Regulations & Scheme of Delegation’;
* Academies Trust Handbook;
* The most recent OFSTED inspection report and any consequent action plan;
* Code of Conduct;
* Trustees Skill Evaluation sheet;
* Declaration of Pecuniary and Personal Interest form;
* Business Skills Form;
* Access to the statutory and non-statutory policies adopted by the Board of Trustees;
* Up to date Admissions Policy;
* Trustees in School Policy;
* Keeping Children Safe in Education.

The Link Trustee (Governance Professional) will:

* Discuss training possibilities especially if there is a specific interest in particular areas, e.g. special needs, curriculum or finance;
* Establish the availability of suitable courses; supply further details and book places.

A “buddy” trustee will be chosen to help new trustees settle in, understand the role and answer any queries they may have.

All new trustees are encouraged to attend an Induction Course and any further training which they are interested in and which is relevant to the needs of the Board of Trustees at that time. Where a need is identified by the Board of Trustees, or by an individual trustee, then a course is sourced or in-house provision is arranged with a suitable trainer. The Academy extended its subscription with the National Governance Association in 2023 to Gold Membership as part of its on-line training programme.

The Governance Professional attends regular training and briefing sessions with the Essex Clerks Association. The former Governance Professional, Mrs J Curtis, left the school at the end of March 2023 and was temporarily replaced for the summer term by Ms C Fox (one of the School Business Managers). Ms Fox had previously clerked both Finance & Premises and Pay & Personnel Committee meetings so was familiar with the requirements of this role. She will, however, be undertaking more formal training if she retains this role going forward.

**Organisational Structure**

Jotmans Hall Primary School is governed by the Board of Trustees, constituted under a memorandum of association and articles of association following a recommendation by the Academy’s accountants raised in the 2018-19 audit that the role of a Member and that of a Trustee should hold a significant degree of separation. Accordingly, the Academy’s solicitors were consulted and the Articles of Association amended to adopt the latest model Articles. The Funding Agreement was also accordingly amended. The Academy’s new organisational structure created this separation with 5 appointed members and 11 trustees. Both the Chair of Governors and Vice-Chair held both roles (i.e. member and trustee). In February 2022, however, the Vice-Chair sadly passed away and the Academy currently only has 4 appointed members. Efforts are being made to recruit a suitable fifth member as soon as possible.

The structure of the Board of Trustees underwent a change in 2022-23 moving away from the committee model and moved to a structure where all tasks were undertaken by the main board (with the exception of an Audit & Risk Committee). A principal reason for this was to ensure that the Board complied with the Academies Trust Handbook in that it met at least six times per year but with the additional benefit that it reduced repeats or re-runs in full board meetings. This structure also gave all trustees a broader knowledge of all school matters rather than that of their particular sub-committee.

The Headteacher is the Accounting Officer, and she is supported by the Senior Leadership Team who make decisions for the Academy, in conjunction with the Board of Trustees. The Board of Trustees has delegated the day-to-day running of the academy to the Headteacher and senior staff.

The Board of Trustees is responsible for ensuring that high standards of corporate governance are maintained, assisted by their internal auditor and external auditor. In exercising these powers and functions with a view to fulfilling a largely strategic leadership role in partnership with the Senior Leadership Team the Board of Trustees sees its role as:-

* Monitoring performance;
* Developing polices and strategic development;
* Ensuring the sound management and administration of the Academy;
* Ensuring compliance with legal requirements;
* Ensuring that effective internal controls are in place;
* Managing resources;
* Ensuring the Academy meets the needs of the local community and responding to these needs.

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

The key management personnel of the academy comprise the trustees and key staff, being the Headteacher and members of the Senior Leadership Team who are routinely in attendance at Board of Trustees meetings.

Jotmans Hall’s policy is that no trustees are remunerated for their services as a trustee. The Board of Trustees has a committed Pay & Personnel Committee and Headteacher’s Pay Committee made up of current trustees. The Board and Headteacher’s Pay Committee have responsibility for agreeing the pay and remuneration of key staff on an individual level and have access to external professional advice which includes benchmarking, market trends and the advice of a professional adviser regarding the Headteacher’s pay.

The key staff are currently remunerated by base salary alone and based on a pay related performance management scheme. The objectives set have both individual and school-based elements (short-term and long-term) and are designed to promote the long-term success of the school.

Achievement against individual objectives for the Senior Leadership Team are assessed in the first instance by the Headteacher and achievement against individual objectives for the Headteacher are assessed by the Headteacher’s Pay Committee. Outcomes for school-based objectives are reviewed by the Headteacher annually.

The Pay Range for Leadership posts at this school have been divided into Pay Progression Stages and the Salary Range for the Headteacher consists of a range of 7 progression stages and the Salary Range for Deputy and Assistant Headteachers consists of 5 progression stages.

Progression within the Salary Range will be subject to the individual demonstrating a sustained high quality of performance having regard to the most recent review carried out under the Performance Management Policy.

Determination of whether there has been “sustained high quality of performance” will be made in accordance with set criteria.

Where the Board/Pay Committee is satisfied that there has been a sustained high quality of performance, the employee will move up to the next Performance Pay Progression Stage. Where performance is exceptional, the Board/Pay Committee may move the employee up two progression stages.

When determining the starting salary of a newly appointed member of the Leadership Group, the Board of Trustees will have regard to the extent to which the candidate meets the requirement of the post and whether this merits a starting salary higher than the minimum of the Range. The starting salary will allow for performance progression over time.

**Trade Union Facility Time**

No time provision or pay provision has been requested or allocated for staff members of Jotmans Hall Primary School.

**Related Parties and other Connected Charities and Organisations**

Jotmans Hall Primary School works in educational collaboration with several local schools as part of The BATIC Partnership Trust (Company number 07655788). This Trust was formed on 2nd June 2011 and comprises primary, special and secondary schools in the Benfleet and Thundersley area. The BATIC Trust’s Mission Statement is “Working Together for a Stronger Community” and their priorities were reviewed to ensure that they focus on providing counselling services, CPD for staff and trustees and Sport.

The Academy has maintained close links with schools within the Benfleet and Thundersley Inter-school Cluster group. Additionally, the school maintains close links with secondary schools in the local community and in particular The Appleton School. This facilitates the smooth transition of our pupils into their next phase of education.

The Academy is an active promoter of the Benfleet Team Supporting All (formerly Benfleet School Teaching Alliance) (BTSA) whose aim is to share excellent teaching practices, shape initial teacher training, offer tailored school-to-school support, develop leadership potential and provide high quality training for teachers.

The Academy has used part of its Primary PE and Sports Premium funding to purchase membership of the Castle Point and Rochford School Sport Partnership.

The Parents Association of Jotmans Hall (Friends of Jotmans Hall) is a registered charity that exists to raise funds for the school. The school is exceedingly grateful to them for their hard work every year raising funds for such things as the new library, the shade sail and many other additional resources.

The academy is also a member of the South East Essex Schools Music Association (SEESMA) and the Academy’s infant pupils and junior choir take part in the SEESMA music festivals each year.

Tree Tots Pre-School operates from Jotmans Hall Primary School’s premises. The Pre-School is run for the benefit of the local community and is open to pre-school pupils living in the area. Jotmans Hall Primary School and Tree Tots Pre-School operate an informal educational partnership to support pupils moving from pre-school education into primary school. The main focus of this partnership is shared working practices and close liaison on educational issues to ensure a smooth transition from the Pre-School to the main school.

Additionally, in 2021-22 the Academy signed up to be a MHST training school (Mental Health Support Team) through the NHS meaning that two Mental Health Practitioners were based at the school for one day per week to work directly with parents. This continued into 2022-23 where they were working directly with groups of children on their self-esteem and will also be continuing into 2023-24 with the practitioners will be working with parents and a programme of work that includes all KeyStage 2 children.

**Objects and Aims**

The aims of the Academy are to advance for the public benefit, education, in particular establishing, maintaining, managing and developing a school offering a broad and balanced curriculum. At Jotmans Hall Primary School every child matters. We aim to inspire our pupils to enjoy thinking and learning, enabling them to achieve their potential and provide them with the skills to succeed in the 21st Century.

The Academy will be at the heart of our community, promoting community cohesion and sharing facilities with other schools and the wider community. There will be an emphasis on the needs of individual pupils, addressing their individual needs including pupils requiring SEN support and those with an Educational Health and Care Plan.

The Academy aims to promote, for the benefit of all inhabitants of the Benfleet area, provision of facilities for recreation and other leisure time occupation. These facilities will aim to address the needs of and improve the lives of local people, recognising their youth, age, infirmity or disablement, financial hardship, social and economic circumstances, in the interests of social welfare.

**Objectives, Strategies and Activities**

The School Development Plan is tailored to meet the overall objectives and aims of the school. This document underwent a total review when the new Headteacher was appointed and is now a more effective, workable document which sets out the academy’s key priorities. It is regularly updated throughout the year giving details of progress made and objectives achieved. It covers all aspects of achievement and standards across the curriculum, pupil progress, behaviour and wellbeing, attendance, staff and Trustee management, premises, finance and resources.

In terms of curriculum, the main targets within the School Development Plan for 2022-23 were as follows:-

* To develop an understanding of metacognition and its worth so that it is used by classroom staff to improve pupils’ learning abilities.
* To enhance the profile of writing in all parts of the school through delegation, development planning and training.
* To develop the school website so it is fully compliant with Ofsted requirements and is user friendly for staff, parents and pupils.

Further school improvement objectives were:-

**Future Capital Projects:**

* To work with Mundy & Cramer/Academy Estates on school CIF bids

1. Safeguarding and front entrance
2. Refurbishment of Acorn Class Toilets

**Wellbeing – Staff & Pupils**

* To continue to find ways to improve staff wellbeing
* To update Positive Behaviour & Anti-Bullying Policy in line with Metacognition training (Objective 1), TPP (Trauma Perception Practice) training and Anti-Bullying Ambassador work
* To continue to develop the work of MHST (Mental Health Support Team) within the school
* To continue work with LBA Safety to ensure compliance, value for money, and accurate costings
* To continue to develop the menus with extended options and an emphasis on freshly prepared food
* To improve the service, working towards less packaging and a ‘café’ atmosphere
* To work with staff regarding healthy School and Green Flag targets.

**Kitchen Development**

* Website development (see Objective 3)
* Data security and IT processes to be reviewed and updated if required

To develop a long-term plan of IT improvement for all areas of the school.

**Computing and IT Development**

**Parental Engagement**

* To relaunch the PTA as a fundraising entity for the school (Friends of Jotmans Hall School – FOJH)

**Library Development**

* To use PTA (FoJH) money to help refurbish the school house into a dedicated library space for all year groups.
* All classes to have a timetabled library session as part of their English curriculum offer.

**Attendance**

* To articulate our Attendance Strategy and share with stakeholders.

**Public Benefit**

The Trustees have complied with their duty under section 4 of the Charities Act 2011 to have due regard to public benefit guidance published by the Charity Commission and the Trustees have paid due regard to this guidance in deciding what activities the charitable company should undertake. The Academy’s trustees have ensured that the Academy’s aims are targeted towards the advancement of education. This is supported by the Academy’s aims to provide a balanced curriculum and support the health and welfare of all our pupils and staff with due regard for equality of opportunity.

The Academy also serves the local community by providing resources and facilities for people of all ages. This currently comprises weekly lettings for a local ju-jitsu club and activity days during out of term time for a local sporting club. Previously sessions have included language classes and a boxing club. The Academy is always looking to extend the opportunities offered to the local community.

**Strategic Report**

**Achievement and Performance**

2022-23 was a turbulent year with the Academy facing a number of different challenges. The main priority was to continue with the recovery in pupil education following the disruption caused by Covid. The intervention programme established in 2021-22 funded by the Recovery Premium, Pupil Premium Funding and School-Led Tutoring Grant continued with the initial focus on phonics. These interventions included whole class, group and 1:1 sessions both before and during the school day and were delivered by School-Led Tutors and the Academy’s team of Learning Support Assistants. A further focus in accordance with the School Development Plan was to enhance writing with pupils in Years 3, 4, 5 and 6 receiving targeted support. An element of these funding streams was also spent to purchase CGP books to promote home-school learning which had proved very successful the previous year.

Writing results were good at the end of 2022-23 with 64% of EYFS pupils achieving a good level of development (61% in 2021-22). In KeyStage 1, 72% of pupils were assessed as working at the expected standard with 7% working at greater depth (68% expected and 0% greater depth in 2021-22). In KeyStage 2, 70% of pupils were assessed at working at the expected standard with 7% working at greater depth (51% expected and 2% greater depth in 2021-22). These results showed improvement and that the interventions put in place to enhance the profile of writing were successful.

To develop an understanding of metacognition and its worth was a priority in the School Development Plan and the Academy embarked on a programme of metacognition training to be completed over a period of two years. Metacognition is thinking about thinking. It is an increasingly useful mechanism to enhance student learning, both for immediate outcomes and for helping students to understand their own learning processes. This programme included setting up a Drive Team, visiting other schools, and training for both the Drive Lead and Team. Regular fortnightly meetings were held with actions fed back to staff.

The impact of the training is indicated by teachers’ understanding of the principles of metacognition. All can discuss the different techniques and are starting to apply them to their classroom practice and, where relevant, their subject leadership. It is expected that by the end of 2023-24 the children will demonstrate confidence in using metacognition vocabulary and techniques.

A major concern in 2022-23 was the Academy’s future financial sustainability. The LGPS and teachers pay awards from April and September 2022 respectively had detrimentally impacted the academy’s budget and the potential that there would be similar pay awards for April and September 2023 put pressure on the Academy to cut costs by reducing staffing levels where possible. Increase in costs and resources also put pressure on the Academy driving the need to restrict spending across the board. Industrial Action surrounding teachers’ pay led to forced school closures on eight separate occasions between February and July.

The Academy had its first Ofsted Inspection since 2017 which was a two-day ungraded (Section 8) inspection. This inspection found that there had been no change in the Academy’s overall judgement of good. However, it reported that evidence gathered suggested that the inspection grade might not have been as high if a graded (Section 5) inspection had been carried out at that time. The recommendation is that the next inspection be a graded inspection, and this will take place within two years.

The 2023 Ofsted report inevitably highlighted areas of improvement but both the points raised were already areas identified by the Senior Leadership Team. It was pleasing to read that the report acknowledged several positive things about the school, including recognizing that children enjoy coming to school, work hard in lessons and behave well. Safeguarding was also recognized as being effective.

A large focus of 2022-23 was the wellbeing of pupils and staff. The NHS Mental Health Practitioners continued to work with children in whole school, class-based sessions and where necessary met with parents to provide additional support. Staff wellbeing was also a priority. Consideration was given to teacher workloads with time allocated for report writing. Regular “Staff Voice” meetings were also introduced to provide a useful platform for staff to air concerns and to attempt to improve communication throughout the school.

The Academy’s before and after school facility, the Woodland Club, continued to operate successfully throughout 2022-23 with numbers exceeding the projected budgets. Unfortunately, the strike days did have an impact as the facility was forced to close, however the Club finished the year with a small profit which will be invested in updating resources. A one-week holiday club also ran during the first week of the summer holidays which was an enormous success. Additional places were offered to children eligible for pupil premium which was funded by the Pupil Premium Grant.

The Academy retained the services of ECS, an external attendance monitoring company. Data is monitored fortnightly and children who raise concern are identified early. The support from ECS has been positive and attendance figures have improved, although they remain below pre-pandemic levels. The support from ECS will be continued into 2023-24.

**Indicators, Milestones and Benchmarks**

The school monitors the progress of pupils, classes and year groups very closely, using several sources of comparative data to benchmark academic achievements, including the following:-

* Key Stage 1 and Key Stage 2 SATs results
* Year 1 Phonics Screening Test Outcomes
* EYFS Profile Outcomes
* Inspection Data Summary Report and Analyse School Performance Data
* Primary Target Tracker
* Tapestry/Google Classroom
* Quality of Teaching and Learning
* Attendance Data
* Termly Internal Data Monitoring
* Staff development and turnover
* Number on school roll
* Take up of early year places
* School Development Plan
* Budget – value for money

**Statutory Assessment Outcomes 2023**

Set below are the KS2 results for 2022-23.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Results Key** | **Very Low** = below 10% national data | **Low** = 5-10% below national data | **Average** – 5% below to 5% above national data | **Above average–** 5 – 10% above the national data | High – 10% Above national data |
| **Progress Key** |  | Progress  (below expected) | Progress  (expected) | Progress  (above expected) |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| KS2 Data  (% of pupils)  🡹 🡻 **=** trend from previous year | **National 2023** | **JHS 2023** | **JHS 2022** | **National 2022** | **JHS 2023** | **JHS 2022** |
| Expected | Expected | Expected | Greater depth | Greater depth (compared to 2022) | Greater depth |
| Reading | 73 | 66 🡻 | 71 | 18 | 27 🡹 | 22 |
| SPaG | 72 | 73 🡹 | 64 | 28 | 27 🡻 | 29 |
| Writing | 71 | 70 🡹 | 51 | 8 | 7 🡹 | 2 |
| Maths | 73 | 75 🡹 | 67 | 15 | 27 🡹 | 22 |
| Reading, writing and maths | 59 |  |  |  | 55 |  |

This will be reviewed in light of both National and LEA data, once we have the full picture from the IDSR, which is released over the Autumn 2023 Term.

**National Tutoring and Booster sessions across 2022/23.**

From September 2022 to December 2022, we employed a tutor through the National Tutoring scheme with the specific focus of working on Reading and Phonics across all year groups within the school. From January to March 2023, she had the focus of working with children from the disadvantaged category. From January to May 2023, we employed tutors for one morning a week to support the Year 6 within this group before their SATs. From June to July 2023 this support was used to boost children that were underperforming in Year 4.

**Whole School Data for the Year 2022/2023.**

The following data was collated at the end of June 2023 and is formed from Teacher Assessments. Data is compared to the National Data for 2022, except for KS2 children working at the Expected Standard, which is compared to the 2023 data:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **July 2023** | | | | | | | | | |
| **No of pupils: 314**  🡹 🡻 **=** trend from previous year | **Working At or Above Expectation**  **(% of pupils)**  **(RAG - Compared 2023 KS2 Data)** | | | **Working Above Expectation**  **(% of pupils)**  **(RAG - Compared 2022 KS2 Data)** | | | ***Progress from July 22***  ***Expected progress***  ***6pts for Y2-6***  ***5pts for Y1*** | | |
| Year Group  (No of Children) | **R** | **W** | **M** | **R** | **W** | **M** | **R** | **W** | **M** |
| 6 (44) | 66🡻 | 70🡹 | 75🡹 | 27🡹 | 7🡹 | 27🡹 | *6.6* | *6.5* | *6.7* |
| 5 (45) | 62🡻 | 56🡻 | 64 **=** | 7🡹 | 0🡻 | 4 **=** | *5.5* | *5.9* | *5.5* |
| 4 (45) | 53🡻 | 53**=** | 60🡻 | 18🡹 | 9🡻 | 13 **=** | *5.6* | *5.5* | *5.6* |
| 3 (44) | 77🡹 | 64🡹 | 75🡹 | 27🡻 | 0🡻 | 30🡹 | *5.9* | *6.1* | *6.0* |
| 2 (46) | 76🡻 | 72🡹 | 72🡻 | 26🡹 | 7🡹 | 13🡻 | *5.1* | *5.6* | *5.4* |
| 1 (45) | 73🡻 | 64🡹 | 64🡻 | 7🡻 | 0 **=** | 0🡻 | *5.5* | *4.5* | *5.3* |

* Compared to last year, the number of children reaching the expected level in Writing has improved across the school, in general.
* In years 4 and 5, the data is still below at the expected level, but at the higher level there is improvement in year 4, showing the wide range of ability within that year group.
* Children continue to do well in Maths and most year groups have performed well at the higher level.

**Below is a summary of the Academy’s year:-**

* The number on roll remained high and we were over-subscribed in many year groups;
* There was an emphasis on promoting wellbeing for both pupils and staff;
* The Academy’s budget was carefully managed to ensure financial sustainability with swift action taken when financial concerns were identified;
* Targeted use and careful monitoring of the impact of all funding to promote educational recovery;
* Targeted use and careful monitoring of Pupil Premium Funding and Primary PE & Sport Premium to ensure these funding streams were being used effectively;
* The premises continued to be maintained to a high standard meaning all pupils and staff were working in a safe, attractive and comfortable environment.

A priority in the School Development Plan was to obtain CIF funding for the redevelopment and improvement of the site to improve safeguarding measures and a bid was submitted in December 2021. Full funding in the sum of £250,000 was granted in June 2022 and works to extend the front of the main building, to install secure, electronic gates and upgrade perimeter fencing started at the end of July 2022. These works presented a major upheaval to the school. With the lack of a dedicated reception area, administration staff and the Senior Leadership Team were required to move offices and work from temporary locations. Lack of access to the school buildings meant adaptations had to be continuously made to the way in which pupils and staff entered and exited the building. The electronic pedestrian and vehicular gates were installed in the last phase of the works and have now provided a more secure, safe environment for all stakeholders. The extension to the front of the main building has created a more pleasant, workable space with the addition of a secure meeting room and toilet facilities both compliant with Disability Discrimination Act regulations.

Work to further improve the Academy’s catering facility continued with the help of the food safety management company, LBA who worked alongside the new Catering Manager appointed in September 2022. Consistent changes to the menu to improve quality and variety resulted in an uptake in school meals throughout the year. Further improvements are scheduled for 2023-24.

A School Development Plan priority was to “to continue to work towards the long-term IT development plan” and

“to investigate new software for classroom use”. Unfortunately, with the strain on the Academy’s budget several proposals were put on hold due to restricted funds. However, the Academy did invest in the following:-

* The installation of a new projector and screen for the school hall;
* The installation of VoIP (Voice over the Internet Protocol);
* The purchase of a new fridge and freezer for the Woodland Club.

Following a data loss in August 2022, the Academy engaged the services of a new IT Technician to support the school’s IT infrastructure. The Academy moved from a single independent IT technician to a small company which provides on-site support and 24-hour remote support. This has been a very positive step with noticeable improvements in the support received and the management of IT within the school.

**Key Performance Indicators**

Key financial performance indicators are monitored by the Board of Trustees to ensure the financial position remains sufficient to fund future needs. Achieving pupil capacity across the school secures regular pupil funding (see below) which is integral for forward planning. Consistency in teaching staff costs are also important. The Board of Trustees makes use of “benchmarking” data and statistical data analysis. Comparison is between local schools and similar funded schools across the country. Performance measures are largely educational and pastoral, and these are detailed within our objectives, strategies and activities. However, continual analysis of this data helps to make informed judgements regarding short and long-term planning, goals and efficiencies. The table below details some examples:-

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2020-21** | **2021-22** | **2022-23** |
| FTE teaching staff as at 31st August | 12.4 | 12.8 | 13.4 |
| Average cost per teacher | £53,756 | £49,249 | £55,585 |
| FTE support staff (excluding catering) | £490,140 | £530,071 | £597,244 |
| Annual teaching staff cost | £666,586 | £689,496 | £744,846 |
| Gross teacher salaries as % of GAG income = teaching staff costs / GAG | 56.4% | 52.5% | 55.80% |
| GAG Funding | £1,182,585  313 pupils | £1,312,519  314 pupils | £1,334,945  313 pupils |
| Average Class Size | 31.3 | 31.4 | 31.3 |
| Total reserves – year end | £236,143 | £248,160 | £252,523 |

**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**

During the year, income amounted to £1,818,701

The Academy’s principal funding source is the General Annual Grant (GAG) received from government which amounted to £1,334,945. Unrestricted income of £143,624 represents the school’s non-statutory income generation, which is derived from activities including catering, lettings and the before and after-school club provision. Numbers on roll for the before and after-school club remained consistent during the year and exceeded the budgeted projections.

Overall expenditure during the year amounted to £1,837,509, however the Academy continued to suffer from the increases in teachers and support staff wages. The rise in the number of pupils on roll with additional SEND needs and EHCP plans and impacted staffing costs which increased as a consequence. Whilst the school was fortunate to be locked into a competitive fuel contract and therefore not impacted by the fuel crisis in 2022-23, the increase in cost of living and consumables did have a negative impact on the school’s budget.

An initial draft budget for 2023-24 and Long-Term Budget Plan for 2023-28 were presented to the Board of Trustees in March 2023 which indicated that the school would be using over £100,000 of its reserves within the next academic year with a deficit budget being set for the following year. This highlighted the need to review the staffing structure to ensure that the Academy remained financially viable in the future and accordingly the Board of Trustees agreed to initiate a redundancy and restructuring procedure in May 2023.

All staff groups were considered and different scenarios presented to the Board of Trustees for consideration. However, a staffing structure which had the least impact on the education and wellbeing of the children was critical. A change to the staffing structure to create a team of Learning Support Assistants who supported children within the school day and during the lunchtime sessions was proposed. This, however, unfortunately resulted in the potential redundancy of ten Midday Assistant posts. A meaningful consultation process, with union representation, took place during the summer term and was finalized on 31st August 2023. The new structure means that the school can maintain support for children in the classroom whilst retaining our most experienced support staff. The implementation of the new staffing structure resulted in a cut in staffing costs reducing the in-year deficit from £109,000 to £22,000.

The number of children eligible for Pupil Premium funding continued to rise in 2022-23 and at the end of the year stood at 18.47%, the highest ever. Most of this funding is used to improve education outcomes for these children and is used to funding additional support in the classroom. Careful use of this funding also provides free access to all the opportunities afforded to the more affluent members of the school community – such as educational visits and residential trips, music lessons and 1:1 tuition. This funding was used to purchase home learning books for all pupils to fill in gaps in learning. Counselling sessions to promote wellbeing, self-esteem and reduce anxiety was also a key area of expenditure from this funding. The Academy was also able to offer free places in the summer holiday club for many of these pupils.

The overall financial position of the Academy at the end of 2022-23 is satisfactory, albeit due to the redundancy of ten members of staff and reduction in hours for others. Going forward, there is concern however that the impact of the teachers’ pay award and LGPS pay award which is still not agreed. This together with the increasing fuel costs/cost of living could continue to have a detrimental impact on the school’s budget potentially meaning the Academy could have to reduce staff levels even further.

**Reserves Policy**

The Board of Trustees regularly monitors the reserves to ensure that sufficient funds are maintained to meet anticipated future needs whilst avoiding long term accumulation of excessive sums. In deciding the level of reserves, trustees consider the following:-

* Possible changes to funding arrangements
* Predicted pupil numbers
* Academy Development Plan/large projects
* Cash flow
* The academy’s annual budget
* Monthly salary bill

The Academy had seen a consistent year on year increase in the total reserves from £125,000 in 2016-17 to £248,160 at the end of 2021-22. However, despite continued restrictions on expenditure and attempts to maximise income, the Academy’s reserves have depleted slightly during 2022-23. The current level of unrestricted general reserves (calculated excluding the pension reserve) is £252,523. In addition, there are capital reserves in the sum of £16,289 earmarked for capital expenditure in 2023-24 for catering expenditure, energy-efficiency measures and the Academy’s contribution towards the safeguarding bid.

Due to the inclusion of the Local Government Pension Scheme (LGPS) deficit, the restricted funds are in deficit at the year end. However, this does not mean that an immediate liability for this commitment has crystallised. This Local Government Pension Scheme (LGPS) deficit has resulted in an increase in the employers’ pension contributions over a period of years. The Academy Trust will continue to monitor its budget plans to ascertain how this additional cost might affect its future funds.

**Investment Policy**

The charitable company’s current policy is to invest surplus funds in short term cash deposits. There are no investments held beyond cash deposits retained with the major UK clearing banks. Speculative investments are not permitted.

For the period ended 31st August 2023, the charitable company’s cash balances generated a return of £38.97.

**Principal Risks & Uncertainties – Updated in accordance with Risk Register**

The Academy Trust regularly undertakes a comprehensive assessment of possible risks to the future of the Academy (Risk Register). The Risk Register is regularly reviewed by the Board of Trustees. The chief risks identified include issues relating to academic performance and funding. The Academy has developed policies and procedures to mitigate these risks. Where significant financial risk still remains, the school has ensured there is adequate insurance cover in place. There are effective systems of internal financial control (explained in more detail in the Governance Statement). In 2021, the Finance and Premises Committee conducted a full review of the risk register to assess its suitability and effectiveness. The areas of risk included in the register were fully considered and the format of the register was reviewed in comparison to other recommended templates. The review confirmed that the risk register was still an effective document which addressed the potential risks the Academy faced.

Prior to 2022-23, the Audit & Risk Committee was incorporated within the Finance & Premises Committee, however since the re-organisation of the Board from September 2022, this has been a separate, stand-alone Committee. This has worked well with an enhanced focus on audit and risk and is a positive to come out of the new model. The trustees have agreed that if the Academy reverts to a committee model, a separate Audit & Risk Committee will be retained.

The principal risks of the Academy are:-

* Safeguarding of children compromised;
* Pupil loss/funding loss/sudden change of political administration, policy or direction;
* Excess of expenditure over income;
* Insufficient funding for planned budget;
* Fraudulent activity;
* Fire, flood, local or national pandemic, or other disaster;
* Lack of coverage and succession at senior management level;
* Trustees inexperienced in the role;
* Lack of staff through sickness;
* School fails to take account of local, national regulatory issues or policy impact;
* Schools fails to make provision for litigious issues;
* Increase repayments (or full repayment) to the deficit in the pension scheme may be required.

Additional risks identified during 2022-23 were:-

* Risk of impact of potential loss of learning due to pandemic;
* Potential risk due to new governance structure to be adopted in 2022-23;
* Risk of future financial sustainability of the Academy;
* Risk of the presence of Reinforced Aerated Autoclav Concrete (RAAC) being identified in the premises.

**Fundraising**

At various times during the year the pupils of the Academy are involved in raising funds for specific charities. These include The Royal British Legion Poppy Appeal, BBC Children in Need and Red Nose Day. Other charity events included a Harvest Festival collection for Harp and a stamp collection in support of The Bone Cancer Research Trust. The Academy also took part in the Herd in the City Havens Hospice fundraising campaign.

The academy also runs fundraising events throughout the year to raise funds for particular initiatives/programmes within the school, one of which included a nearly new book sale to raise funds for the library.

A clothing bank recycling bin is still on the Academy’s site allowing parents and staff to donate unwanted items of clothing, bric-a-brac, books or bedding thereby reducing waste at landfill sites. By donating these unwanted goods, funds are raised for both the Academy and a local charity of choice. In addition, the school takes part in the Your School Lottery which raises money for school resources and is the only external fundraising initiative the school takes part in.

Unfortunately, over recent year the Parent Teacher Association, Friends of Jotmans Hall (FOJH) which co-ordinates and runs fundraising events throughout the year has diminished and struggled to attract new members. With a small number of members and the support of the Academy, events continued to take place where possible during 2022-23. These events include a sponsored Santa Run and sales for celebration events i.e., Mothers’ Day/Fathers’ Day.

Fundraising is a small part of the academy’s approach to raising money. The academy complies with the legal duties set out in the Charity Commission’s publication “Charity fundraising : a guide to trustee duties (CC20)” by:-

* Acting in the charity’s best interest;
* Managing the charity’s resources responsibly; and
* Acting with reasonable care and skill.

The academy and PTA work close together and the Senior Leadership Team is involved in all fundraising events. All fundraising events take place on site (with the exception of the School Lottery) and marketing is proportionate with event information included in letters, newsletters, website and social media. The Academy Trust does not use any external fundraisers. All fundraising undertaken during the year was monitored by the Trustees. No complaints have been received this year about the fundraising activities.

**Plans for Future Periods**

Plans for the future are directly linked to the School Development Plan; priorities for 2023-24 are :-

|  |
| --- |
| * To improve the phonics-to-book match for early readers * To develop fluency and comprehension of developing readers * To sequence mathematics and the wider curriculum subjects to give teachers a clear scaffold for planning lessons that will support pupils’ recall of prior knowledge * To continue to improve the outcomes for the Pupil Premium group * To research potential advantages and disadvantages of joining a MAT that is suitable because of its location and ethos. |
|  |
| Following advice from the External Education Advisor, the School Development Plan for 2023-24 has been tightened to include the main school objectives only which are largely driven by the recent Ofsted Inspection. All other objectives, where applicable, are ongoing but will be reported on via the Headteacher’s Report and other relevant trustee documentation. |

**Funds held as Custodian Trustee on behalf of others**

The Academy Trust does not hold, and the Trustees do not anticipate that it will in the future hold, any funds as custodian for any third party.

**Disclosure of Information to Auditors**

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 Board of Trustees has re-appointed the current Auditors MWS Ltd for the next financial year beginning 1st September 2023.

The Trustees’ Report, incorporating a strategic report, was approved by order of the board of trustees, as the company directors, on ………………………….. and signed on its behalf by:

Mr. Paul Hodges

Chairman of Trustees

**Governance Statement**

The Trustees are satisfied that the internal control systems in operation at the Academy during the period from 1st September 2022 – 31st August 2023 were adequate and effective.

The Trustees’ views have been informed by:-

* Monthly management reports which were received by Trustees,
* Bi-monthly Board Meetings to monitor the Academy’s performance and to ensure that the Academy’s resources are appropriately managed and controlled.
* Regular scrutiny of financial and other performance monitoring data
* Regular reports from the Headteacher and other managers to the Board of Trustees
* The Internal Evaluations Control reports

Trustees have ensured that the Academy has kept proper accounting records during the period which have enabled the financial position of the Academy to be accurately tracked. The Academy has maintained and operated an effective system of internal control to safeguard all the resources delegated, granted or otherwise entrusted to the school and ensured they are used cost effectively.

The system of internal control has been developed and is coordinated by the Accounting Officer. It aims to provide as much assurance as is reasonably possible (not absolute assurance) that assets are safeguarded, transactions are properly authorised and recorded and that material errors or irregularities are either prevented or can be detected promptly.

**Scope of Responsibility**

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

The Board of Trustees has delegated the day-to-day responsibility to the Headteacher as Accounting Officer for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between Jotmans Hall Primary 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 met 11 times during the year. Attendance during the year at meetings of the Board of Trustees was as follows:

Trustee Meetings attended Out of possible

Mrs L Allen 11 11

Mr I Harding 9 11

Mrs G Hindes 10 11

Mr P Hodges 10 11

Mrs L Holland 8 11

Miss S May-Emberson (resigned May 2023) 8 8

Mrs S Price 10 11

Mrs C Savage 11 11

Mrs V Thompson 10 11

Ms S Warnes 11 11

Senior Leadership Team – Associate Members

Ms C Fox 11 11

Mrs E Nunn 11 11

Mrs B Chapman 6 6

Miss F Ward 6 6

The academy has a strong Board of Trustees and attendance at meetings is typically very high. Meeting have been held in the school with the option to join via zoom if necessary, however this has not been necessary in most cases. It should also be noted that work commitments for some members of the Board of Trustees makes attendance at all meetings difficult.

**Changes in the composition of the Board of Trustees**

We started the year with a total of 10 Trustees and 4 members made up as follows:

* 3 Staff Trustees (including the Head Teacher)
* 3 Parent Trustees
* 4 Community Trustees.

One Trustee left the Board of Trustees; Miss S May-Emberson resigned her position as Parent Trustee. The position of parent trustee will be advertised in the new academic year.

At 31st August 2023 the Board of Trustees is made up of 9 Trustees and 4 Members (1 of which is also a Trustee) as follows:

* 3 Staff Trustees (including the Head Teacher)
* 2 Parent Trustees
* 4 Community Trustees
* 3 Members
* 1 Member and Trustee

There is still a Member vacancy that the Board of Trustees are keen to fill, and efforts are being made to recruit a fifth member as soon as possible.

Trustees are required to complete a Declaration of Pecuniary and Personal Interest form at the beginning of each academic year. Additionally, an agenda item is included at every meeting where trustees are required to declare any new interests. A register of all declarations is maintained by the Governance Professional and approved by the Headteacher. This register is shared with the School Business Managers so any potential conflicts of interests are highlighted.

**Governance Statement – Governance review**

**Review of governance**

During 2022-23, the Board of Trustees aimed to set itself targets as part of the School Development Plan. These targets were to be monitored and evaluated and success criteria put in place. Unfortunately, other issues such as a permanent exclusion and the redundancy and restructuring process were the primary focus of the Board of Trustees during 2022-23. Additionally, the new governance structure and change in Clerk had a slight detrimental impact on the routine procedures carried out by the Board throughout the year. The Trustees did however achieve the following:

1. Climate walks

1. Pupil voice.
2. A trustee completed a review of the single central record.
3. The Safeguarding Trustee reviewed and discussed safeguarding every term.
4. NGA training was undertaken on several different topics.

The Board of Trustees also carried out a skills audit in September 2022. All Trustees were asked to complete a questionnaire to identify their understanding of the following areas:

* Strategic leadership
* Accountability
* People
* Structures
* Compliance
* Equality, diversity & inclusion
* Self-evaluation

The questionnaire is designed by the National Trustees’ Association specifically for single academy trusts. Individual members of the Board of Trustees completed the skills audit (rating their experience between 1 and 4, 1 meaning none and 4 meaning extensive experience or understanding); these were then analysed by the Clerk using a tool provided by the National Trustees’ Association.

Analysis of the questionnaires highlighted the following areas for development, these areas scored an average of 2.

* There is limited experience of chairing governing boards, including being a vice-chair or acting as chair of meetings, which may include chairing experience outside of the school sector – NGA suggests that the board should discuss succession planning and individual governors should take some time to read the article “Finding your next chair” on the NGA website. The reinstatement of the committees in 2023-24 should also address this area for development.
* A lack of confidence of being part of the panel that conducts the head teacher’s appraisal – The NGA website has a guide to Executive Leader Appraisal. Training for those trustees responsible for the Head Teachers pay was discussed and training for the Chair and Vice-Chair took place during 2022-23.

These areas should be considered when recruiting new trustees.

Trustees were also asked to identify any areas trustees feel they need to prioritise to develop knowledge and skills.

* Understanding of finance documents
* Understanding of school data
* Continued professional development

As a result, a Trustee Development Programme was created during 2022-23 which will offer additional training for all trustees on a variety of different topics for the forthcoming year. This will include training sessions led by the Headteacher, SENCo, Assistant Headteachers and School Business Managers to broaden trustees’ knowledge on topics such as School Development Plan, SEF, Academies Trust Handbook, SRMSAC, SEND etc. Training sessions for understanding finance documents and school data took place in 2022-23 and will be an ongoing annually. This skills audit will continue to be completed annually to identify any gaps and to evidence any increase in skills/knowledge as the current Trustees’ terms of office extend.

**Review of Value for Money**

As accounting officer, the Headteacher has responsibility for ensuring that the academy trust delivers good value for money in the use of public resources. The accounting officer understands that value for money refers to the educational and wider societal outcomes, as well as estates safety and management, achieved in return for the taxpayer resources received.

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

* Challenging the functions of the Academy;
* Monitoring outcomes of pupils and financial performance;
* Regular budget monitoring and reporting to Trustees, with an annual independent review of controls;
* Consulting with stakeholders before major decisions are made;
* Ensuring fair competition and value for money through quotes and tenders;
* Reviewing and streamlining staff where possible;
* Ensuring that grant funding is sought wherever possible;
* Ensuring that key staff maintain links with other schools (e.g.: Business Managers’ Network) so that good practice can be shared, and contracts benchmarked;
* Seeking to have jobs which may have previously been outsourced brought in-house (i.e. grounds maintenance);
* Arranging training for staff where required (assessed by Performance Management Review);
* Requiring feedback on the usefulness of training courses to ensure value for money;
* Reviewing contracts annually to ensure the Academy achieves a good mix of quality and effectiveness at a fair price;
* Collaborating with other local schools to ensure best prices for purchases and the sharing of good practice to raise standards;
* Constantly thriving to reduce waste by raising the awareness of all staff to the principles of value for money;
* Purchasing, where possible, through Government frameworks to achieve best value.

The Accounting Officer for the academy has delivered improved value for money during the year by:

* Negotiating improved, more cost-effective support from external IT Technician;
* Securing best price for new projector and screen for hall;
* Maximising expertise of Learning Support Assistants in the redundancy and restructuring consultation.

The school’s main resource is its staff. In order to achieve best value, Performance Management Reviews are held for each member of staff at least once per year. Investment in staff and continuing professional development is a high priority and the Academy uses its connections with other local schools to share training and knowledge. Where possible, in-house training is sourced, and we have invested in several courses to “train the trainer” which is cost-effective and gives the Academy the opportunity to disseminate information fast and effectively.

A detailed programme of spending for the Pupil Premium Grant has been developed which is regularly reviewed to ensure that outcomes are successful. In addition, production of the statement giving details of the various educational recovery grants to track expenditure and outcomes continued in 2022-23.

Useful collaboration with partner schools was ongoing. The School’s involvement in the Benfleet and Thundersley Interschool’s Cluster Trust continued, enabling excellent value for money to be attained for a wide range of training courses for Site Staff, Associate Staff and teaching staff. The Trust enabled various groups of staff to meet regularly and share best practice, including the School Business Managers.

Use of the premises by the local community continued to be a strength of the School. Partnerships with two local community fitness club were reinstated and continued throughout 2022-23. These included regular lettings throughout the year plus additional ad-hoc days out of term time.

Income generation from the after-school club for the year was higher than projected and resulted in a profit of £9,380.45 at the end of 2022-23. This will be offset against the losses suffered by the Club between 2019 and 2021 due to Covid and will be used to reinvest in vital resources for the club.

The Academy commissioned a new Asset Management Plan during 2022-23 which included a full Condition Survey of the school premises, internally and externally. The purpose of this report was to assess the school’s premises in line with the five-year development plan, allowing the Academy to prioritise the required work into relevant maintenance projects to sustain the longevity of its buildings and provide a safe, well-maintained environment for all stakeholders.

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

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives; it can therefore only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on-going process designed to identify and prioritise the risks to the achievement of academy policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in the Academy Trust for the year 1st September 2022 to 31st 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 issues 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 on-going process for identifying, evaluating and managing the academy trust’s significant risks that has been in place for period 1st September 2022 to 31st 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 and a full review of the Risk Register was carried out in January 2021, with the relative risk ratings reconsidered. A further review was carried out by the Audit & Risk Committee in September 2023 at which time it was agreed that the Risk Register was still sufficient and fit for purpose. Two additional areas were incorporated within the Risk Register, namely:-

* Risk Register to be updated to show risk around impact of loss of learning due to Covid;
* Risk Register to be updated to show potential risk due to new governance structure to be implemented in 2022-23.

The Risk Register will undergo its annual review in November 2023.

**The Risk and Control Framework**

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

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

Juniper Finance carried out two Internal Control Reviews during 2022-23 on areas selected by the Audit & Risk Committee from the Scope of Works, namely Health and Safety and Governance. The Health and Safety review took place in November 2022 and covered 21 different areas for review with a possible 125 high, medium and low findings. The report had identified only one low priority finding and gave the school the highest rating of “Good” confirming that “there is a sound system of internal control designed to manage risks”.

The second internal control review covered Governance and was particularly identified by the Audit & Risk Committee following the change in governance structure during 2022-23. This review looked at various areas including governance documentation, the school website and consisted of interviews with the Chair, Vice-Chair, Headteacher and School Business Managers. The review confirmed that commitment to the school and effective governance by trustees was without question and that the work of the Board of Trustees, supported by the finance team, in addressing challenges to the academy’s finances and long-term budget planning appeared to have been highly effective. In addition, it was noted that the trustees had a particular focus on the school curriculum. Some areas for development were highlighted in relation to the Ofsted findings and in relation to the governance structure going forward.

The external auditor’s role includes performing a range of checks on the Academy Trust’s financial systems. In addition, the Accountants provide support and guidance to the School Business Managers when they are preparing and submitting financial returns.

The academy adopts the local authority’s Financial Regulations and Scheme of Delegation template which incorporates any amendments to the Academies Trust Handbook each year.

**Review of Effectiveness**

As Accounting Officer, the Headteacher has responsibility for reviewing the effectiveness of the system of internal control. During the year in question the review has been informed by:

* the work of the external auditor and the Responsible Officer;
* the financial management and governance self-assessment process;
* the work of the Finance Director within the Academy Trust who has responsibility for the development and maintenance of the internal control framework.

The Accounting Officer has been advised of the implications of the result of their review of the system of internal control by the Audit & Risk Committee and a plan to address weaknesses and ensure continuous improvement of the system is in place.

Approved by order of the members of the board of trustees on …………………….. and signed on its behalf by:

Signed …………………………………………………………… Signed …………………………………….

Name: Mr. Paul Hodges Name : Ms Sarah Warnes

Chairman of Trustees Accounting Officer

**Statement on Regularity, Propriety & Compliance**

As Accounting Officer of Jotmans Hall Primary School I have considered my responsibility to notify the Academy Trust Board of Trustees and the Education Funding Agency of material irregularity, impropriety and on-compliance with ESFA 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. As part of my consideration, I have had due regard to the requirements of the Academies Trust Handbook, 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 Academies Trust Handbook.

I confirm that no instances of material irregularity, impropriety or funding non-compliance have been discovered to date.

Signed……………………………..

Ms Sarah Warnes

Accounting Officer**Statement of Trustees’ Responsibilities**

The Trustees (who act at trustees for charitable activities of Jotmans Hall Primary School and are also the directors of the Charitable Company for the purposes of company law) are responsible for preparing the Trustees’ Report and the financial statements in accordance with the Annual Accounts Requirements issued by the Education Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the Trustees to prepare financial statements for each financial year. Under company law the Trustees must not approve the financial statements unless they are satisfied that they give a true and fair view of the state of affairs of the Charitable Company and of its incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the Trustees are required to:

* select suitable accounting policies and then apply them consistently
* observe the methods and principles in the Charities SORP
* make judgements and accounting estimates that are reasonable and prudent
* state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements
* prepare the financial statements on the going concern basis unless it is inappropriate to presume that the Charitable Company will continue in business

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

The Trustees are responsible for ensuring that in its conduct and operation the Charitable Company applies financial and other controls, which conform with the requirements both propriety and of good financial management. They are also responsible for ensuring grants received from the 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 other of the members of the Board of Trustees on ………………….. and signed on its behalf by:

Signed ……………………………………………………….

Mr. Paul Hodges

Chairman of Trustees

1. As required in the academy trust’s funding agreement and articles of association. [↑](#footnote-ref-1)