

WILLIAM FARR CHURCH OF ENGLAND COMPREHENSIVE SCHOOL
(A COMPANY LIMITED BY GUARANTEE)

WILLIAM FARR CHURCH OF ENGLAND COMPREHENSIVE SCHOOL
(A Company Limited by Guarantee)

Annual Report and Audited Financial Statements

Year ended 31 August 2021

Company Registration Number:
07469546 (England and Wales)

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REFERENCE AND ADMINISTRATIVE DETAILS

Members

Mark Garthwaite
Ben Hazzledine
Abigail Parrish
Mark Protheroe
Tim Smith
Paul Thompson

Trustees

Helen Brittain (Staff Trustee)
Marcus Brittain (Staff Trustee)
Dawn Cooper
Mark Garthwaite
Ian Green
Benjamin Hazzledine
Jeffrey Heskins (Chair)
Simon Hinton (Staff Trustee)
Claire Harrison (Staff Trustee)
Helen Jenkin
Nigel Johnson
Jonathan Knowler
Abigail Parrish (Vice Chair)
David Subden
Adam Watson
Pamela Watson
Chris Higham

Company registered number	07469546
Company name	William Farr Church of England Comprehensive School
Principal and registered office	Lincoln Road Welton Lincoln Lincolnshire LN2 3JB
Company secretary	Sally Coulter (Left April 2021) Sarah Elderkin (From April 2021)
Senior leadership team	Jonathan Knowler (Headteacher) Saskia Alcock (School Business Leader) Steven Ellis (Acting Deputy Headteacher) Daniel White (Acting Deputy Headteacher) Jane Grant (Assistant Headteacher) Helen Bates (Assistant Headteacher) Jules Hazzledine (Associate Assistant Headteacher) Susan Meggett (Associate Assistant Headteacher) Nick Muir (Associate Assistant Headteacher)

Independent auditors	Wright Vigar Limited Chartered accountants and statutory auditors 15 Newland Lincoln LN1 1XG
Internal auditors	Forrester Boyd 139 Eastgate Louth LN11 9QQ
Bankers	HSBC Bank plc Lincoln Stonebow 221 High Street Lincoln LN1 1TS
Solicitors	Legal Services Lincolnshire County Council County Offices Newland Lincoln LN1 1YT

TRUSTEES' REPORT

The trustees are pleased to present their annual report together with the financial statements and auditors' report of the charitable company for the period 1 September 2020 to 31 August 2021. The annual report serves the purposes of both a trustees' report and a directors' 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 1450 in the last school census.

STRUCTURE, GOVERNANCE AND MANAGEMENT

a. Constitution

The academy 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. The trustees of William Farr Church of England Comprehensive School are also the directors of the charitable company for the purposes of company law. The charitable company is known as William Farr Church of England Comprehensive School.

Details of 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.

b. Members' liability

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

c. Trustees' indemnities

The 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.

c. Method of recruitment and appointment or election of trustees

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

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

e. 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.

f. 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.

g. 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.

h. Trade union facility time

Relevant union officials

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

Percentage of time spent on facility time

Number of employees

0%	-
1%-50%	3.69
51%-99%	-
100%	-

Percentage of pay bill spent on facility time

£

Total cost of facility time	2,535
Total pay bill	6,984,909

Percentage of total pay bill spent on facility time	0.04%
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Paid trade union activities

Time spent on paid trade union activities as a percentage of total paid facility time	1.42%
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i. Related parties and other connected charities and organisations

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

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

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

OBJECTIVES AND ACTIVITIES

a. 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.

Reopening of school

The government announced on 2 July 2020 that secondary schools would reopen to all students in September 2020.

School successfully reopened in September 2020 providing full-time education to all year groups before closing in Jan 21 and then reopening to all students in March 21.

Full details of the Covid-19 impact and response can be found later in this document within each section of the School Self Evaluation Form.

However, it is important to note the following key financial implications:

- The financial impact of COVID-19 on the academy has been kept under constant review. A deep dive was carried out mid-year and subsequently some budgets cut to minimise the overall financial impact on the year end position.
- Staff absence increased during the Autumn term due to self-isolation and additional supply cover was brought in especially pre-Christmas.
- Lost diner income of c£295k was seen in the diner as a result of school closure and loss of external income from the primary schools we normally cater for.
- Site preparations including covid test centre facilities/staffing, one-way system, additional signage, additional cleaning etc as required by the DfE and noted in our Covid-19 risk assessment were carried out and accounted for as covid related exceptional costs. Grant funding was claimed but not all was deemed as 'exceptional' therefore we were not fully reimbursed for the additional costs. The school was required to use its own funds to cover these costs.
- In line with government guidelines, school continued to pay agreed sums to Free School Meal (FSM) students during holidays and periods of lockdown. This was reimbursed by the local authority. FSM students who had to isolate due to covid outside of holidays and lockdown were also paid per day in order to ensure meals could be provided at home.
- 87 Laptops were provided free of charge by the DfE to support home learning for disadvantaged students. Despite no cost to the school, these have been included within the accounts as a depreciating asset.

While the above list of financial implications is not exhaustive, other details have been included and reported in the monthly management accounts and resource committee meetings.

Auditors

Three internal audits were carried out by our new internal auditors, Forrester Boyd, and a new reporting system set up through the newly formed Audit & Risk Committee, providing ongoing assurance to the Trustees.

Academy shops

The stationery shop reopened to students in September 2020. Meanwhile the initial long-term plans to move the uniform shop to a third-party provider was brought forward and implemented in May 2020 as a direct result of the challenges faced in maintaining a satisfactory service to our students and their parents/carers. This has resulted in further retail selling price decrease to parents/carers and the ability to redeploy the shop assistant within school.

School Development Plan (SDP) 2019-2022

(Detailed plans are available for the areas identified from respective members of SLT)

Whole School Strategic Priorities:			
<i>To deliver an exceptional climate for learning for the whole school community. To ensure that every child matters and achieves their full academic potential.</i>			
<i>NB. Equality Objectives related to the school context are shown as required by the Public Sector Equality Duty.</i>			
Action Required	Due Date	Milestones - Interim Review Date	Evidence/Progress @ July 21
Areas for Development (from School Objectives): To provide full-time, high quality education and support for students following the period of closure due to COVID-19			
Modifications to curriculum to take account of lost learning	Jul-22	Dec-20	<p>SLT met with all HODs in the first QA meeting to discuss progress and curriculum plans. Curriculum planning has been modified to take account of changes to examinations and the impact of the closures. Engagement data for lockdown 1 and 2 collated to identify students who had not engaged with remote learning. Lockdown engagement data shows Year 10 and 12 students were more engaged in remote learning than KS3, which is expected. No significant lost learning by students from Lockdown 1 (between Spring 20 and Autumn 20 datapoint). Sixth Form L3VA remains a focus. <i>See lockdown data</i></p> <p>The level of engagement during Lockdown 2 (Jan – March 21) was very high due to the wider variety of teaching and learning methods used including online lessons which gave more structure to students' experience. They were also aware that their engagement in lessons was being monitored and reported to parents. Lockdown 2 engagement statistics show that 97.5% of students engaged with online lessons, with only 36 students across the whole school now failing to log on regularly. In KS5 only 3 students were not engaging, in KS4 only 15 students in total were not engaging. Intervention planning is in process involving HOY and departments. Further work to be done on curriculum modification in light of the second closure and changes to examinations in 2021-22. A significant number of parents have emailed the school to say 'thank you' for the regular communication over the last 18 months (see shared area – senior staff folder).</p>
Prepare for remote learning	Jan-21	Sep-20	<p>Policy and proposals reported to Governors Nov 20. SLT delivered training to departments on remote learning. SLT discussed readiness for the switch to remote learning with each HOD at the Quality Assurance (QA) meeting. Effective Remote Education provision implemented and continued for students during lockdown periods. <i>See Remote Education Framework, Provision Policy (approved by Matt Spoons LA Secondary Lead) student expectations, safeguarding and letter to parents.</i> Parent Survey (Jan 21) showed that 85% of parents graded the school's remote education provision as 'Excellent'/Good. <i>(See IT shared area - Senior Staff - Ofsted)</i> Departments have conducted a QA of remote education highlighting best practice and future planning requirements.</p>

Action Required	Due Date	Milestones - Interim Review Date	Evidence/Progress @ July 21
<p>Areas for Development (from School Objectives): To provide full-time, high quality education and support for students following the period of closure due to COVID-19</p>			
<p>Support students' mental health and wellbeing (MHWB) to ensure high levels of student attendance (link with MH target later)</p>	Jul-22	Feb-20	<p>Additional student welfare support provided since September 20. 1-2-1 support from Head of Year (HOY)/Education Welfare Officer for students struggling to attend during and post lockdown with support from Local Authority. Increased provision for student welfare through University support. HOY have followed up all students identified in Welfare survey. Those still in need signposted to relevant support, either in school or externally. Attendance Dec 20 was overall 95.6% (95% National), Pupil Premium (PP) 93.3%, SEN K 94.2%, SEN E 91.7%, LAC 97.4%. Persistent Absence (PA) 12.1% (National 13%). Additional student welfare capacity provided in term 2 to manage increase in referrals especially in March 21 when school reopened following 2nd period of lockdown (Jan -March 21) . Care and Guidance have worked hard to provide on-going support to vulnerable students and parents. Student attendance rates have improved in term 3. By June 21, overall attendance was 96% (91% National), PP 93.3%, SEN K 95.1%, SEN E 93.1%, LAC 98.4%. Persistent Absences 10.8% (National 17%) School has access to resources to support students, who are absent due to anxiety related issues.</p>
<p>Develop systems of support for Student Behaviour and welfare</p>	Jul-22	Dec-21	<p>The student services hub will be set up for September 21 in the Youth Centre (approval given) where students will have face-to-face support from student welfare, SEND, pastoral assistants, inclusion and external agencies. The school is appointing two pastoral support assistants and a Deputy Designated Safeguarding Lead for Sept 21 to support this exciting development next year. It will take next year to embed.</p>

Action Required	Due Date	Milestones - Interim Review Date	Evidence/Progress @ July 21
Areas for Development (from School Objectives): <i>To improve student attitudes to learning to create more independent, resilient learners ready for next steps by focusing on literacy</i>			
Implement Literacy Strategic Plan with a focus on reading, writing and speaking to promote vocabulary, fluency, confidence, enjoyment and understanding	Jul-22	Oct-20	We view this as a target that will run for more than one year and will be developed over the academic year. Literacy plan has been written, INSET provided for all staff and Continuing Professional Development (CPD) twilights offered (although restricted due to school closure last year). (2019-20). Key Stage 3. English library lessons are established and book boxes are provided to all forms for at least one registration per week given to reading. Pupil Premium Strategy for 2019-22 is written and costed with a clear focus on literacy and reading. Some staff opted to trial different approaches to literacy as their whole school development management CPD offered target. DM Reviews suspended due to Covid-19. Covid-19 Catch-up Plan has been written and is being finalised. This dovetails with the Pupil Premium strategy. Staffing structure in the library has been reviewed; Library Improvement Plan is being written. Teacher Assessment Grades will be used for 2020/21 exam results.
Whole school INSET and CPD focus on supporting staff to improve students' literacy skills	Jul-22	Jan-20	Different CPD Twilight sessions planned for around Literacy, including 'Planning for writing and essay skills', 'Marking for Literacy', 'Extending Student Vocabulary' and 'Supporting Reluctant Readers'. CPD has been affected due to school closure and CPD was re-purposed to focus on remote learning and mental health and wellbeing. SLT discussed strategies. Marking and feedback review of policy. To action literacy codes. A literacy focus in place at the beginning of the year. Covid has affected assessing impact on this.
Ascertain effective existing literary practices and create opportunities for sharing these whole school	Jul-22	Jan-20	SLT brought examples of research and good practice for discussion prior to dissemination to HODs in Spring term. Evaluating new published resources including 'Closing the Word Gap' (Open University). School to investigate viability of appointing Literacy Co-ordinator. The role of English Intervention Coordinator has been adapted to include Literacy Coordinator role for which we are currently recruiting.

Action Required	Due Date	Milestones - Interim Review Date	Evidence/Progress @ July 21
Areas for Development (from School Objectives): <i>To improve student attitudes to learning to create more independent, resilient learners ready for next steps by focusing on literacy</i>			
Implement Sixth Form Strategic Plan	Jul-22	Jul-21	Sixth Form Plan written and shared with HODs and HOYs. Feedback and recommendations given to the admissions governors on entry requirement. Information Evening brought forward to October 19 and was well received. 1-2-1 meetings with SLT for first time. Post-16 morning and application materials revised. Contact maintained with prospective external applicants during closure resulting in 13 students enrolling Sept 20. With full opening of school, Sixth Form induction will include sitting in on Sixth Form lessons (feedback from last year's external students) 165 internal applications and 16 external applications received Feb 20 in line with previous years. Target number of students of 120 for Oct 20 has been exceeded with 129 in new Year 12. Commenced restructuring of Sixth Form Leadership Structure for Sept 21 start. HODs have devised explicit study skills programmes for Year 12, which have been supported by the HOY and Tutor Team. Year 12 students have remained at 129 for 2020/21. Predicted number of Year 12 students for Sept are 119. Due to school closure the school was planning a 3-day Sixth Form Induction programme in school (normally 2 days) as a University visit (3rd day) won't take place due to Covid-19. For the first time, SLT and HOY are planning to conduct 1-2-1 interviews with all Year 12 students during the 3 days to provide additional guidance and support in making the right subject choices. As part of the Induction, we are planning for students to receive an immersive experience into A Level lessons, information on what it means to be successful in the Sixth Form and opportunities to hear from existing students. The new Sixth Form Staff Leadership Team has been appointed for Sept 21 and should be leading on this with JTG and the new Sixth Form Tutors who have been appointed. Unfortunately, Sixth Form Induction has had to be cancelled for June 21 due to Covid restrictions but we are now looking at alternative ways of communicating this information using what we learned from last year.
Key strategies on stretch and challenge, pedagogical research and best practice is shared with staff through professional development	Jul-21	Feb-21	Development Management (DM) INSET delivered Sept 19 and Oct 20. DM have Sixth-Form-related targets. Departments trialling new strategies for Sixth Form. Focus of HOD meetings and planned lesson observations. With lesson observations cancelled for this year and DM review meetings postponed, this will be an on-going target into 2021/22.

Action Required	Due Date	Milestones - Interim Review Date	Evidence/Progress @ July 21
Areas for Development (from School Objectives): <i>To improve student attitudes to learning to create more independent, resilient learners ready for next steps by focusing on literacy</i>			
Target setting strategy reviewed with the aim of targets being realistic, but aspirational	Dec-20	Nov-20	Staff provided with greater information on target setting. SLT developed materials for HODs to calculate L3VA estimates. Meeting held with HODs/ Assistant Head of Department (AHOD). Targets set for 2019/2020 more aspirational than 2018/2019. The Teacher Assessed Grading process was evidence based and didn't allow for consideration of targets or flightpaths. Tasks used for evidence were not normal examinations. The impact of these measures on student outcomes is difficult to judge at this point. Targets for Y7 have been developed using MIDYS due to the lack of SATs data. These are due to be reviewed ready for Year 8 based on staff knowledge of the students.

Action Required	Due Date	Milestones - Interim Review Date	Evidence/Progress @ July 21
Areas for Development (from School Objectives): <i>To improve student outcomes for SEN students</i>			
Implement Literacy Strategic Plan with a focus on reading, writing and speaking to promote vocabulary, fluency, confidence, enjoyment and understanding	Jul-22	Jul-20	<p>We view this as a target that will run for more than one year and will be developed over the academic year. KS3 English library lessons are established and book boxes are provided to all forms for at least one registration per week given to reading. Pupil Premium Strategy for 2019-2022 is written and costed with a clear focus on literacy and reading. Some staff will have opted to trial different approaches to literacy as their whole school development management target. The Autumn assessment point for SEND K comparing assessment vs target was -0.02. This shows we are on track to achieve the target of – 0.1 or better in 2020. This is a holistic and more accurate indicator of expected performance compared to mock results where students, especially SEND, typically underperform.</p> <p>Following the analysis of underperformance from the mocks and the assessment point, actions include liaison with Heads of relevant subjects, TA support diverted where possible, exam access arrangements checked and enhanced and some students have been re-assessed and specialist support provided within Study Support. Summer 20 exam results based on Centre Assessment Grades shows SEND target was met. SEND E (EHCP) and K (monitoring students) had a Progress 8 of -0.06 (target was -0.1 or better). Autumn datapoint shows SEN K students improving P8 (assessment v target grade) = -0.02 above target of -0.1.</p> <p>Goes hand in hand with SEN. PP strategy. Quality First Teaching INSET. From Oct 20 there is a whole school push on Literacy basics but this has been impacted by school closure. Data Track analysis allows us to highlight students failing to thrive and prioritise classroom support and interventions. Analysis of SEND interventions this academic year indicate average progress of + 0.8, where 0 is expected progress. Most recently we have started to pilot a resilience programme for students, which we aim longer term to provide support for students particularly with low attendance. Summer 21 exam results will be based on Teacher Assessment Grades. School is currently collating student data from departments. When finalised and quality assured by Awarding Body (Aug 21), SEND performance can be reported. <i>See SEND Report Feb 21 detailing interventions and support from SEND department during Covid-19.</i></p>

Action Required	Due Date	Milestones - Interim Review Date	Evidence/Progress @ July 21
Areas for Development (from School Objectives): <i>To improve student outcomes for SEN students</i>			
Whole school INSET and CPD focus on supporting SEN students in the classroom	Jan-20	Jan-20	Different CPD Twilight sessions delivered on Literacy including 'Planning for writing and essay skills', 'Marking for Literacy', 'Extending Student' vocabulary' and 'Supporting Reluctant Readers'. There are sessions for SEND including 2 delivered by external speakers and a session on supporting disadvantaged students. January 20 INSET day had SEND focus - attended by members of GB. Feedback positive.
Further improve access to the Curriculum for students working significantly below age-related learning	Jul-21	Apr-21	SENDCO and HOD English have attended a networking meeting with KS2 staff to start this process. Work has begun identifying the students who would benefit from an alternative offer in Y10 next year and the possible options available for them. At entry into Y7 all students are tested for reading and spelling and appropriate interventions put in place for students working at levels below age-related learning, from form time interventions, such as paired reading, Lexia and spelling through to more intense interventions, where students are withdrawn from lessons, such as the Fresh Start Programme, which continued remotely during lockdown. All students on this programme have made excellent progress including one young person who increased their reading age from 7yrs on entry to 11yrs at the most recent assessment. Covid-19 return testing of reading and spelling was carried out for our SEND students with literacy interventions. Precision Teaching, Lexia and paired reading have been put in place this term to re-close the gap. This is currently work in progress. SEND Referral system has been highly effective in flagging students requiring screening and intervention in all years, from students who display cognition and learning difficulties, who may meet the criteria for Exam Access Arrangements, such as extra time through to students showing significant issues around communication and interaction who may need further support. An example of success would be that 14 students have received 25% extra time this term after assessment by the Specialist Teacher.

Action Required	Due Date	Milestones - Interim Review Date	Evidence/Progress @ July 21
Areas for Development (from School Objectives): <i>To be 'ofsted ready'</i>			
Complete a new Self-Evaluation Form (SEF) based on audit of provision to inform School Development Plan (SDP) underpinned by Strategic Priorities	Sep-21	Oct-20	Strategic Priorities set in September 19 were aligned for first time to Quality Assurance (QA) cycle. New format for SEF and SDP Nov 19. Reviewed Jan 20 following Inspection Data Summary report (IDSR) publication. Shared with staff, used to inform strategic plan/Development Management. Communicated to staff/ governors and parents in termly newsletter. Revisited in Jan 20 INSET day and SLT meeting Jan and March 20. Presented to FGB June 20 and at JMK's DM Interim Review March 20. SDP targets rolled over from 2019/20 to 2020/21 and new target added Covid-19 related. Summary SEF produced for GB/Ofsted.
Training for all staff, especially Middle Leaders, Class Teachers, SLT and Governors on preparing for Ofsted inspection	Jul-22	Feb-21	HT delivered SLT and whole staff training Oct 19 on Ofsted, DHTs led training for HOD and HOY teams, Local Authority (LA) Lead Matt Spoons delivered training for Middle Leaders (MLs) Feb 20 attended by 2 members of Governing Body (GB). Matt conducted deep dive into English March 20. Development Management Success Criteria for Teaching and Learning Responsibility (TLR) target written for HODs. 'Operation Churchill' checklist produced to show who does what when Ofsted call comes. To consider deep dive into PSME (scheduled for March 20 but postponed due to school closure). HT delivered Ofsted training to SLT September and October 20. Matt Spoons (LA Secondary Lead) has led ML training on the Ofsted curriculum (Feb 20) which was attended by 2 members of GB. Matt conducted a deep dive with SLT into the English department on 2 March 20. The results from this have been shared with all MLs and SLT. The deep dive showed WFS is a good school with some outstanding features. A PSME deep dive was scheduled for Jan 21 but postponed due to school closure. HT provided SLT with Ofsted update in September 20 regarding Ofsted Interim Visits planned from September–December 20. SLT disseminate this information to Middle Leaders. HT provided additional Ofsted update to SLT in Oct 20 following Secondary Head Teacher Briefing with Matt Spoons. SLT to use questions provided to update SEF with Covid-19 section. Ofsted remains a strategic priority for 2021/22. JMK provided update to all staff on Oct 20 INSET day. HT attended Ofsted update course in April 21. HT updated SLT in May 21 with the updated inspection framework (colour coded with changes identified following Covid-19) and summarised the new framework in a PowerPoint presentation. SLT have been asked to meet with their respective MLs by July 21 to ensure planning and preparation is underway. Exemption for Outstanding schools ended April 21 and WFS will be inspected by 2026 (latest) with a 2-day Section 5 inspection. WFS will be eligible for inspection from Sept 21 onwards. JMK identified changes required in the SEF to match the new Ofsted criteria. SLT to update SEF by June 21 for their areas of responsibility. Matt Spoons is attending school on 24 June 21 to work with HOY on Ofsted preparation. Feedback to governors from the lessons learnt from the deep dives at the Feb 21 QofE meeting.

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(A COMPANY LIMITED BY GUARANTEE)

Action Required	Due Date	Milestones - Interim Review Date	Evidence/Progress @ July 21
Areas for Development (from School Objectives): <i>To be 'ofsted ready'</i>			
Embed Curriculum Intent and Implementation statements for school and departments. Prepare for Ofsted call and 'Deep Dives'	Jul-22	Mar-21	Longer curriculum Key Stage Intents in place - checked through QA system. Departmental curriculum mapping process underway. Sex and Relationship Education Policy updated. Updated Care and Guidance website. DM target Ofsted set. Curriculum intent is written - curriculum mapping started. Started to look at QA tied to inspection.

Action Required	Due Date	Milestones - Interim Review Date	Evidence/Progress @ July 21
Areas for Development (from School Objectives): <i>To improve communication with staff so that they have a better understanding of how their roles support the schools direction</i>			
Staff meetings to share and review strategic priorities and school's direction	Jul-22	Dec-20	Sept 19, Oct 20 and Jan 21 INSET day - school priorities/updates and budget shared with all staff with time for discussion. Priorities displayed in offices. Development (DM) interim reviews did not take place due to school closure. Regular email updates to staff during closure. Staff briefings (3 per week) conducted via TEAMS since Sept 20 have provided regular staff updates on school initiatives and Covid. Changes to staffing Sept 21 shared with all staff via a staff briefing May 21.
Staff to complete electronic survey to gauge feedback on communication and understanding of school priorities	Dec-19	Nov-19	Survey completed Nov 19. 90% said school is well led and understand priorities, Sept 20 and Jan 21 INSET day - shared priorities, discussed budget and results of survey shared with staff. Follow-up survey planned for 21. JMK meets with union representatives every half term to discuss any staffing issues - productive and supportive meetings.

Action Required	Due Date	Milestones - Interim Review Date	Evidence/Progress @ July 21
Areas for Development (from School Objectives): <i>To improve communication with staff so that they have a better understanding of how their roles support the schools direction</i>			
Ensure a cohesive cycle between School Priorities, INSET, CPD, Development Management (DM) Quality Assurance (QA) and Lesson Observations. Revisit CPD programme	Jul-22	Dec-20	SLT delivered teaching staff inset on DM in Sept 19 and Oct 20, which was well received. DM targets set by staff linked to whole school priorities. School closure meant targets were carried over to 2020/21. Twilight Programme in place with sessions run by internal staff and external speakers linked to school priorities. CPD for support staff. Development of staff appraisals discussed with support staff. Oct 20 INSET day focussed on DM for all staff - teaching and support staff targets aligned. Due to 2 lockdowns, there was no interim reviews of DM for teachers or support staff. 2019/20 targets were rolled over to 2020/21. CPD has continued throughout the pandemic remotely through twilight sessions - these were adapted to be more Covid relevant with sessions on remote learning, mental health, independent learning and literacy. Staff will complete their DM reviewed in July/Oct in line with the usual cycle recognising that many targets will only be partially achieved and so will need to be carried over to 2021/22. FGB approved automatic pay progression this year recognising the disruption Covid has caused to staff development.

Action Required	Due Date	Milestones - Interim Review Date	Evidence/Progress @ July 21
Areas for Development (from School Objectives): <i>To obtain value for money when allocating financial resources</i>			
Ensure all budget stakeholders are aware of the updated finance policy and Delegation of Authority (DOA). Staff are updated on budget position	Jul-21	Nov-20	Budgets confirmed to budget stakeholders with first monthly reports. Monthly reports automatically sent to budget stakeholders. Increased awareness of budget situation. SSA meets with budget stakeholders throughout the year as required. All staff updated on school finances during Oct 20 INSET day and 4-year strategic staffing plan shared with staff. Finance policy and new DOAs agreed and communicated to all staff with policy available on the VLE.

Action Required	Due Date	Milestones - Interim Review Date	Evidence/Progress @ July 21
Areas for Development (from School Objectives): <i>To obtain value for money when allocating financial resources</i>			
Review and update Service Level Agreement (SLA) contract workbook to ensure all contracts are documented, including renewal dates	Jul-21	Dec-20	SLAs collated and documented with initial review complete and secondary review carried out by Netty Coldron. This is an ongoing piece of work and to ensure best value, contracts will be reviewed on a rolling basis as individual terms come to an end. Re-negotiating Management Information Systems contract (tender process in progress but moved to 2021/2022 (due to difficulty setting up a new system during COVID) and auditors' contract (tender complete). Auditors' contract (internal) completed. External auditors contract renewal complete.
In renewal priority order, renegotiate all contracts in line with the policy to agree new contracts and terms, which are of best value	Ongoing	Mar-21	Progress as above point. Savings are noted through the monthly management accounts presented to governors and project cost monitoring forms completed through the quotation process.
Review new ESFA/Gov framework opportunities and consortium options to ascertain any WFS can exploit to achieve better value for money	Jul-22	Jul-21	Tied to utilities framework. Condition Improvement Fund (CIF) bid for road and water infrastructure submitted for 20/21 - unsuccessful bid and appeal, but resubmitted for the 21/22 grant fund round. Audit tender complete, achieving savings and compliance. Insurance via RPA through DfE framework. Building network of SBM contacts to sense check quotations and suppliers, e.g. Branston for PE court surfacing. Going forward need to investigate additional framework opportunities or collaborative purchasing as contracts are up for renewal. Successful CIF bids confirmed Jun 21.
Increase lettings in line with the 5-year recovery plan	Jul-22	Dec-20	All lettings continue to be on hold throughout the 20/21 academic year and no progress could be made in this area. In preparation for a hopeful re-start in September 21, records are being updated, pricing has been compared against local competition and letting opportunities and contacts are in progress.

Action Required	Due Date	Milestones - Interim Review Date	Evidence/Progress @ July 21
Areas for Development (from School Objectives): <i>To obtain value for money when allocating financial resources</i>			
Restore bottom field to use	Jul-22	Monthly	Ongoing settlement case with Greenio remains open, however our solicitors, Browne Jacobson, have stated that currently we are unable to pursue the case further unless Greenio's financial position changes. We have a further two years within which a case can be brought. In the meantime, we have created a small working party MG/JMK/SSA to review options available to us which meet our long-term strategic goals and aims for the site as a whole (rather than viewing the field in isolation). Working party action plan in development, including investigating RPA insurance, meeting Diocese land specialist, LA Matt Clayton for availability of S106 funding.
Investigate opportunities for Multi Academy Trust (MAT)	Jul-22	Jun-21	Follow-up contacts given at ESFA meeting in Sheffield Nov 2019. ESFA recommended school completed 2019/20 before investigating viability of a MAT (2021/22). The importance of MATs was reinforced following the Education Secretary's announcement in April 21 that every school should become part of a family of schools in a strong MAT. HT will summarise the latest thinking on MATs to GB for discussion in the Autumn Term 2021.

Action Required	Due Date	Milestones - Interim Review Date	Evidence/Progress @ July 21
Areas for Development (from School Objectives): <i>To widen the school's influence on the provision of staff wellbeing by extending the work currently undertaken (also a SIAMS target)</i>			
Audit school provision on staff well-being and workload	Sep-21	Oct-19	Audit carried out Nov 19. Results shared with SLT - positive results on welfare with action areas. JMK/CH produced school plan - shared with staff. Mental Health First Aiders (10 staff) now meet regularly to plan school strategy for supporting staff on wellbeing. Government promised school funding next year to support this area.
Staff to complete electronic survey on wellbeing and workload. Results shared with staff	Apr-21	Oct-19	Survey completed Nov 19. Results shared with all staff. Repeat survey required 2021/22

Action Required	Due Date	Milestones - Interim Review Date	Evidence/Progress @ July 21
Areas for Development (from School Objectives): <i>To widen the schools influence on the provision of staff wellbeing by extending the work currently undertaken (also a SIAMS target)</i>			
Address action points from audit and survey	Sep-21	Feb-21	Staff Welfare Lead (SWL) Human Resources Manager and HT wrote school policy March 20. SWL presented current thinking on MH to staff on Jan 20 INSET day. HT joined LTSA innovation group on workload. JMK attended new HT meetings and discussed strategies in place in different schools Feb 20. Staff regularly signposted to mental health support during lockdown and on return. Staff Welfare Lead met with self-referred staff in 2020/21. Mental health strategies shared with staff Sept 20 INSET. Weekly free staff draw for prizes, random acts of kindness, mental health awareness day celebrated in Oct 20. 10 staff (including teachers, support staff and Governors) trained as Mental Health First Aiders to support and signpost staff requiring welfare support. Group renamed as 'Working for Wellbeing' with an official logo and launch on 30 April 21. Additions to new staff handbook now include staff wellbeing Sept 21 and a dedicated noticeboard in staff room to signpost access to Mental Health First Aiders. Initiatives/activities planned for 2021/22: production of information leaflets on mental health, anxiety, menopause, male mental health, work/life balance; wellbeing Wednesdays and CPD. Repeat survey required.

Action Required	Due Date	Milestones - Interim Review Date	Evidence/Progress @ July 21
Areas for Development (from School Objectives): <i>To further improve the effectiveness of the Governing Body</i>			
Improve and increase communication with stakeholders	Jul-21	Mar-21	The Chair has written regular articles in the parent newsletter and held a parent governor information evening in January 20. Governors attended Open Evening and INSET days where they met parents and staff. The Governing Body increased its number of parent governors to 5. Staff were regularly updated over the Headteacher recruitment earlier in the year and they were invited to speak to the candidates. There are early stage plans to engage parents with a survey in relation to the Covid effects during this school year. The Chair recently attended a Diocesan Seminar on increasing diversity in Governance and will be taking ideas from this meeting forward from the next Full Governing Body meeting to ensure that the GB is more representative and understanding of the student and parent body.

Action Required	Due Date	Milestones - Interim Review Date	Evidence/Progress @ July 21
Areas for Development (from School Objectives): <i>To further improve the effectiveness of the Governing Body</i>			
Improve governor visibility in school	Jul-21	Mar-21	<p>The Chair regularly meets the HT in school. Governors have attended staff briefing sessions. A wide range of different governors made weekly visits to school during the school closure and subsequent partial reopening. Governors are invited to take part in SLT meetings and interviews for Middle/Senior Leadership staff appointments. Governors have been regularly kept up to date with Covid-19 plans through Ethos and Relationship, Resources, Quality of Teaching and Full Governing Body meetings (see VLE for minutes of meetings). HT kept Chair of Governors informed every 2 weeks throughout school closure of student attendance (including vulnerable students), confirmed Covid-19 cases, LFD testing, protective measures, risk assessment, parent communications and any emerging issues. In addition, Governors have been emailed a copy of all parental letters sent by the HT since March 20 (See school website – Covid-19 Section for copies of 35 letters sent). Governors attended the virtual end of term assembly in December 2020, and in some areas, such as Sixth Form, and safeguarding, the link Governors have continued to physically visit SLT colleagues to support where possible. A significant number of parents have emailed the school to say ‘thank you’ for the regular communication over the last 18 months (see shared area – senior staff folder).</p>

Summary Self-Evaluation Form (SEF) July 21

*This document provides evidence and impact of school provision
and is used to inform the School Development Plan. Further information is available on request.*

Section 1: School Context and Distinctiveness

William Farr Church of England Comprehensive School is a large, mixed, non-selective, 11-18 school with approximately 1441 students on roll, including 231 in the Sixth Form. The school is situated in a rural locality, 6 miles to the north east of Lincoln. Over 900+ students travel by bus up to 20 miles each way. The PAN was raised in 2002 in Y7 from 212 to 240, as a result of negotiation with the LA, and from 7 to 8 forms of entry to respond to consistent oversubscription. In 2018 the decision was taken to increase the PAN to 248 in Year 7 and this was extended to Year 7-9 in 2020. William Farr became an Academy in January 2011.

Central to the success of the school is the harmony that exists between outstanding academic achievement and the careful nurturing of each individual student. The result is a school with a vibrant, well-founded and deeply caring Christian ethos, encouraging and enabling all to flourish. Everyone is seen as equal and this underpins outstanding relationships. The school works as a unity in an atmosphere of Christian cooperation and community cohesion (SIAMS Report 2019). The school is distinctive because of the high standards of academic achievement and exemplary behaviour firmly embedded in the school values, creating an atmosphere in which all students are able to flourish. Respectful, positive relationships guarantee all members of the community access to high-quality pastoral care. The vision, passion and determination of leaders ensure that every young person knows they are valued and can achieve their potential. The curriculum is weighted to a more appropriate GCSE offer. The school has consistently exceeded the Government floor targets. The attainment of 'groups' of students is significantly above average for both capped and total points using the GCSE-based data available. In 2017 and 2018, the school received an award from the SSAT for being in the top 20% of non-selective schools nationally for GCSE attainment.

Students predominantly are from a White-British background (89%). The latest external validated data (IDSR Ofsted dashboard Jan 21) stated that there was insufficient data on Fixed Term Exclusions in 2018/19 to trigger a notable entry. It also showed that in 2017/18 there were no permanent exclusions, whereas the national average was 2%. The average student attendance in 2019 (last full year without Covid-19) was 95.8%, which is above the national figure of 94.6% for secondary schools. Persistent absences are 10.2% in 2020/21 compared to a national average of 13.1% for secondary schools. 100% of Year 11 students progressed into employment, education or training in 2020 compared to a national average figure of 92.7%.

The numbers of students receiving FSM in the Spring '21 Census was 9.8% compared to the national average figure of 17.3%. There are currently 54 students who are eligible for the Service Premium and 33 students with English as an additional language (EAL).

The Senior Leadership Team has undergone significant change in recent years. In 2014/15 there were 10 core members with 3 Associate members. By 2020-21 this was reduced to 6 core and 3 Associate members due to natural wastage and budgetary pressures. Following the retirement of the Headteacher in July 2019, an interim Headteacher (existing Deputy Headteacher) was appointed for September 2019 following the non-appointment of a substantive Headteacher. A temporary SLT structure was put in place (6 core and 3 Associate members) for 2019/20. Following an external recruitment process, the Deputy Headteacher was appointed as substantive Headteacher in February 2020. Due to the school closing as a result of Covid-19 in March 20, the temporary SLT structure for 2019/20 was rolled over to 2020/21. With an internal appointment to the post of Headteacher, the school has appointed an external Deputy Headteacher (Quality of Education) for Sept 21 which will bring an external perspective to the school. An interim SLT structure will be put in place for 2021/22 until a second permanent Deputy Headteacher (Care and Guidance) is appointed for Sept 22. Turnover of staff in the school is low (5.4% in 2020, 5.2% in 2019 and 7.3% in 2018).

With Church of England status, the school is formally and closely linked with the Diocese of Lincoln and encourages and enables students to enjoy working in accordance with Christian principles. A chaplain was appointed in 2012 and schedules include communion in the school Chapel. The school was awarded the top grade of 'Excellent' in the Section 48 Church Inspection in March 2019.

The school provides 'school-to-school' support to other local secondary schools, including sharing CPD. It is an active member of the Lincolnshire Teaching School Alliance, sharing good practice through subject collaborative meetings and

Section 1: School Context and Distinctiveness

supporting other schools through the 4 Specialist Leaders in Education (SLE). The school hosts visiting teachers from foreign schools. The school received the Prince's Teaching Institute Leadership Award in 2015 and 2016 and numerous departments have been accredited with the PTI Associate Departments Award, leading national CPD workshops on best practice.

The school consistently raises funds to support charities and good causes as part of its ethos. In 2019 the school raised £12,000 in charity events, which supported 34 charities and organisations. William Farr has retained close links to the RAF. Memorial and historic items are housed in the chapel and made available to the public. The school gained the Full International School Award in 2012 and was awarded the British Council Connecting Classrooms Mark in 2019. The School Council has previously received the Gold Award and was the first to do so in the county. In 2018, the school achieved the prestigious 'Arts Mark Platinum Award' and in 2019 the 'Music Mark' for its commitment to providing high-quality music education for all children.

Vision and Values

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

Our core values are: **RESPECT** **FRIENDSHIP** **PERSEVERANCE** **RESPONSIBILITY** **COMPASSION** **WISDOM**. These values are attached to each House.

Quality of Education Summary Comment	Areas for Development (to be included in Development Plans)
<p>The school has adopted an ambitious curriculum designed to give all students the knowledge and cultural capital they need to achieve well.</p> <p>The curriculum is broad and ambitious offering a wide range of academic, creative and technical subjects allowing all students to gain the knowledge, skills and abilities in both the compulsory core and their chosen options.</p> <p>Subject specialists plan and deliver coherently planned and well-sequenced courses using a wide range of strategies to help students embed knowledge and apply it as skills.</p> <p>High expectations and student engagement ensure students achieve highly in well-regarded national examinations – both in the core subjects and their chosen optional subjects - and are ready for the next stage of education and employment.</p> <p>Covid-19</p> <ul style="list-style-type: none"> • The school is delivering its curriculum as closely to normal as possible with all students following a full timetable. • Departments have taken different approaches to reviewing and embedding ideas studied during the closure based on the structure of their curriculum, any modifications made to coverage of course content during the closure and in light of any changes to their examinations for 2020. This will support the catch-up of those who have fallen behind. • The school has worked with an external advisor to shape the school’s Covid-19 Catch-up strategy, based on research-based evidence. A tutoring programme is underway in Maths and English, students from Years 10 and 12 have been identified at the data point for intervention and Heads of Department are reflecting on the impact of strategies they have developed this year to minimise the impact on student progress. SLT will quality assure these reflections in July 2021 and this will support planning and thinking ready for departmental plans in September. 	<p>Review the departmental QA process to provide better evidence of the quality of the curriculum offered to ensure that it enables students to acquire and retain new knowledge and cultural capitation in the most effective way.</p> <p>Ensure Ebacc options are promoted and communicated to parents.</p> <p>Focus on the progress of SEND students to narrow the attainment gap at KS4.</p> <p>Continue to embed the more aspirational target setting process and high expectations of students in Key Stage 5 to encourage students to make greater progress from their high KS4 starting points.</p> <p>Covid-19</p> <ul style="list-style-type: none"> • The Quality Assurance (QA) process is to continue into 21-22 having been disrupted in 20-21. This will enable departments to continue to develop their curriculum delivery and amend their development plans linked to the school priorities (including curriculum modification and securing the learning from the closure). • Review the QA on remote learning plans including the effective delivery of online lessons in preparation for potential disruption in the winter. • Put an Appeals system for TAGs in place in line with JCQ guidance for results days 2021. • Literacy will continue to be a focus, including the development of an improvement plan for the school library and the development of a Literacy Coordinator role. • Continue to review and implement the Covid-19 Recovery plan.

Quality of Education Summary Comment	Areas for Development (to be included in Development Plans)
<p>Assessment continues as normal and the data points will inform progress and students who need to be monitored or targeted for intervention.</p> <ul style="list-style-type: none"> • The period 6 programme in the Autumn term supported the exam groups, building student confidence in all areas. It was due to be followed by a more bespoke and targeted intervention programme in the Spring term, although this was superseded by the second lockdown and the TAG process. • A coordinated approach to Teacher Assessed Grading (TAGs) was implemented with all subjects in Year 11 and Year 13 taking a consistent approach to the collection and use of evidence to determine grades. Grading meetings held with DHT and the data manager ensured fair methodology for the use of the data in grading, comparison to historical data, the avoidance of unconscious bias and consistency within and across departments. • Plans are in place for any further Covid-related disruption to education. 	
Behaviour and Attitudes Summary Comment	Areas for Development (to be included in Development Plans)
<p>Behaviour and attitudes are good. The Care and Guidance philosophy is embedded in sound practice, which underpins the success and ethos of the school. Students have high levels of respect and play a positive role in creating an environment where difference is valued and nurtured and bullying, harassment and violence are never tolerated. Students have positive attitudes to their education and make valuable contributions to the life of the school whilst supporting each other. Students behave consistently well.</p>	<p>Areas from the Care and Guidance Quality Assurance document/review of year group development plans: Punctuality to school, continued focus on low attendance (Persistently Absent) including SEN. Reducing number of KS3 SEN/PP/FSM students in internal isolation. Review and monitor behaviour interventions for priority students. Continued focus on further reducing swearing and defiance. Consider an alternative SEND safe base.</p>

Personal Development Summary Comment	Areas for Development (to be included in Development Plans)
<p>Personal Development is exceptional with specific areas to develop. Students develop responsibility and are guided towards being active citizens. Equality of opportunity allows all students to thrive within a culture of inclusivity, respect and tolerance. Students feel safe and understand how to lead a healthy lifestyle. Impartial careers guidance enables students to make informed decisions at key times during their school career and beyond. A wealth of enrichment opportunities complements curricular experience to ensure students' SMSC development leads to holistic, well-rounded and informed individuals ready to take their place in society.</p> <p>Covid-19</p> <p>Personal Development has continued to be a priority since reopening in September 20 and March 21, particularly with limited educational experiences for students outside of lessons and for many at home. PSME and assemblies have continued remotely supporting Careers Education, Information Advice and Guidance (CEIAG) healthy lifestyles, internet safety and Relationships and Sex Education (RSE). The PSME curriculum has been adapted to meet the needs of the pupils. Safeguarding and student welfare remain key drivers in ensuring student wellbeing and additional resources have been invested in these areas. Heads of Year, teachers and Form Tutors have played a key role in supporting students return to school by knowing and valuing them as individuals, allowing them to talk about their experiences during lockdown, sharing strategies and recreating a community ethos.</p> <p>During lockdown, vulnerable students were identified and received individual support from the Care and Guidance team. This included weekly check-ins, Free School Meal (FSM) payments, laptops, Skype welfare sessions and food and care packages where appropriate. These students were also encouraged to attend school. Risk assessments were written for the most vulnerable children. Safeguarding continued to be high priority and Children's Services referrals continued as required. Since September, vulnerable students including SEND and Pupil Premium (PP), have received laptops, individual support from SEND team, EHCP reviews, Risk Assessments and Free School Meal payments when isolating.</p> <p>The school has produced Covid-19 catch-up premium report aligned to Pupil Premium Report to identify strategy areas – quality of teaching, targeted academic support and wider strategies to catch up lost learning and mitigate the effects of disruption caused by the pandemic.</p>	<p>Work towards meeting the statutory requirements for Careers Education Information and Guidance (CEIAG). Closer audit of Pupil Premium students in enrichment activities. Investigate greater opportunities to evaluate impact of provision of enrichment.</p> <p>Covid-19</p> <ul style="list-style-type: none"> • Student survey to be conducted in July 21 to assess student wellbeing. • Continue focus on rewards and positive behaviours. • Discuss starting lunchtime and after-school clubs and enrichment activities in year-group bubbles to support student wellbeing, where and when appropriate. • Resumption of Alternative Provision QA visits. • Termly safeguarding check by Governors and Headteacher. • Heads of Year receive training on Ofsted by Matt Spoor (LA Secondary Lead) with amendments made to curriculum plans.

Leadership and Management Summary Comment	Areas for Development (to be included in Development Plans)
<p>The school has a clear and ambitious vision for high-quality education realised through shared values and practice. There is a focus on improving teachers' subject and pedagogical knowledge to enhance the quality of education. Leadership promotes an inclusive culture where all students are supported to complete courses with no gaming or off-rolling. Leadership engages effectively with students and the community. Staff wellbeing and mental health is supported well and staff are protected from bullying and harassment. Governance is effective with statutory duties fulfilled. There is a culture of safeguarding. Safeguarding is effective. Finances and budgets are well managed.</p> <p>Covid-19</p> <p>The school successfully reopened in September 20 providing full-time education to all year groups before closing in Jan 21 and then reopening to all students in March 21. Feedback from stakeholders on reopening plans and educational provision has been positive. The Parent survey (Jan 21) confirmed that the school offers high quality remote education. The remote education and catch-up plans are published on the school website. The school has maintained a broad and balanced curriculum with no reduction in subjects offered. The school has used a Covid-19 emergency plan to respond quickly to confirmed positive cases of Covid-19 where staff and students have been required to self-isolate. A member of SLT was appointed as Covid-19 Co-ordinator to manage confirmed cases and to ensure the school remained Covid secure. Attendance rates for all students, including groups, has been very good and above the national average. The school has understandably seen an increase in the number of safeguarding and student welfare referrals due to emotional and social issues and has provided additional resources in this area. Staff absence has increased during the Autumn term due to self-isolation and additional supply cover was brought in especially pre-Christmas. School has increased support for staff and student mental health and wellbeing with a 'Working for Wellbeing' team established.</p>	<p>New SLT structure for Sept 2021 with appointment of additional member of SLT. Continued focus on staff communication, Sixth Form provision, outcomes and leadership. Continued Ofsted focus. Continued focus on staff mental health and wellbeing. Governing Body visibility and communication.</p> <p>Covid-19</p> <ul style="list-style-type: none"> • Survey staff and students to gauge stakeholder feedback on progress and provision. • Use datapoint to confirm student progress and identify gaps in learning. • Resume hot meals for students as soon as is practicably possible. • Continue to organise online parents' evenings. • Continue catch-up and intervention plans for identified students. • Introduce some enrichment activities and after-school clubs for year groups subject to Covid-19 restrictions. • Continue to provide wellbeing activities for staff. • Continue to prepare for Ofsted inspection.

Sixth Form Summary Comment	Areas for Development (to be included in Development Plans)
<p>The Sixth Form offers a caring, friendly, supportive and vibrant community that welcomes new students. Teachers have expert knowledge of the subject(s) and courses they teach with students receiving 5 hours' teaching time per subject per week. The culture of academia within the Sixth Form ensures a focus on learning with an expectation that students are active in acquiring the knowledge they need to succeed in school and beyond. Students are well prepared for their next steps, have a wealth of impartial information to draw upon, ensuring they are ready for the next stage of education, employment or training.</p> <p>Covid-19</p> <p>The school has delivered the specifications as close to normal as possible with all students following a full timetable. Departments have taken different approaches to reviewing and embedding ideas studied during the closure based on the structure of their curriculum, any modifications made to coverage of course content during the closure and in light of any changes to their examinations for 2020. This has supported the catch-up of those who have fallen behind. Following the Summer datapoint, work will begin on interventions for identified students. The period 6 programme in the Autumn term supported Year 13, building student confidence in all areas. It was followed by a more bespoke and targeted intervention programme in the Spring term. Assessment continued as normal and the datapoints have informed progress and students who need to be monitored or targeted for intervention. Plans are in place for any further Covid-related disruption to education. During the pandemic the school has continued to focus on the Sixth Form plan appointing the new staff leadership structure for Sept 21. The planned rollout for this year is complete and the final undertaking in readiness for September is to map responsibilities against roles.</p>	<p>Sixth Form is a whole school priority. Develop a deeper awareness of L3VA (prediction -0.14 2020) in Sixth Form teaching and setting challenging targets related to this; Target setting strategy; Sixth Form 3-Year Strategic Plan 2019-2022: The plan is built around 6 identified Key Priorities. A 3-year time frame offers a realistic frame in which to explore, investigate and draw up feasibility plans with regard to Sixth Form provision in its widest sense: Quality of the Curriculum, Quality of Teaching and Learning at KS5, CPD, Enrichment, Developing independence and resilience in students, Leadership Structure and Facilities.</p> <p>Covid-19</p> <ul style="list-style-type: none"> • Update Sixth Form 3-year Strategic Plan 2019-2022. • Define roles within the new Leadership Structure ready for Sept 2021. • Department Improvement Plan needed for Year 12 into Year 13 Sept 2021 • Intervention plans and monitoring in place for students at risk of underperforming. • KS5 Curriculum – need audit document for Middle Leaders to reflecting 5-year data trends by subject and timeline. • PA to Quality of Education to provide administrative support for the Sixth Form to create more effective working practices.

Key Evidence

Summary Comment

Quality of education. The curriculum is designed to give all students, including the disadvantaged, the knowledge and cultural capital to succeed in life. The curriculum is coherently planned and sequenced to provide students with the knowledge and skills for future learning and employment. The curriculum meets the needs of SEND students, is not narrowed and offers a broad range of subjects. The school is embedding the curriculum intent and implementation across the school. Curriculum impact is excellent at Key Stage 4 with a significant Progress 8 figure. The number of students not in education employment or training (NEET) is zero (March 21). The school provides information to parents and students on EBacc. Teachers have very good subject knowledge and promote their subject matter clearly and effectively with regular checking of students' understanding, direct feedback and assessment. This enables students to remember long term and to apply their knowledge to new contexts. Resources used in the classroom support the curriculum intent well. Students' work is of good quality and matches the aims of the curriculum well with sequencing and progression. Literacy across the school is included as a strategic priority. Catch-up plans are in place.

Behaviour and attitudes. Students behave with high levels of respect towards each other and staff. They play a very positive role in creating an environment in which commonalities are celebrated, difference is valued and nurtured and bullying, harassment and violence are not tolerated. A whole school approach to behaviour has meant students understand behaviour expectations and any low-level disruption is addressed quickly to minimise any disruption. Students consistently have positive attitudes to their learning, are motivated and persistent in the face of difficulties. Students make an exceptional contribution to the life of the school and support each other on a daily basis. Behaviour is excellent with students demonstrating high levels of control and positive attitudes. Action is taken swiftly and fairly to support students when behaviour concerns arise. Attendance is high and continually improving. Evidence shows improvement in behaviour and attendance for students with particular needs. Exclusions are used as a last resort after other strategies have been exhausted. Students report they are safe.

Personal Development. SMSC is of high quality and evidenced within the curriculum. The curriculum and wider work support students to be confident, resilient and independent. Care and guidance are exceptional and rooted within the ethos and values of the school. Students have an age-appropriate understanding of healthy relationships. The school offers an array of opportunities (curricular and extra-curricular) to develop student interests, talents and aspirations, which are well attended by students, including the disadvantaged. A strength of the school is how students are prepared for life in modern Britain and how the school promotes equality of opportunity and diversity. Students can articulate well their own views and beliefs and show respect for the different protected characteristics. Citizenship is a strength of the school as students are given opportunities to help them understand how to be responsible, respectful, active citizens who make valuable contributions to society. The school develops students' character in an exemplary manner. The school prepares students very well for future success in education, employment and training as evidenced by destination data and is working towards the Gatsby benchmarks for 2020. High quality, impartial careers guidance prepares students well for the world of work.

Leadership and Management. Senior and middle leaders have a clear vision for providing high quality education achieved through a shared vision and values. The school has a highly focussed professional development programme to improve teachers' subject and pedagogical knowledge to enhance the quality of teaching. Senior and middle leaders aim to ensure all students complete programmes of study through an inclusive culture with appropriate student interventions when required. There is no gaming or off-rolling. The school engages with students and has a strong relationship with parents. Leaders engage with staff through an open-door culture and deal with any staff issues promptly, effectively and in a collaborative manner. One of the school's strategic priorities this year is to have improved communication with staff. Leaders manage staff workload very well and protect staff from bullying and harassment through effective policies and practice. The school fulfils its statutory duties for governance and has a culture of safeguarding. Safeguarding is effective. Staff report high levels of support for wellbeing.

Key Evidence

Sixth Form provision. Sixth Form students study the intended curriculum. Programmes of study are highly relevant to employment needs and give students the knowledge and skills they need for progression to the next stage and for life. The curriculum is ambitious, well planned and sequenced. When appropriate, the curriculum is tailored to meet individual student needs. Teachers have expert subject knowledge. Lessons show that teachers present information clearly, check understanding, identify misconceptions and provide effective feedback. Assessment is used well. The work set is demanding and ensures students build knowledge and understanding. Classwork shows good use of subject-specific vocabulary. Teaching and learning activities help students to remember long term and to apply knowledge to new concepts. Resources used support the curriculum intent. Students are very well prepared for the next stage in education, employment or training through qualifications, professional support and careers advice. Student attendance and punctuality are very good. A strength of the students is their relationship with the whole school community, acting as role models, supporting other students, participating in school events and charity work. These activities strengthen the offer in the Sixth Form.

c. Public benefit

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

Strategies

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

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

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

ACHIEVEMENTS AND PERFORMANCE

Key Performance Indicators

2021 Results

These were based on teacher assessed grades (TAGs). This was an **evidence-based judgement** by teachers of the grade that students had demonstrated that they were able to work at in substantial pieces of work that tested the breadth of the specification.

GCSE Results 2021

Students maintained excellent levels of attainment across all headline measures. Despite the challenging circumstances, results are broadly in line with previous year groups which shows the rigour of the school standardisation process. This year was the lowest ability year group in the last 4 years based on Key Stage 2 data.

The school was delighted that more than a third of all grades awarded were Grade 7 or above and one in ten of all students received grade 7 and above across all their GCSE subjects.

Students achieved an average attainment score of 5.6 – the highest the school has achieved in the last 4 years. Pre-Covid national results were typically 44.5 points with WFS averaging 53 points).

In both English and Maths, almost 4 out of 5 students achieved a grade 4 or above, with over 60% achieving a grade 5 or above.

% of students achieving Standard BASICS (4+ in English AND Maths) was 81.1%

(2019 national average was 64.6% and WFS average was 79.9% for the three years pre-covid).

% of students achieving Strong BASICS (5+ in English AND Maths) was 62.2%

(2019 national average was 43.2% and WFS average was 60% for the three years pre-covid).

4 out of 5 students achieved a grade 4 or above in Combined Science, with 97% of students who opted for the triple award in Science achieving a grade 5 or above in ALL 3 Sciences.

Disadvantaged students made a similar level of progress across their best 8 qualifications compared to the average for all students showing we continue to close the gap between disadvantaged students and their peers.

4.3% of grades were uplifted by the exam board following their standardisation process. Students keep these higher grades. 4.3% equated to 90 grades being increased out of 2073. Design and Technology options, Geography and French have had the most uplifts as a percentage of the students entered. It appears that grades at the top end (7+) have seen the most increase.

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 2 years with significant disruption to their education caused by the Covid-19 pandemic."

"The overall results are terrific and are testament to the dedication of staff to ensure our students realise their potential."

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

A Level Results

William Farr celebrated another strong year of A level results – with the number of students going to top universities the highest for five years.

100% of students entered passed with average scores of B+ and almost half of grades awarded at the A and A+ levels - the highest results since the new scoring system was introduced.

- WFS 2021 grades A* - A: 47.6% (2020 Centre Assessment Grades (CAG): 39.1%)
- WFS 2021 grades A* - B: 73.7% (2020 CAG: 65.1%)
- Average grade was B+ (2020 CAG: B=, pre-covid: typically, C=)

The A-Level cohort was smaller than usual (103 students).

The largest subjects were Psychology (35), Maths (35), Biology (27) and History (22).

Female students performed better than male students overall but this is the same as the national picture.

- % A – A* Grades: Females: 60% Males: 35.4%
- Average Point score: Females: 46.7 Males: 38.5
- Average Grade: Females: A Males: B

The 6 disadvantaged students performed very well, achieving an average grade of A-.

The 15 students identified as Gifted and Talented performed particularly well with an average grade of A+ and 87.3% A-A*.

A third of the 103 students accepted places at Russell Group Universities with one student progressing to study Physics at Oxford University and one studying English Literature at Cambridge University.

A number of students pursued work related training, apprenticeships in a variety of fields and personal development opportunities through a gap year.

Headteacher Jonathan Knowler said he was extremely proud of the success which continue to show the strength of the school's sixth form.

"Due to the pandemic, students have had significant disruption to the last two years of their education through two school closures, self-isolations, home-learning and the cancellation of exams.

"Despite all of these obstacles, students have continued to work extremely hard and we are delighted to see them progressing to their next steps and achieving the reward they fully deserve.

"The perseverance and resilience our students have shown has been remarkable and demonstrates how the school community has come together to provide opportunities for all its members to engage with 'life in all its fullness' (John 10:10).

"I must acknowledge the incredible efforts made by staff to support students both academically and personally to achieve their potential during what has been one of the most challenging times we have seen in education."

Key Financial Performance Indicators

The Finance Committee used the following Key Financial Performance Indicators:

- Operate within the agreed annual budget.
- Update and improve the agreed 5 year forecast to build contingency and revenue/capital reserves in line with the Finance Policy.

For the next four to five years, the Key Financial Performance Indicator will be to balance the level of resources allocated to staff salaries and other costs, spending no more than 80% of income on the staffing budget.

b. Going concern

After making appropriate enquiries, the trustees have 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 accounting policies.

FINANCIAL REVIEW

a. Reserves policy and 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 2021 and its associated expenditure are shown as restricted general funds in the Statement of Financial Activities.

During the period ended 31 August 2021, total unrestricted and restricted income (excluding capital funding within the restricted fixed asset fund) was £8,546,832. This compares with expenditure (excluding depreciation within the restricted fixed asset fund and pension reserve expenditure) of £8,338,356 to give a surplus of income over expenditure on revenue funding totalling £208,476. This equates to the change in balance of the restricted general funds (excluding pension reserves) plus unrestricted funds reported at the previous year end. There were transfers out of unrestricted funds of £74,986 to cover overspends brought forward from last year. £5,302 related to transfers into the capital fixed asset fund.

As at 31 August 2021, restricted general funds (excluding pension reserves) were £ 608,659 and unrestricted funds were £ 89,319.

At the end of the prior financial period (year ended 31 August 2020) the academy had free reserves (restricted general funds excluding pension reserves plus unrestricted funds of £494,804. During the current financial year the academy has taken robust action to restore the equivalent reserves to a surplus. 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 2021 the Local Government Pension Scheme deficit was £4,148,000. Although the deficit is material, the academy is taking the advice of the actuary regarding the repayment structure. Advised future contributions have also been included within the annual budget.

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 on a monthly basis through 2020/2021. The School Business Leader produced monthly report 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 2021, restricted general funds (excluding pension reserves) were £ 608,659 and unrestricted funds were £ 89,319.

Funds that can only be realised by disposing of tangible fixed assets totalled £10,421,023.

b. 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.

c. Principal risks and uncertainties

The academy has a Risk Register as laid out in the Academies Financial Handbook which is reviewed periodically at SLT and Resources 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. During 2020/21 an Audit and Risk Committee was introduced. It meets three times per year and is designed to provide further assurance that risks are being measured and monitored effectively for the Trust.

The table on the following pages details the high-risk categories.

Risks are categorised as:

- Financial stability;
- Strategic and reputational;
- Operational;
- Compliance;
- Standards
- Governance.

Committee	SLT to complete	Category	Strategic Plan Objective	Risks	Early Warning Indicators (Existing Monitoring)	Likelihood	Impact	Gross Risk Score Total L X (F or R)	Mitigating Factors (Existing Controls and Actions)
E	JMK/SSA	Financial stability	Outside of strategic plan: Managing finances through COVID-19	School finances and statutory reporting is negatively impacted Year end reserves to carry forward are decreased as they may be required to support any negative impact	Monthly reporting shows a fall in income or increased expenditure due to COVID-19 Cashflow impacted Financial compliance compromised due to remote working or closure	4	6	24	SSA monthly reporting highlights any changes to planned budget and cashflow internal and external audit carried out processes and procedures adapted to ensure compliance during remote working periods
E	SSA	Financial stability	That expenditure does remain within budget forecast and reserves are built as detailed in the finance policy	Planned expenditure does not take account for the prudent management of the budget	Monthly budget reports to budget holders show a high % of spend to date	4	6	24	SSA distributes income and expenditure reports to SLT and Governors highlighting areas of concern
F	SSA	Operational	Prevent loss or injury to students due to accidents in congested car park areas	Risk of injury to students due to accidents in congested car park areas	Concerns raised by bus duty teams	4	6	24	Staff on duty to patrol the area trying to ensure students stay on pavements but vehicle movements are significantly beyond our control

Committee	SLT to complete	Category	Strategic Plan Objective	Risks	Early Warning Indicators (Existing Monitoring)	Likelihood	Impact	Gross Risk Score Total L X (F or R)	Mitigating Factors (Existing Controls and Actions)
E	SSA	Operational	Restore bottom field for student use	School has no access to the field.	Current condition	5	6	30	Legal process underway between WFS and Contractor. Stalled and alternative solutions under investigation.
F	SSA	Operational	Safeguarding. Ensure students and staff are safe from potentially dangerous members of the public	Unwanted visitors gain access to the school and able to carry out acts of ill intent	Unknown members of the public spotted on site	5	5	25	Perimeter fencing around the site, SLT members on duty in reception in the morning, doors and gates locked from 9.15 to 3.30. Lanyard system in place. CCTV upgrade in plan
E	SSA	Financial Stability	To ensure the Academy does not run out of cash	Inability to pay wages, paye, tax, suppliers	Low bank balances due to low levels of reserves	3	6	18	Cashflow prepared and monitored on a monthly basis
F	JMK	Financial	To reduce staffing costs to 80% by 23/24	Percentage of staffing costs is too high and therefore unsustainable	Projections over next 5 years through budget planning cycle.	4	6	24	Options are reviewed, timetable is curriculum lead. All structures reviewed. New staffing principles and practices adopted during 2020 to optimise staffing and related costs

Committee	SLT to complete	Category	Strategic Plan Objective	Risks	Early Warning Indicators (Existing Monitoring)	Likelihood	Impact	Gross Risk Score Total L X (F or R)	Mitigating Factors (Existing Controls and Actions)
E	SSA	Financial	Maintain a safe, warm, clean suitable work place for the delivery of education	School not safe or warm and therefore an unsuitable work place for the delivery of education	Issues highlighted by the Health and Safety Committee or external inspections	4	6	24	The H&S & Maintenance teams meet to discuss issues raised by internal and external sources
F	SLT	Strategic and reputational	Ensure strategic marketing plan to ensure highest NOR, particularly in the VI Form.	Marketing risk. Increased competition from other institutions resulting in 16-18 recruitment not being achieved	Enrolment targets not met	4	5	20	Future NOR monitored for retention and achievement funding indicators by Director of VI Form
F	SSA	Financial Skillset	risks to long term financial viability if senior leaders not engaged with necessity to meet constraints of AFH	Turnover of Leadership team and lack of focus	Budget forecasts not being met/planned for	3	5	15	Regular reviews by SBL & Chair of Finance and committee. Monthly budget updates to SLT
F	JMK	Operational	Make preparations for a Lock-Down procedure	Major incident occurs where an evacuation is not appropriate	First occurrence of a threat indicated lack of preparation	3	6	18	Evacuation procedures well-rehearsed
F	JMK	Standards	Ensure arrangements, paperwork etc in place for inspection (Ofsted, Section 48 etc)	School receives poor report	Peer review, Diocesan Effectiveness Advisers, LA Support officers indicate shortcomings early	3	6	18	Regular reviews of standards and SEF information to respective committees

Committee	SLT to complete	Category	Strategic Plan Objective	Risks	Early Warning Indicators (Existing Monitoring)	Likelihood	Impact	Gross Risk Score Total L X (F or R)	Mitigating Factors (Existing Controls and Actions)
F	HT	Financial stability	To ensure a balanced budget including the reserves and contingency as detailed in the finance policy by the end of the financial year.	That the budget does not balance by the end of the financial year, overspends and risks insolvency.	End of year forecast alerts potential overspend.	3	6	18	Stringent action by SLT to mitigate overspends
T	SSA	Operational	School to be cleaned to the highest standard	Low staff numbers resulting in some areas of the school being cleaned less frequently and school therefore becoming increasingly unclean.	Comments from staff/students alike identifying areas of concern	4	4	16	Deploy contract cleaners to support in house team
GB	JAH	Operational	Avoid downtime due to the failure of the ICT Network.	Failure of network leads to significant inability of school to carry out even basic functions	Regular failure of key elements. Failure to fund at a level that maintains equipment within a 4 year cycle	3	5	15	Monthly analysis of the network by an external company. Complete backup and restore disaster recovery plan in place
T	SSA	Operational	Ensure that the site and equipment is maintained	Servicing levels fall due to lack of funding reducing life expectancy of the facilities	Equipment starts to fail, repairs incomplete	3	5	15	Maintenance team work diligently to ensure full programme of maintenance is planned accordingly

Committee	SLT to complete	Category	Strategic Plan Objective	Risks	Early Warning Indicators (Existing Monitoring)	Likelihood	Impact	Gross Risk Score Total L X (F or R)	Mitigating Factors (Existing Controls and Actions)
E	SSA	Compliance	Ensure full compliance with GDPR	Any breaches could represent a significant (financial) sanction. Increased cyber security threats to educational facilities during early 2021 poses a real threat of data breach and resulting fines and reputational damage.	alert from staff, parents, other of a data breach	3	5	15	GDPR training undertaken plus annual update for all staff GDPR awareness already high March 21 staff-wide password update to improve security March/April 21 proposed move away from single sign-on to add further layer of security
E	SSA	Financial	Ensure appropriate levels of LGPS contributions are maintained.	Incorrect contributions are deducted leading to a long-term debt	Annual valuation report	3	5	15	Contribution levels reviewed every 3 years
E	DPW	Standards	Maintain high achievement levels	High achievement levels are not maintained	Data points indicate targets not being met	2	6	12	Quality Assurance Process, Pupil Progress Points, Analysis all in place
E	SYM/HJB/DF	Operational	Safeguarding. Maintain the expected standards of safeguarding for all students	Failure to follow protocols and leave a child in a vulnerable position	Number of cases remain open. Staff reporting concerns	2	6	12	Safeguarding training rigorous and substantial. NGM completed safeguarding training Dec 18.

Committee	SLT to complete	Category	Strategic Plan Objective	Risks	Early Warning Indicators (Existing Monitoring)	Likelihood	Impact	Gross Risk Score Total L X (F or R)	Mitigating Factors (Existing Controls and Actions)
F	SSA	Financial systems	Provide correct information to budget stakeholders, SLT and Governors to ensure accurate financial planning	Risk that decisions made using incorrect information, leading to challenge	Incorrect information coming to light through robust checking procedure.	2	6	12	SSA carried out review of current software and issues with a view to replacement
F	SSA	Financial stability	Ensure Green Energy related income meets levels in budget forecast	Risk that Green Energy related income fails to meet levels in budget forecast	Receipts are lower than expected each quarter	2	6	12	Monthly Review by SBL & Site Manager
F	SSA	Financial stability	Ensure income remains aligned to budget forecast	Income overstated due to incorrect information used taking school into a deficit position	Income levels from the DFE fall below those forecast	2	6	12	SBL has undertaken robust review of 5-year budget
GB	SSA	Operational	Ensure facilities are suitable for the range of courses/activities offered	The accommodation does not meet the needs of the curriculum or leads overcrowding /lack of space	Overcrowding, behavioural issues, climate issues, tension	2	5	10	Timetable allocates rooms according to group sizes
T	JMK	Strategic and reputational	Maintain pupil and staff behaviour to policy standards	Organisation not seen by public to maintain expected levels of behaviour and consistent levels of action for misdemeanours	Policies brought systematically to GB committees	2	4	8	All policies made easily available, ie very transparent
GB	MG	Governance	Ensure the highest levels of governance are in place to meet expected requirements	Governors not at arms' length. Terms of reference not flexible. Gaps in skills needs. Attendance. Passive members, little triangulation	Conflicts of interest not declared. Unclear decision making. Attendance without consent. No contributions made.	2	4	8	Register of interests and on agendas. Annual review of terms of reference and skills' audit. Attendance monitored and published. Training.

Committee	SLT to complete	Category	Strategic Plan Objective	Risks	Early Warning Indicators (Existing Monitoring)	Likelihood	Impact	Gross Risk Score Total L X (F or R)	Mitigating Factors (Existing Controls and Actions)
GB	HT	HR Operational	Maintain highly skilled efficient productive labour force	Low morale, poor retention & recruitment. Ineffective appraisal and training programs. Gaps in skill base	Staff retention poor and impacts on recruitment early in SSAe year	2	4	8	Internal HR with specific focus on this, supported by strong SLT
GB	HT	Operational	Ensure WFS are fair employers offering equal opportunities.	Failing to meet legislative requirements - discrimination, human rights, data protection, contracts, pension rights	Monitor any current challenges	2	4	8	SLT responsibility for this allocated
F	SSA	Compliance	Ensure that expected levels of financial regulations are met.	Failure to comply to Funding Agreement leading to financial claw back	Internal/external audit identifying failure to follow the finance policy & completeness of control account reconciliations	1	6	6	Monthly control account reconciliations, random sampling, routine checking of orders and payment runs

FUNDRAISING

The academy does not engage any commercial fundraising organisations but supports the Friends of William Farr with their fundraising for the academy.

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 Priorities

To deliver an exceptional climate for learning for the whole school community (2019-22).

Rationale to continue with 2020-21 priorities for 2021/22 with minor changes

- Current School Priorities were based on a 3-year plan (2019-22) so are still current and have another year left to run. Review of School Development Plan (SDP) by Governing Body (July 21) shows good progress has been made but many targets are still to be completed.
- Last 2 years were non-typical with school closure for 8 months, reduced student educational opportunities, focus on Covid-19 operational needs of the school and CAG/TAG process with no exams. There is no national performance data published to measure and benchmark progress of priorities.
- Effect of Covid-19 on students/staff will continue into 2021/22 with further disruption to learning extremely likely.
- Ofsted stated (May 21) that schools are NOT expected to have completed their SDP due to Covid-19 but need to show plans have been adapted in the light of Covid-19 (Sept 21) which has been done.

Objectives to deliver Strategic Priorities (based on school self-evaluation, review of school development plan and results analysis over time)

NB. Any reference to Progress 8 (P8) for 2020 and 2021 is unvalidated as no national data available for Centre Assessment Grades (CAGs) and Teacher Assessment Grades (TAGs).

- Provide **full-time, high-quality education and support** for students following the disruption to education caused by **COVID-19** – Risk Assessment, student attendance, student services/behaviour/welfare, catch-up, intervention programmes, curriculum modifications.
- Improve **student attitudes** to learning to create more independent, resilient learners ready for next steps by focusing on **literacy**. Data shows Behaviour for Learning (effort and attitude) was negative P8 in Year 11 for 2019 (-0.55 across 28 students), -0.59 in 2020 (23 students) and -1.03 in 2021 (28 students).
- Enhance **sixth form** provision – focus on quality of teaching, student experiences, entry requirements, target setting, curriculum offer and successful outcomes. Data shows L3VA was negative in 2019 (-0.26), positive in 2020 with Centre Assessment (+0.04) and positive in 2021 (+0.31) with Teacher assessment. Predicted to have been -0.23 in 2021 if exams had been taken - reliant on very early reporting and accuracy of target setting (school focus going forward).

- Improve the outcomes of **SEND** pupils. Data shows negative P8 in Year 11 for 2019: -0.26 across 23 students: 4 with EHCPs (SEN E), 19 with SEN K (Support), -0.41 in 2020 (16 students, 4 with EHCPs, 12 with SEN Support) with Centre Assessment (-0.11 if exams had taken place) and -0.81 in 2021 with Teacher Assessment (17 students, 1 with an EHCP, 16 with SEN Support). Also continue to carefully monitor students who have previously been SEND, or who are likely to become SEND.
- Improve the progress of **Boys** at GCSE compared to girls. Data shows Year 11 Boys P8 +0.23 in 2019, +0.20 in 2020 (Centre Assessment), +0.02 in 2021 with Teacher Assessment) perform less well in progress than Girls (P8 +0.71 in 2019, +0.70 in 2020 with Centre Assessment and +0.53 in 2021 with Teacher Assessment (National average).
- Be '**Ofsted Ready**' for full inspection from Sept 21. SEF/Quality Assurance/SDP, communication/CPD: Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management, Sixth Form, Overall Effectiveness. Full inspections resume w/c 6 Sept 21 – Outstanding schools are a priority for early inspection.
- Further enhance **communication** with staff so they have a better understanding of how their roles support the school's strategic direction Development Management/Appraisal/Threshold, CPD and Quality Assurances processes, staff survey (Nov 21).
- **Obtain value for money** when allocating financial resources - need to continue to be financially prudent especially given Covid-19 costs- budget awareness, Service Level Agreements, ESFA, Auditors, 106 funding, MAT viability).
- Widen the school's influence on the provision of **staff wellbeing** by extending the work currently undertaken (SIAMS target – need to continue progress with Action Plan).
- Further improve the **effectiveness of the Governing Body** – increased and improved communication with stakeholders and Governor visibility. School Accountability and Training for Governors.

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.

Disclosure of information to auditors

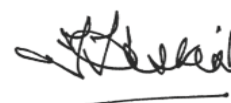
In so far as the trustees are aware:

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

The Trustees' Report, incorporating a strategic report, approved by order of the Board of Trustees 22 November 2021 and signed on its behalf by:



.....
Jonathan Knowler
(Accounting Officer)



.....
Jeffrey Heskins
(Chair of Trustees)

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 manage 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 the Headteacher, Mr Jonathan 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. The Headteacher is 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. Despite the Covid pandemic, and the subsequent restrictions on individuals, and the Academy, the board of Trustees has been able to meet virtually using online technology. The Head Teacher and Chair of the board of Trustees have also met, in person when possible, and virtually at other times, enabling a seamless and continued fulfilment of the board's responsibility.

In this manner, the board of Trustees has formally met on 6 occasions during the year.

Attendance during the year at meetings of the board of Trustees was as follows:

Trustee	Meetings attended	Out of a possible
Helen Brittain	4	6
Marcus Brittain	4	6
Dawn Cooper	5	6
Mark Garthwaite	6	6
Ian Green	6	6
Claire Harrison	2	6
Benjamin Hazzledine	6	6
Jeffrey Heskins	5	6
Chris Higham	2	6
Simon Hinton	1	6
Helen Jenkin	6	6
Nigel Johnson	6	6
Jonathan Knowler	6	6
Abigail Parrish	6	6
David Subden	6	6
Adam Watson	5	6
Pam Watson	5	6

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

After a challenging 2019-2020 academic year, this last year has also proved to be at least as challenging, and possibly more so, particularly in terms of the 'post-Covid re-opening' and the necessary work for the school in terms of providing Teacher Assessed Grades instead of GCSE and A Level examination.

In the first full year for the substantive Head Teacher, and indeed only the second year for the Chair of the Board of Trustees, this relationship has proved key in ensuring swift and adaptable decision making based on sound information and risk assessment-based rationale. This has ensured that the school has been able to maintain as close to 'normal' provision as possible when we were able, and excellent virtual provision for the students when it has been needed.

During the year the Board of Trustees worked with the school in the appointment process for a new substantive Deputy Head Teacher covering the Quality of Education elements of the school. This new appointee, Adam Gayfer, brings a high level of previous experience to the school and took up his role in September 2021.

Last year it was reported that the school continued to be closely scrutinised and monitored in terms of its financial position by the Education and Skills Funding Agency (ESFA). It is very pleasing this year to report that following excellent work involving the whole Senior Leadership Team, and in particular the Head Teacher and School Business Leader, and with the support of the Governing Body, the requirement for this close monitoring ceased during the year.

The ESFA notified that school in 18 January 2021 that it was now confident in terms of the financial footing of the school and as such the frequent reporting could cease.

This is testament to the hard work across the whole school to ensure finances were more closely managed, and that the return to financial stability and regulatory compliance was achieved well within the timescales initially agreed with the ESFA.

As in last year's report, by far the most difficult aspect of the year was the continued presence of Covid-19. And in the same way as last year, the Head Teacher and the entire school staff body stepped up in an exemplary manner. Communications with students, parents and carers and with staff and Governors was consistent, informative and frequent. Parents and carers continued to praise the school for its communications in the very difficult circumstances.

Yet again, the Care and Guidance structures which have proved so positive for many years came to the fore, with the consistent Form Tutor and Heads of Year teams enabling a thorough contact and support network to be provided for students both within school and working virtually. The excellent online capabilities started during the previous academic year continued and grew during the 2020-2021 year.

When the decision was made to replace the normal examination regime at GCSE and A Level with Teacher Assessed Grades, one of the Temporary Deputy Head Teachers was appointed as the lead member of staff for the process. With the support of the whole Senior Leadership Team and staff body, this enabled robust processes to be put in place which both met the evidential requirements required by examining boards, and also provided a fair, accurate, evidenced, assessment of the capability of every individual student. It is telling that as a result of the accuracy and thoroughness of the process there were very few challenges to the grades awarded.

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

As with the 2020 results, the results of the Summer of 2021 are not comparable with previous results however the school can be proud of the grades that our students achieved, which have continued the long history of high attainment and progress.

Although limited in terms of meetings being held virtually, the board of Trustees continued to support the school in specific areas where improvement had been recognised as being needed. Two particular areas of note are the 6th Form provision where an Assistant Head Teacher was made the lead, and set about plans for the short, medium and longer term. This manifested itself initially in the agreement to and the early implementation of a new Form Tutor and Head of 6th Form structure ready for September 2021, as well as agreement in terms of changes to 6th form locations and work spaces which are hoped to benefit years 12 and 13. Next year's report will contain the detail and results of this on-going work.

The second area of important work and support was that of support for vulnerable students, and in particular mental health support for both students and staff, the need for which was highlighted by the Covid pandemic. Plans were proposed by the Head Teacher for new structures, staffing and locations, including the training of Mental Health First Aiders, all of which recommendations were supported by the Board of Trustees with an initial implementation of September 2021. Again, next year's report will contain more detail on this work and the outcomes, however the early signs are that this enhanced capability is already showing huge benefits for those students and staff involved with an overwhelmingly positive response from parents and carers.

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

The trustees continue to support a broad and balanced curriculum, offering a wide range of subjects to study, at both GCSE and A Level, again ensuring that the school vision allowing students to enjoy 'life in all its fullness' is paramount. Sadly, due to the Covid pandemic, many of the extra-curricular activities provided by the school have been put on hold. However, the end of the pandemic and easing of restrictions will again see the school providing the vast range of arts, sports and other activities to the student body. 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.

The Trustees would like to thank Mr Paul Merrell and Mr David Grant who both chose to stand down as trustees during this academic year. Both have provided considerable years of expertise and service to the academy and the board. Particular thanks are also extended to Mr Ben Hazzledine, who also has notified his intent to stand down from the board at the end of his term in September 2021. Mr Hazzledine has been the Chair of the Finance/Resources Committee for a number of years, including the most recent years which have been amongst the most challenging ever faced by the academy financially. Mr Hazzledine's calm and considered support and guidance for the School Business Leader and the Senior Leadership Team has contributed greatly to the marked improvement in the financial status and management of the academy. Mr Hazzledine has also agreed to stay on for a period beyond his tenure to allow for a smooth and informed handover to the incoming committee Chair.

At the end of the Summer holidays, the current Chair of Governors announced his intention to stand down from the board for family and personal reasons. Again, the Chair has agreed to stay on for a short time at the start of the 2021-2022 academic year to ensure a smooth handover to the next Chair. As this report is compiled, the process to appoint the new Chair is well under way and will be reported on in next year's report.

A particular note of thanks is also given to Mrs Sally Coulter who retired as the Clerk to the Governing Body in April 2021. Mrs Coulter has dedicated 13 excellent years of service to the board and the academy, providing a steady, calming and experienced hand to the Governance of the school. During her term of office, she was rightly recognised as the National Governance Association (NGA) Clerk of the Year due to her exceptional skills as a Clerk. Mrs Sarah Elderkin is welcomed as the new Clerk to the Board who will continue the professional approach as Clerk and Company Secretary.

During the year, one Foundation Governor and one new Staff Governor have been appointed to fill gaps identified as part of the skills audit. Also pleasing is an approach which has been made by a volunteer to become a trustee who has skills in the legal profession which has been an identified gap for some time. This person was appointed as a Co-opted Governor early in the academic year 2021-2022.

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

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

The trustees have, as usual, reviewed academy performance against the strategic priorities, enabling the setting of appropriate priorities for the next academic year ensuring clear focus and direction. This review was, due to the nature of the Teacher Assessed Grades, more internally focussed than in some previous years however also had sight of national trends and positions.

The Chair of Trustees and other Governors attended the School Opening Evening, addressing and talking with prospective parents and students. There was also attendance at the INSET day in late September 2021 where the Chair addressed the entire staff body and presented a framed Governors Award to thank the staff for their outstanding efforts to deliver education and support to our students during the period of the Covid pandemic.

Internal audits conducted during the year have provided learning points for the academy and it is pleasing that none of the audits raised serious issues of concern.

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

The purpose of the Resources Committee, in relation to financial matters is:

- To monitor and review expenditure on a regular basis and ensure compliance with its Funding Agreement
- To consider a draft budget based on priorities in the School Development Plan to present to the Board of Trustees for adoption
- To establish and monitor procedures for sound budgetary control
- To determine financial delegation
- To respond to nay 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	5	6
Dawn Cooper	4	6
Mark Garthwaite	6	6
Ian Green	4	6
Claire Harrison	4	6
Ben Hazzledine	6	6
Simon Hinton	4	6
Helen Jenkin	5	6
Jonathan Knowler	6	6
Pamela Watson	4	6

Review of value for money

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

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

- Continuing to work towards the stated strategic aim of reducing the spend on staffing costs 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
- 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 on-going process designed to identify and prioritise the risks to the achievement of academy policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them effectively, efficiently and economically. The system of internal control has been in place in William Farr Church of England Comprehensive School for the year 1 September 2020 to 31 August 2021 and up to the date of approval of the annual report and financial statements.

Capacity to handle risks

The Board of Trustees has reviewed the key risks to which the academy is exposed together with the operating, financial and compliance controls that have been implemented to mitigate these risks. The Board of Trustees is of the view that there is a formal on-going process for identifying, evaluating and managing the academy's significant risks that has been in place for the year 1 September 2020 to 31 August 2021 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Trustees, including through the Risk and Audit Committee.

The risk and control framework

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

- Comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the Trustees
- Regular reviews by the Resources Committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes
- Setting targets to measure financial and other performance
- Clearly defined purchasing (asset purchase or capital investment) guidelines
- Delegation of authority and segregation of duties
- Identification and management of risks

The Board of Trustees has this year used a bought in internal audit service from Forester Boyd.

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

15 March 2021

18 May 2021

13 September 2021

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

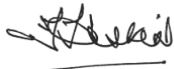
Review of effectiveness

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 internal auditors
- The financial management and governance self-assessment process
- Monthly oversight and support from accountants from 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 22 November 2021 and signed on its behalf by:

Signed:



.....
Jeffrey Heskins
Chair of Trustees

Signed:



.....
Jonathan Knowler
Accounting Officer

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 Board of Trustees and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of all funding received by the academy, under the funding agreement in place between the academy and the Secretary of State for Education. As part of my consideration, I have had due regard to the requirements of the Academies' Handbook 2020.

I confirm that I and the Academy Board of Trustees are able to identify any material irregular or improper use of funds by the academy, or material non-compliance with the terms and conditions of funding under the academy's Funding Agreement and the Academies' Handbook 2020.

I confirm that no instances of material irregularity, impropriety or funding non-compliance discovered to date have been notified to the board of trustees and ESFA. If any instances are identified after the date of this statement, these will be notified to the Board of Trustees and ESFA.



.....
Jonathan Knowler

Accounting Officer

Date: 22 November 2021

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 Annual Accounts Direction issued by the Education and Skills Funding Agency (ESFA), 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:

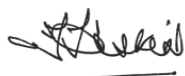
- Select suitable accounting policies and then apply them consistently;
- Observe the methods and principles in the Charities SORP 2015 and the Academies Accounts Direction 2020 to 2021;
- Make judgments and estimates that are reasonable and prudent;
- State whether applicable UK Accounting Standards 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 to the requirements both of 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 order of the members of the Board of Trustees on 22 November 2021 and signed on its behalf by:



.....
Jeffrey Heskins

Chair of Trustees

Date: 22 November 2021

Report of the Independent Auditors to the Members of
William Farr CofE Comprehensive School

Opinion

We have audited the financial statements of William Farr CofE Comprehensive School (the 'charitable company') for the year ended 31 August 2021 which comprise the Statement of Financial Activities, the Balance Sheet, the Cash Flow Statement 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, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and the Accounts Direction 2020 to 2021 issued by the Education and Skills Funding Agency (ESFA).

In our opinion the financial statements:

- give a true and fair view of the state of the charitable company's affairs as at 31 August 2021 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;
- have been prepared in accordance with the requirements of the Companies Act 2006; and
- have been prepared in accordance with the Charities SORP 2019 and Academies Accounts Direction 2020 to 2021.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditors' responsibilities for the audit of the financial statements section of our report. We are independent of the charitable company 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 charitable company's ability to continue as a going concern for a period of at least twelve months from when the financial statements are 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

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 Report of the Independent Auditors 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.

Report of the Independent Auditors to the Members of
William Farr CofE Comprehensive School

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 this gives rise to a material misstatement in the financial statements themselves. 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.

Opinions 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 Report of the Trustees for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- the Report of the Trustees has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Report of the Trustees.

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; or
- the trustees were not entitled to take advantage of the small companies exemption from the requirement to prepare a Strategic Report or in preparing the Report of the Trustees.

Responsibilities of trustees

As explained more fully in the Statement of Trustees' Responsibilities, the trustees (who are also the directors of the charitable company for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the trustees are responsible for assessing the charitable company'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 charitable company or to cease operations, or have no realistic alternative but to do so.

Report of the Independent Auditors to the Members of
William Farr CofE Comprehensive School

Our 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 a Report of the Independent Auditors 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:

Our work is performed to include an assessment of the susceptibility of the entity's financial statements to material misstatement, including the risk of fraud. Owing to the inherent limitations of an audit, there is an unavoidable risk that material misstatements in the financial statements may not be detected, even though the audit is properly planned and performed in accordance with the ISAs (UK).

In identifying and assessing risk of material misstatement in respect of irregularities, including fraud and non-compliance with laws and regulations, our procedures included the following:

- We plan our work to gain an understanding of the significant laws and regulations that are of significance to the entity and the sector in which they operate. We perform our work to ensure that the entity is complying with its legal and regulatory framework.
- We obtained an understanding of how the company is complying with those legal and regulatory frameworks by making inquiries to the management and people charged with governance.

We assessed the susceptibility of the Company's financial statements to material misstatement, including how fraud might occur. Audit procedures performed by the engagement team included:

- Substantive procedures performed in accordance with the ISAs (UK).
- Challenging assumptions and judgments made by management in its significant accounting estimates.
- Identifying and testing journal entries, in particular material journal entries and an assessment of year end journals.
-

Assessing the extent of compliance with the relevant laws and regulations.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at www.frc.org.uk/auditorsresponsibilities. This description forms part of our Report of the Independent Auditors.

Report of the Independent Auditors to the Members of
William Farr CofE Comprehensive School

Use of our report

This report is made solely to the charitable company'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 charitable company's members those matters we are required to state to them in an auditors' report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the charitable company and the charitable company's members as a body, for our audit work, for this report, or for the opinions we have formed.



Paul Colcomb FCCA (Senior Statutory Auditor)
for and on behalf of Wright Vigar Limited
Statutory Auditors
Chartered Accountants & Business Advisers
15 Newland
Lincoln
Lincolnshire
LN1 1XG

22 November 2021

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

In accordance with the terms of our engagement and further to the requirements of the Education and Skills Funding Agency (ESFA), as included in the Academies Accounts Direction 2020 to 2021, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by William Farr CofE Comprehensive School during the period 1 September 2020 to 31 August 2021 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 CofE Comprehensive School and the ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to William Farr CofE 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 CofE Comprehensive School and the ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of William Farr CofE Comprehensive School's accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of William Farr CofE Comprehensive School's funding agreement with the Secretary of State for Education and the Academies Financial Handbook, extant from 1 September 2019, for ensuring that expenditure disbursed and income received is applied for the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

Our responsibilities for this engagement are established in the United Kingdom by our profession's ethical guidance and are to obtain limited assurance and report in accordance with our engagement letter and the requirements of the Academies Accounts Direction 2020 to 2021. 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 period 1 September 2020 to 31 August 2021 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

Approach

We conducted our engagement in accordance with the Academies Accounts Direction 2020 to 2021 issued by the ESFA. We performed a limited assurance engagement as defined in our engagement letter.

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

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

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

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 period 1 September 2020 to 31 August 2021 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.



Paul Colcomb FCCA
Wright Vigar Limited
Chartered Accountants & Business Advisers
Reporting Accountant
15 Newland
Lincoln
Lincolnshire
LN1 1XG

Date: 22 November 2021

William Farr CofE Comprehensive School

**Statement of Financial Activities
for the Year Ended 31 August 2021**

				2021	2020
		Unrestricted	Restricted	Restricted	
		fund	General	Fixed	
		£	funds	Asset	
			£	funds	
				£	
				Total	Total
				funds	funds
				£	£
INCOME AND ENDOWMENTS FROM					
Donations and capital grants	2	-	-	833,048	29,836
Charitable activities					
Funding for the academy's educational operations	3	165,648	8,267,211	-	8,162,584
Other trading activities	4	113,973	1	-	449,499
Investment income	5	-	-	-	2,744
Total		279,621	8,267,212	833,048	8,644,663
EXPENDITURE ON					
Raising funds	7	64,758	18,030	-	98,025
Charitable activities					
Academy's educational operations	3	206,217	8,394,352	417,094	8,904,764
Total	6	270,975	8,412,382	417,094	9,002,789
NET INCOME/(EXPENDITURE)		8,646	(145,170)	415,954	(358,126)
Transfers between funds	18	(29,791)	24,489	5,302	-
Other recognised gains/(losses)					
Actuarial gains/(losses) on defined benefit schemes		-	(152,000)	-	301,000
Net movement in funds		(21,145)	(272,681)	421,256	(57,126)
RECONCILIATION OF FUNDS					
Total funds brought forward		110,464	(3,266,660)	10,732,297	7,633,227
TOTAL FUNDS CARRIED FORWARD		<u>89,319</u>	<u>(3,539,341)</u>	<u>11,153,553</u>	<u>7,703,531</u>

The notes form part of these financial statements

Balance Sheet
31 August 2021

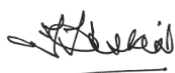
				2021	2020	
	Notes	Unrestricted fund £	Restricted General funds £	Restricted Fixed Asset funds £	Total funds £	Total funds £
FIXED ASSETS						
Tangible assets	12	-	-	10,421,023	10,421,023	10,719,265
CURRENT ASSETS						
Stocks	13	17,898	-	-	17,898	75,700
Debtors	14	231,585	-	683,722	915,307	204,005
Cash at bank and in hand		<u>174,419</u>	<u>618,350</u>	<u>48,808</u>	<u>841,577</u>	<u>634,052</u>
		423,902	618,350	732,530	1,774,782	913,757
CREDITORS						
Amounts falling due within one year	15	(334,583)	(9,691)	-	(344,274)	(405,921)
NET CURRENT ASSETS		<u>89,319</u>	<u>608,659</u>	<u>732,530</u>	<u>1,430,508</u>	<u>507,836</u>
TOTAL ASSETS LESS CURRENT LIABILITIES		89,319	608,659	11,153,553	11,851,531	11,227,101
PENSION LIABILITY	19	-	(4,148,000)	-	(4,148,000)	(3,651,000)
NET ASSETS		<u>89,319</u>	<u>(3,539,341)</u>	<u>11,153,553</u>	<u>7,703,531</u>	<u>7,576,101</u>
FUNDS						
Restricted funds:	18					
Fixed asset funds					11,153,553	10,732,297
Restricted income funds					608,659	384,340
Pension reserve					<u>(4,148,000)</u>	<u>(3,651,000)</u>
Unrestricted income fund					7,614,212	7,465,637
					<u>89,319</u>	<u>110,464</u>
TOTAL FUNDS					<u>7,703,531</u>	<u>7,576,101</u>

These financial statements have been prepared in accordance with the provisions applicable to charitable companies subject to the small companies regime.

The financial statements were approved by the Board of Trustees and authorised for issue on 22 November 2021 and were signed on its behalf by:



J M Knowler - Trustee



J G Heskins – Chair of Trustees

The notes form part of these financial statements

William Farr CofE Comprehensive School

Cash Flow Statement
for the Year Ended 31 August 2021

	Notes	2021 £	2020 £
Cash flows from operating activities			
Cash generated from operations	1	<u>281,500</u>	<u>265,307</u>
Net cash provided by operating activities		<u>281,500</u>	<u>265,307</u>
Cash flows from investing activities			
Purchase of tangible fixed assets		<u>(53,184)</u>	<u>(27,912)</u>
Net cash used in investing activities		<u>(53,184)</u>	<u>(27,912)</u>
Cash flows from financing activities			
Loan repayments in year		<u>(20,791)</u>	<u>(20,791)</u>
Net cash used in financing activities		<u>(20,791)</u>	<u>(20,791)</u>
		<hr/>	<hr/>
Change in cash and cash equivalents in the reporting period		207,525	216,604
Cash and cash equivalents at the beginning of the reporting period		<u>634,052</u>	<u>417,448</u>
Cash and cash equivalents at the end of the reporting period		<u>841,577</u>	<u>634,052</u>

The notes form part of these financial statements

William Farr CofE Comprehensive School

**Notes to the Cash Flow Statement
for the Year Ended 31 August 2021**

1. RECONCILIATION OF NET INCOME/(EXPENDITURE) TO NET CASH FLOW FROM OPERATING ACTIVITIES

	2021	2020
	£	£
Net income/(expenditure) for the reporting period (as per the Statement of Financial Activities)	279,430	(358,126)
Adjustments for:		
Depreciation charges	307,548	343,092
Loss on disposal of fixed assets	43,878	-
Decrease/(increase) in stocks	57,802	(25,295)
(Increase)/decrease in debtors	(711,302)	34,694
Decrease in creditors	(40,856)	(101,058)
Difference between pension charge and cash contributions	<u>345,000</u>	<u>372,000</u>
Net cash provided by operations	<u><u>281,500</u></u>	<u><u>265,307</u></u>

2. ANALYSIS OF CHANGES IN NET FUNDS

	At 1.9.20	Cash flow	At 31.8.21
	£	£	£
Net cash			
Cash at bank and in hand	<u>634,052</u>	<u>207,525</u>	<u>841,577</u>
	<u>634,052</u>	<u>207,525</u>	<u>841,577</u>
Debt			
Debts falling due within 1 year	<u>(20,791)</u>	<u>20,791</u>	<u>-</u>
	<u>(20,791)</u>	<u>20,791</u>	<u>-</u>
Total	<u><u>613,261</u></u>	<u><u>228,316</u></u>	<u><u>841,577</u></u>

The notes form part of these financial statements

William Farr CofE Comprehensive School
Notes to the Financial Statements
for the Year Ended 31 August 2021

1. ACCOUNTING POLICIES

Basis of preparing the financial statements

The financial statements of the charitable company, which is a public benefit entity under FRS 102, have been prepared in accordance with the Charities SORP (FRS 102) '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) (effective 1 January 2019)', Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Academies Accounts Direction 2020 to 2021 issued by the ESFA, the Charities Act 2011 and the Companies Act 2006. The financial statements have been prepared under the historical cost convention.

William Farr CofE Comprehensive School meets the definition of a public benefit entity under FRS 102.

Going concern

The Trustees assess whether the use of going concern is appropriate, i.e. whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the Academy to continue as a going concern. The Trustees make this assessment in respect of a period of at least one year from the date of authorisation for issue of the financial statements and have concluded that the Academy has adequate resources to continue to adopt the going concern basis of accounting in preparing the financial statements.

Critical accounting judgements and key sources of estimation uncertainty

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

Critical accounting estimates and assumptions:

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

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost or income for pensions include the discount rate. Any changes in these assumptions, which are disclosed in notes to the accounts, will impact the carrying amount of the pension liability. Furthermore, a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2016 has been used by the actuary in valuing the pensions liability at 31 August 2021. 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.

Income

All income is recognised in the Statement of Financial Activities once the academy has entitlement to the funds, it is probable that the income will be received and the amount can be measured reliably.

Grants

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

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

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

Sponsorship Income

Sponsorship income provided to the academy which amounts to a donation is recognised in the Statement of financial activities in the year in which it is receivable (where there are no performance- related conditions) where 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.

William Farr CofE Comprehensive School
Notes to the Financial Statements - continued
for the Year Ended 31 August 2021

1. ACCOUNTING POLICIES - continued

Income

Other Income

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

Expenditure

Liabilities are recognised as expenditure as soon as there is a legal or constructive obligation committing the charity to that expenditure, 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 accounted for on an accruals basis and has been classified under headings that aggregate all cost related to the category. Where costs cannot be directly attributed to particular headings they have been allocated to activities on a basis consistent with the use of resources.

Raising funds

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

Charitable activities

Costs of charitable activities are incurred on the academy's educational operations, including support costs and costs relating to the governance of the academy 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 leasehold land, at rates calculated to write off the cost of these assets, less their estimated residual value, over their expected useful lives on the following bases:

Long-term leasehold property	2% straight line or valuation
Furniture and equipment	20% straight line
Computer equipment	33% straight line

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.

Financial instruments

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

Financial Assets

Trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 15. Prepayments are not financial instruments.

Cash at bank is classified as a basic financial instrument and is measured at face value.

Financial Liabilities

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

Stocks

Stocks are valued at the lower of cost and net realisable value, after making due allowance for obsolete and slow moving items.

William Farr CofE Comprehensive School

Notes to the Financial Statements - continued
for the Year Ended 31 August 2021

1. ACCOUNTING POLICIES - continued

Taxation

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

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

Fund accounting

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

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

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

Operating leases

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

Pension costs and other post-retirement benefits

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

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

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

Actuarial gains and losses are recognised immediately in other recognised gains and losses.

Agency arrangements

The academy trust acts as an agent in distributing 16-19 bursary funds from ESFA. The funds received and paid and any balances held are disclosed in the notes.

2. DONATIONS AND CAPITAL GRANTS

	2021	2020
	£	£
Capital Grants	795,359	29,836
Donations	<u>37,689</u>	<u>-</u>
	<u>833,048</u>	<u>29,836</u>

William Farr CofE Comprehensive School

**Notes to the Financial Statements - continued
for the Year Ended 31 August 2021**

3. FUNDING FOR THE ACADEMY'S EDUCATIONAL OPERATIONS

	Unrestricted Funds 2021 £	Restricted Funds 2021 £	Total Funds 2021 £
DfE/ESFA Grants			
General Annual Grant (GAG)	-	7,067,999	7,067,999
Teachers Pay and Pension Grant	-	379,946	379,946
Pupil Premium	-	210,944	210,944
Other Revenue Grants	-	198,118	198,118
			7,857,007
Other Government Grants			
SEN 1-1 Funding	-	354,160	354,160
Other Local Authority Revenue Grants	-	7,690	7,690
Other Government Revenue Grants	-	6,954	6,954
			368,804
Other Funding			
Pupil Catering and other income	165,648	41,400	207,048
	165,648	41,400	207,048
Exceptional Government Funding			
Other Coronavirus Funding	-	-	-
	165,648	8,267,211	8,432,859

	Unrestricted Funds 2020 £	Restricted Funds 2020 £	Total Funds 2020 £
DfE/ESFA Grants			
General Annual Grant (GAG)	-	6,892,101	6,892,101
Teachers Pay and Pension Grant	-	385,428	385,428
Pupil Premium	-	207,245	207,245
Other Revenue Grants	-	20,887	20,887
			7,505,661
Other Government Grants			
SEN 1-1 Funding	-	333,985	333,985
Other Local Authority Revenue Grants	-	5,971	5,971
Other Government Revenue Grants	-	1,500	1,500
			341,456
Other Funding			
Pupil Catering and other income	252,169	8,893	261,062
	252,169	8,893	261,062
Exceptional Government Funding			
Other Coronavirus Funding	-	54,405	54,405
	252,169	7,910,415	8,162,584

William Farr CofE Comprehensive School

**Notes to the Financial Statements - continued
for the Year Ended 31 August 2021**

4. OTHER TRADING ACTIVITIES

	2021	2020
	£	£
Uniform sales	50,688	65,424
School trip income	953	27,100
Lettings income	-	4,682
Catering income	3,272	53,263
Other income	<u>59,061</u>	<u>299,030</u>
	<u><u>113,974</u></u>	<u><u>449,499</u></u>

5. INVESTMENT INCOME

	2021	2020
	£	£
Bank account interest	<u>-</u>	<u>2,744</u>

6. EXPENDITURE

	2021	2020
	Total £	Total £
Raising funds		
Costs incurred by trading for a fundraising purpose		
Direct costs	82,788	98,025
Charitable activities		
Academy's educational operations		
Direct costs	6,667,735	6,436,426
Allocated support costs	<u>2,349,928</u>	<u>2,468,338</u>
	<u><u>7,347,213</u></u>	<u><u>9,002,789</u></u>

Net income/(expenditure) is stated after charging/(crediting):

	2021	2020
	£	£
Auditors remuneration	12,551	25,315
Depreciation - owned assets	299,240	343,092
Other operating leases	119,238	120,211
Deficit on disposal of fixed assets	<u>43,878</u>	<u>-</u>

7. RAISING FUNDS

Costs incurred by trading for a fundraising purpose

	2021	2020
	£	£
Purchases	65,972	76,583
Staff costs	3,016	6,468
Other costs	<u>13,800</u>	<u>14,974</u>
	<u><u>82,788</u></u>	<u><u>98,025</u></u>

William Farr CofE Comprehensive School

Notes to the Financial Statements - continued
for the Year Ended 31 August 2021

8. CHARITABLE ACTIVITIES - ACADEMY'S EDUCATIONAL OPERATIONS

	Unrestricted funds £	Restricted funds £	2021 Total funds £	2020 Total funds £
Direct costs	22,241	6,645,494	6,667,735	6,436,426
Support costs	<u>183,976</u>	<u>2,165,952</u>	<u>2,349,928</u>	<u>2,468,338</u>
	<u>206,217</u>	<u>8,811,446</u>	<u>9,017,663</u>	<u>8,904,764</u>

	2021 Total £	2020 Total £
Analysis of support costs		
Support staff costs	1,321,914	1,574,268
Technology costs	84,768	58,617
Premises costs	178,120	197,412
Other support costs	738,005	596,139
Governance costs	<u>27,121</u>	<u>41,902</u>
Total support costs	<u>2,349,928</u>	<u>2,468,338</u>

9. TRUSTEES' REMUNERATION AND BENEFITS

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

		2021 £'000	2020 £'000
Jonathan Knowler (Headteacher)	Remuneration	95-100	90-95
	Pension Contributions	20-25	20-25
Helen Brittain (Staff Trustee)	Remuneration	45-50	45-50
	Pension Contributions	10-15	10-15
Marcus Brittain (Staff Trustee)	Remuneration	40-45	40-45
	Pension Contributions	10-15	5-10
Simon Hinton (Staff Trustee)	Remuneration	30-35	30-35
	Pension Contributions	5-10	5-10
Trustees' expenses		2021	2020
		£	£
Trustees' expenses		<u>753</u>	<u>775</u>

William Farr CofE Comprehensive School

Notes to the Financial Statements - continued
for the Year Ended 31 August 2021

10. FULL TIME EQUIVALENTS

	2021	2020
	£	£
Wages and salaries	5,400,581	5,200,641
Social security costs	449,683	479,510
Operating costs of defined benefit pension schemes	1,485,132	1,469,007
Apprenticeship levy	11,064	10,433
	<u>7,346,460</u>	<u>7,159,591</u>

The average number of persons (including senior management team) employed by the charitable company during the year was as follows:

	2021	2020
Management	1	1
Teaching	91	93
Other staff	<u>102</u>	<u>97</u>
	<u>194</u>	<u>191</u>

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

	2021	2020
£60,001 - £70,000	2	4
£70,001 - £80,000	2	-
£90,001 - £100,000	<u>1</u>	<u>1</u>
	<u>5</u>	<u>5</u>

The average headcount expressed as full-time equivalents was:

	2021	2020
Management	1	1
Teaching	83	85
Other	66	57
	<u>150</u>	<u>143</u>

The key management personnel of the academy comprise the trustees and the senior management team as listed on page 1. The total amount of employee benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the academy was £804,852 (2020: £772,008).

11. TRUSTEES' AND OFFICERS' INSURANCE

The academy has opted into the Department of 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 membership.

William Farr CofE Comprehensive School

**Notes to the Financial Statements - continued
for the Year Ended 31 August 2021**

12. TANGIBLE FIXED ASSETS

	Long leasehold £	Fixtures and fittings £	Computer equipment £	Totals £
COST				
At 1 September 2020	12,933,850	559,008	608,929	14,101,787
Additions	-	4,965	48,219	53,184
Disposals	<u>(52,186)</u>	-	-	<u>(52,186)</u>
At 31 August 2021	<u>12,881,664</u>	<u>563,973</u>	<u>657,148</u>	<u>14,102,785</u>
DEPRECIATION				
At 1 September 2020	2,265,127	525,523	591,872	3,382,522
Charge for year	<u>247,629</u>	<u>23,434</u>	<u>28,177</u>	<u>299,240</u>
At 31 August 2021	<u>2,512,756</u>	<u>548,957</u>	<u>620,049</u>	<u>3,681,762</u>
NET BOOK VALUE				
At 31 August 2021	<u>10,368,908</u>	<u>15,016</u>	<u>37,099</u>	<u>10,421,023</u>
At 31 August 2020	<u>10,668,723</u>	<u>33,485</u>	<u>17,057</u>	<u>10,719,265</u>

13. STOCKS

	2021 £	2020 £
Stocks	<u>17,898</u>	<u>75,700</u>

14. DEBTORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2021 £	2020 £
Trade debtors	3,870	3,259
Other debtors	75,266	7,554
Grants Receivable	-	33,156
VAT	62,088	14,899
Prepayments and accrued income	<u>774,083</u>	<u>145,137</u>
	<u>915,307</u>	<u>204,005</u>

15. CREDITORS: AMOUNTS FALLING DUE WITHIN ONE YEAR

	2021 £	2020 £
Other loans (see note 16)	-	20,791
Trade creditors	242,745	58,057
Social security and other taxes	1,401	120,909
Other creditors	53,566	144,908
Accruals and deferred income	<u>46,562</u>	<u>61,256</u>
	<u>344,274</u>	<u>405,921</u>

William Farr CofE Comprehensive School

**Notes to the Financial Statements - continued
for the Year Ended 31 August 2021**

16. LOANS

An analysis of the maturity of loans is given below:

	2021	2020
	£	£
Amounts falling due within one year on demand:		
Other loans	-	<u>20,791</u>

17. MEMBERS' LIABILITY

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

18. MOVEMENT IN FUNDS

	At 1.9.20	Net movement in funds	Transfers between funds	At 31.8.21
	£	£	£	£
Restricted general funds				
General Annual Grant (GAG)	99,475	323,010	(37,929)	384,556
Other DfE/ESFA grants	(8,873)	3,651	8,222	3,000
Other grants - local authority	336,957	(118,789)	-	218,168
Other income	(44,719)	(6,542)	54,196	2,935
Other grants	1,500	(1,500)	-	-
Pension reserve	<u>(3,651,000)</u>	<u>(497,000)</u>	<u>-</u>	<u>(4,148,000)</u>
	<u>(3,266,660)</u>	<u>(297,170)</u>	<u>24,489</u>	<u>(3,539,341)</u>
Restricted fixed asset funds				
DfE/ESFA capital grants	593,802	(32,378)	-	561,424
Capital expenditure from GAG	481,342	(54,062)	-	427,280
Capital expenditure from other income	9,657,153	(236,655)	20,790	9,441,288
Condition Improvement Fund	<u>-</u>	<u>739,049</u>	<u>(15,488)</u>	<u>723,561</u>
	<u>10,732,297</u>	<u>415,954</u>	<u>5,302</u>	<u>11,153,553</u>
Total restricted funds	<u>7,465,637</u>	<u>118,784</u>	<u>29,791</u>	<u>7,614,212</u>
Unrestricted fund				
General and unrestricted school funds	<u>110,464</u>	<u>8,646</u>	<u>(29,791)</u>	<u>89,319</u>
TOTAL FUNDS	<u>7,576,101</u>	<u>127,430</u>	<u>-</u>	<u>7,703,531</u>

William Farr CofE Comprehensive School

Notes to the Financial Statements - continued
for the Year Ended 31 August 2021

18. MOVEMENT IN FUNDS - continued

Net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Gains and losses £	Movement in funds £
Restricted general funds				
General Annual Grant (GAG)	7,068,000	(6,744,990)	-	323,010
Other DfE/ESFA grants	578,064	(574,413)	-	3,651
Pupil premium	210,944	(210,944)	-	-
Other grants - local authority	361,850	(480,639)	-	(118,789)
Other income	48,354	(54,896)	-	(6,542)
Other grants	-	(1,500)	-	(1,500)
Pension reserve	-	(345,000)	(152,000)	(497,000)
	<u>8,267,212</u>	<u>(8,412,382)</u>	<u>(152,000)</u>	<u>(297,170)</u>
Restricted fixed asset funds				
DfE/ESFA capital grants	29,442	(61,820)	-	(32,378)
Capital expenditure from GAG	-	(54,062)	-	(54,062)
Capital expenditure from other income	37,689	(274,344)	-	(236,655)
Condition Improvement Fund	765,917	(26,868)	-	739,049
	<u>833,048</u>	<u>(417,094)</u>	<u>-</u>	<u>415,954</u>
Total restricted funds	<u>9,100,260</u>	<u>(8,829,476)</u>	<u>(152,000)</u>	<u>118,784</u>
Unrestricted fund				
General and unrestricted school funds	279,621	(270,975)	-	8,646
TOTAL FUNDS	<u><u>9,379,881</u></u>	<u><u>(9,100,451)</u></u>	<u><u>(152,000)</u></u>	<u><u>127,430</u></u>

William Farr CofE Comprehensive School

Notes to the Financial Statements - continued
for the Year Ended 31 August 2021

18. MOVEMENT IN FUNDS - continued

Comparatives for movement in funds

	At 1.9.19 £	Net movement in funds £	Transfers between funds £	At 31.8.20 £
Restricted general funds				
General Annual Grant (GAG)	71,335	(411,693)	439,833	99,475
Other DfE/ESFA grants	-	376,555	(385,428)	(8,873)
Other grants - local authority	-	336,957	-	336,957
Other income	-	(44,719)	-	(44,719)
Other grants	-	55,905	(54,405)	1,500
Pension reserve	<u>(3,580,000)</u>	<u>(71,000)</u>	<u>-</u>	<u>(3,651,000)</u>
	<u>(3,508,665)</u>	<u>242,005</u>	<u>-</u>	<u>(3,266,660)</u>
Restricted fixed asset funds				
DfE/ESFA capital grants	587,186	6,616	-	593,802
Capital expenditure from GAG	535,873	(54,531)	-	481,342
Capital expenditure from other income	<u>9,922,494</u>	<u>(265,341)</u>	<u>-</u>	<u>9,657,153</u>
	<u>11,045,553</u>	<u>(313,256)</u>	<u>-</u>	<u>10,732,297</u>
Total restricted funds	<u>7,536,888</u>	<u>(71,251)</u>	<u>-</u>	<u>7,465,637</u>
Unrestricted fund				
General and unrestricted school funds	<u>96,339</u>	<u>14,125</u>	<u>-</u>	<u>110,464</u>
TOTAL FUNDS	<u>7,633,227</u>	<u>(57,126)</u>	<u>-</u>	<u>7,576,101</u>

William Farr CofE Comprehensive School
Notes to the Financial Statements - continued
for the Year Ended 31 August 2021

18. MOVEMENT IN FUNDS - continued

Comparative net movement in funds, included in the above are as follows:

	Incoming resources £	Resources expended £	Gains and losses £	Movement in funds £
Restricted general funds				
General Annual Grant (GAG)	6,892,101	(7,303,794)	-	(411,693)
Other DfE/ESFA grants	406,315	(29,760)	-	376,555
Pupil premium	209,245	(209,245)	-	-
Other grants - local authority	339,957	(3,000)	-	336,957
Other income	105,450	(150,169)	-	(44,719)
Other grants	55,905	-	-	55,905
Pension reserve	-	(372,000)	301,000	(71,000)
	<u>8,008,973</u>	<u>(8,067,968)</u>	<u>301,000</u>	<u>242,005</u>
Restricted fixed asset funds				
DfE/ESFA capital grants	29,836	(23,220)	-	6,616
Capital expenditure from GAG	-	(54,531)	-	(54,531)
Capital expenditure from other income	-	(265,341)	-	(265,341)
	<u>29,836</u>	<u>(343,092)</u>	<u>-</u>	<u>(313,256)</u>
Total restricted funds	<u>8,038,809</u>	<u>(8,411,060)</u>	<u>301,000</u>	<u>(71,251)</u>
Unrestricted fund				
General and unrestricted school funds	605,854	(591,729)	-	14,125
TOTAL FUNDS	<u>8,644,663</u>	<u>(9,002,789)</u>	<u>301,000</u>	<u>(57,126)</u>

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 Grants comprise of various grants awarded for specific projects, in particular to boost standards of attainment. Grants include Pupil Premium funding which is intended to support education from pupils from a disadvantaged background. Grants also include the Teachers Pay and Pension Grant which is intended to finance the statutory increases in teachers pay and pension.

Local Government Grants includes funding provided for pupils with Statements of Special Educational Needs and is used by the academy to assist with the pupil's education.

Devolved capital funding is that provided to academies to use as it sees fit in areas such as improvements to buildings or facilities, or the repair or refurbishment of such.

Other capital grants are provided to the academy based on specific bids for individual projects.

Other income comprises various other receipts including school meals. The income is classed as restricted or unrestricted based on the nature of the income.

The pension reserve arises from the actuarial measurement of the Academy's share of the Local Government Pension Scheme deficit. This deficit is recorded as a provision. The actuarial cost of employing staff during the year is initially reflected in the normal running costs of the school in the restricted pension fund. The amount included in resources expended represents the pension cost for the year charged to income and expenditure that arises from actuarial calculations of service cost rather than employer contributions paid, and amounts to £345,000. Actuarial gains and losses that arise from changes in assumptions by the actuary or wider influences are shown in the restricted pension fund, the movement this year being a net £152,000 actuarial decrease in the net pension fund deficit.

Restricted fixed asset funds represent monies received in respect of and spent on fixed assets. This includes assets inherited on conversion. The total of resources expended within this fund include the depreciation charge for the year. The transfers figure is the amount of other funds used to acquire fixed assets.

18. MOVEMENT IN FUNDS - continued

Under the funding agreement with the Secretary of State, the academy was not subject to a limit on the amount of GAG it could carry forward at 31 August 2021.

Transfers between funds

Transfers in funds represents prior year overspends being subsidised by unrestricted funds.

19. PENSION AND SIMILAR OBLIGATIONS

The academy's employees belong to two principal pension schemes: the Teachers' Pension Scheme England and Wales (TPS) for academic and related staff; and the Local Government Pension Scheme (LGPS) for non-teaching staff, which is managed by Lincolnshire County Council. 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 31 March 2016.

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

Teachers' pension scheme

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

The TPS is an unfunded scheme to which both the 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 2016. The valuation report was published by the Department for Education on 5 March 2019. The key elements of the valuation and subsequent consultation are:

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

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

The employer's pension costs paid to TPS in the period amounted to £895,760 (2020 - £867,746).

A copy of the valuation report and supporting documentation is on the Teachers' Pensions website.

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

William Farr CofE Comprehensive School

Notes to the Financial Statements - continued
for the Year Ended 31 August 2021

19. PENSION AND SIMILAR OBLIGATIONS - continued
Local government pension scheme

The LGPS is a funded defined benefit pension scheme, with the assets held in separate trustee- administered funds. The total contribution made for the year ended 31 August 2021 was £377,000 (2020 - £370,000), of which employer's contributions totalled £305,000 (2020 - £299,000) and employees' contributions totalled £ 72,000 (2020 - £71,000). The agreed contribution rates for future years are 21.4 per cent for employers and 5.5 to 19.2 per cent for employees.

As described in note the LGPS obligation relates to the employees of the academy, who were the employees transferred as part of the conversion from the maintained school and new employees who were eligible to, and did, join the Scheme in the year. The obligation in respect of employees who transferred on conversion represents their cumulative service at both the predecessor school and the academy at the balance sheet date.

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

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

	2021	2020
	£	£
Equities	5,390,000	4,153,000
Debt Instruments	1,070,000	1,204,000
Property	777,000	602,000
Cash and other liquid assets	286,000	60,200
	<u>7,523,000</u>	<u>6,020,000</u>

The actual return on the schemes assets was £104,000 (2020: £109,000).

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

	2021	2020
	£	£
Current Service Cost	(586,000)	(603,000)
Interest Cost	(60,000)	(68,000)
Administration Expenses	(4,000)	-
	<u>650,000</u>	<u>671,000</u>

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

	Defined benefit pension plans	
	2021	2020
	£	£
Current service cost	281,000	603,000
Net interest from net defined benefit asset/liability	60,000	68,000
Past service cost	4,000	-
	<u>345,000</u>	<u>671,000</u>
Actual return on plan assets	<u>-</u>	<u>-</u>

William Farr CofE Comprehensive School

Notes to the Financial Statements - continued
for the Year Ended 31 August 2021

19. PENSION AND SIMILAR OBLIGATIONS - continued

Changes in the present value of the defined benefit obligation are as follows:

	Defined benefit pension plans	
	2021	2020
	£	£
Opening defined benefit obligation	3,651,000	3,580,000
Current service cost	281,000	603,000
Contributions by employer	-	(299,000)
Interest cost	60,000	68,000
Actuarial losses/(gains)	152,000	(301,000)
	<u>4,144,000</u>	<u>3,651,000</u>

Principal actuarial assumptions at the Balance Sheet date (expressed as weighted averages):

	2021	2020
Discount rate	1.65%	1.70%
Future salary increases	3.20%	2.50%
Future pension increases	2.90%	2.20%

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

Retiring today		
Males	21.5	21.4
Females	23.8	23.7
Retiring in 20 years		
Males	22.5	22.4
Females	25.3	25.2

Sensitivity analysis

	2021	2020
	£	£
Discount rate +0.1%	(261,000)	-
Discount rate -0.1%	267,000	214,000
Mortality assumption - 1 year increase	537,000	-
Mortality assumption - 1 year decrease	(513,000)	-
CPI rate +0.1%	33,000	19,000
CPI rate -0.1%	(33,000)	-

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

	2021	2020
	£	£
At 1 September	9,671,000	9,500,000
Current service cost	586,000	603,000
Interest cost	164,000	177,000
Employee Contributions	72,000	71,000
Actuarial (gains)/ losses	1,330,000	(582,000)
Benefits paid	(152,000)	(98,000)
	<u>11,671,000</u>	<u>9,671,000</u>

William Farr CofE Comprehensive School

Notes to the Financial Statements - continued
for the Year Ended 31 August 2021

19. PENSION AND SIMILAR OBLIGATIONS - continued

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

	2021 £	2020 £
At 1 September	6,020,000	5,920,000
Interest income	104,000	109,000
Actuarial (losses)/ gains	1,178,000	(281,000)
Employer Contributions	305,000	299,000
Employee	72,000	71,000
Benefits paid	(152,000)	(98,000)
Administrative costs	(4,000)	-
	<u>7,523,000</u>	<u>6,020,000</u>

20. CONTINGENT LIABILITIES

During the period of the Funding Agreement, in the event of the sale or disposal by other means of any asset for which a Government grant was received, the Academy is required to re-invest the proceeds or to repay to the Secretary of State for Education the same proportion of the proceeds of the sale or disposal as equates with the proportion of the original cost met by the Secretary of State.

Upon termination of the Funding Agreement, whether as a result of the Secretary of State or the Academy serving notice, the Academy shall repay to the Secretary of state sums determined by reference to:

- (a) the value at that time of the Academy's site and premises and other assets held for the purpose of the Academy; and
- (b) the extent to which the expenditure incurred in providing those assets was met by payments by the Secretary of State under the Funding Agreement.

21. LONG-TERM COMMITMENTS, INCLUDING OPERATING LEASES

Minimum lease payments under non-cancellable operating leases fall due as follows:

	2021 £	2020 £
Within one year	135,760	158,352
Between one and five years	-	135,760
	<u>135,760</u>	<u>294,112</u>

Notes to the Financial Statements - continued
for the Year Ended 31 August 2021

22. RELATED PARTY DISCLOSURES

Owing to the nature of the charitable company 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.

Expenditure - Party Transactions

Mrs J Hazzledine, spouse of a trustee, is employed by the academy trust as an Associate Assistant Headteacher, a teacher and Head of ICT. Mrs Hazzledine's appointment was made in open competition and Mr B Hazzledine was not involved in the decision making process regarding appointment. Mrs Hazzledine is paid within the normal pay scale for her role and receives no special treatment as a result of her relationship to a trustee.

Mrs E Stevenson, spouse of a trustee, is employed by the academy trust as a teacher. Mrs Stevenson's appointment was made in open competition and Mr S Stevenson was not involved in the decision making process regarding appointment. Mrs Stevenson is paid within the normal pay scale for her role and receives no special treatment as a result of her relationship to a trustee.

H.R. Solutions (GB) Limited, a company in which Mr D Subden is a director provided services to the academy trust during the year totalling £3,699 (2020: £2,537). The balance outstanding at the year end was £415 (2020: £560). 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.

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 charitable company's financial regulations and normal procurement procedures relating to connected and related party transactions.

23. AGENCY ARRANGEMENTS

The academy trust distributes 16-19 bursary funds to students as an agent for the ESFA. In the accounting period ending 31 August 2021 the trust received £6,653 (2020: £9,958) and disbursed £6,881 (2020: £11,404) from the fund. An amount of £9,691 (2020: £9,919) was undistributed at the year end and is included within creditors.