



2016 - 2017

TONBRIDGE GRAMMAR SCHOOL

THURSDAY



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COMPANIES HOUSE

ANNUAL REPORT &
FINANCIAL STATEMENTS

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Annual Report and Financial Statements – Year Ended 31 August 2017

The Governors of Tonbridge Grammar School ('the Academy') present their annual report together with the financial statements and the auditor's report of the charitable company for the period 1 September 2016 to 31 August 2017. The annual report serves the purposes of both a trustees' report and a directors' report under company law.

Tonbridge Grammar School ('TGS') provides secondary education to students of secondary school age (girls from the age of 11 to 16 and both boys and girls post 16) who are drawn mainly from the locality including specifically Tonbridge and Malling, Tunbridge Wells and Sevenoaks council areas. The Academy is selective within the meaning of section 6(4) of the Academies Act 2010. The planned capacity of the Academy is 1,260. There were 1,164 students on roll at the time of the School Census October 2017 (1,144 at October 2016).

The financial statements have been prepared in accordance with the accounting policies set out on pages 52 to 56 of the attached financial statements and comply with the Academy's memorandum and articles of association, applicable laws and 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 United Kingdom and Republic of Ireland (FRS 102), effective from accounting periods commencing 1 January 2015 or later.



Annual Report and Financial Statements – Year Ended 31 August 2017

Reference and administrative information

Tonbridge Grammar School Governing Body

Sally Dyson	Chair of Governors	
Laura Acosta	Staff Governor	
Pippa Blackstone	Staff Governor	Appointed 29 September 2017
Pauline Bullen		Resigned 1 September 2016
Mark Davis		
Annette Doherty		Appointed 1 September 2016
Anna Firth		Resigned 15 October 2016
Louise Fraser	Staff Governor	Appointed 2 December 2016
		Resigned 31 August 2017
Melanie Gailey	Staff Governor	Resigned 31 August 2017
Steven Holdcroft		
Richard Hubble		Resigned 26 September 2016
Geraldine Hughes		
Julie Humphries		Appointed 22 February 2017
Rosemary Joyce	Head Teacher and Accounting Officer	
Michael Joyner		
Mark Lavenstein		Appointed 22 February 2017
Andrew Leale		
Jose Parody		
Steve Seagrove		Resigned 16 October 2017
Andrea Senior		
Andre Wessels		Resigned 11 July 2017
Julia Wheeler		

Members All Governors are members of the Academy

Company Secretary Alison Hook

Senior Leadership Team

Head Teacher	Rosemary Joyce
Deputy Head Teacher	Christopher Fitt
	Joe Jardine-Viner
Assistant Head Teachers	Darryl Barker
	Jane Bishop
	Caroline Ghali
	Adrian Pitts

Company Name Tonbridge Grammar School

Company Registration Number 07455728 (England and Wales)

Principal and Registered Office Deakin Leas
Tonbridge
Kent
TN9 2JR

Independent Auditors

Buzzacott LLP
130 Wood Street
London
EC2V 6DL

Bankers

Lloyds Bank plc
121 High Street
Tonbridge
Kent TN9 1DB

Solicitors

Stone King LLP
Boundary House
91 Charterhouse Street
London EC1M 6HR



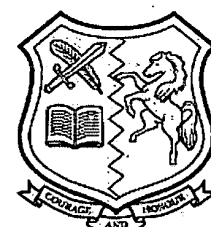
Foreword from the Chair of Governors and the Head Teacher

It gives us great pleasure to welcome you to this year's Annual Report. The Tonbridge Grammar School community is a fast moving and vibrant environment that cares very much about the people within it. We hope that reading this report helps us to give you a flavour of the quality and range of educational provision that our enormously hard working staff and students contribute to and enjoy.

At the beginning of the year we launched our new school vision, giving us a strategic direction for the next five years. Fundamental to that direction is our belief that the education we provide equips our students with skills that build confidence and resilience. Our educational experience should also help them to respond intelligently and considerately and to grow as responsible global citizens. We constantly look for opportunities to help our students experience what is happening beyond the School and contribute to the wider community. We are acutely aware that we must do this within tighter than ever financial constraints so it is imperative that every investment we make adds value to our students. We are extremely fortunate to have a team of professional and dedicated staff and are committed to ensuring their development and wellbeing continues to be a priority.

In November we were delighted to be named top performing state school in the South East by the Sunday Times in their Parent Power publication. We were especially pleased as this table recognised not only the outstanding achievement of our students but also the exceptional progress they make, calculated by the DfE's new Progress 8 measure. In November the Diploma class of 2016 returned to school to celebrate their achievements along with those of our GCSE students at our annual Prizegiving. We were honoured to be joined at this event by John Cloughton the former Chief Master of King Edward's School. A passionate advocate for the principles of an IB education John Cloughton reflected on the powerful role of education to encourage and support young people to challenge injustice and make a difference in the world.

Once again the School celebrated outstanding academic attainment in the summer of 2017 with students in Year 13 and Year 11 achieving excellent Diploma and GCSE outcomes. For our Year 11 students the examinations presented a new challenge with the introduction of the reformed and more rigorous numeric graded GCSEs in English and Mathematics with a new top grade of 9 that sits above the threshold for A*. Our results show that TGS students are more than capable of responding to this challenge achieving really outstanding results despite the bar being raised. The achievement of our students reflects their hard work and commitment to their studies but also stands testament to the outstanding commitment of our professional and dedicated staff.



Foreword from the Chair of Governors and the Head Teacher

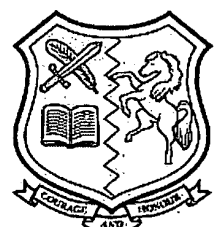
Although justifiably proud of our academic reputation the achievement of students measured by their academic progress and success is just a small part of what we are about. From the moment students join TGS we support each of them to be the best they can be, promoting and developing skills and qualities that support success in life; intellectual curiosity, collaboration, independent thinking, risk taking and empathy. The extensive and broad co-curricular programme, the student leadership and community engagement opportunities available and the extensive range of trips and residential experiences undertaken through the year reflect and support the School's commitment to nurture the whole child. Our annual Foundation Day celebration in July proved a fitting end to the year bringing the whole community (students, staff, parents and alumni) together to showcase and celebrate the diverse and creative learning experience at TGS.

At the outset of the year the House system was re-launched with the addition of a sixth House in response to School growth. Debney House was named in honour of Joy Debney who dedicated her entire professional career to Tonbridge Grammar School. Sadly Joy passed away in March 2017 but we are proud of her legacy as a valued and longstanding member of the TGS community.

Alongside our commitment to providing an outstanding and nurturing learning environment for students the Governors are committed to ensuring we continue to develop and improve the facilities for current and future generations of students. Following significant capital investment to support improvements to Sixth Form and Music facilities in previous years, this academic year has seen us make considerable progress in the School's long held ambition for improved outdoor sports facilities. By the close of the year funds and planning permission for our 'Big Outdoors' floodlit artificial pitch were secured. We are delighted that what has been a long held ambition going back over a decade is now well within sight of achievement thanks to the whole TGS community (present and past) who have supported us on this journey.

Sally Dyson
Chair of Governors

Rosemary Joyce
Head Teacher



Governors' Report (including the Strategic Report)

Objects and Aims

The Academy's object is specifically restricted to the following:

- a) To advance for the public benefit education in the United Kingdom, in particular maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum.
- b) To promote for the benefit of the inhabitants of Tonbridge and the surrounding area the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances or for the public at large in the interest of social welfare and with the object of improving the condition of life of the said inhabitants.

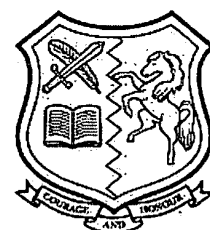
In accordance with the Articles of Association the Academy has adopted a 'Scheme of Governance' approved by the Secretary of State for Education.

In accordance with the Funding Agreement, Tonbridge Grammar School provides a broad and balanced curriculum offering an international focus for students. The Academy is at the heart of its community, promoting community cohesion and sharing facilities and resources with other schools and the wider community.

The Governors have paid due regard to guidance issued by the Charity Commission in deciding what activities the charitable company should undertake.

Public Benefit

The Academy aims to advance for the public benefit, education in the United Kingdom. In setting the objectives of the Academy and planning the associated activities, the Governors have given careful consideration to the Charity Commission's general guidance on Public Benefit.



Governors' Report (including the Strategic Report)

Tonbridge Grammar School Strategic Vision 2016 - 2021

Tonbridge Grammar School is a centre of excellence for learning where students and staff are encouraged to be the very best they can be in a nurturing and kind community. Our enriching, academically ambitious curriculum promotes intellectual curiosity and personal growth, preparing students to mature as responsible global citizens. Our exceptionally dedicated staff support every student to success.

We are committed to:

- Developing opportunities for every student to learn through real world engagement - promoting collaboration, intercultural understanding and entrepreneurial endeavour.
- Building the resilience and confidence of every student so that they have the emotional literacy to make healthy life choices, flourish and be happy.
- Strengthening our community - securing strong, collaborative relationships with parents, alumni and the wider community.
- Promoting educational aspiration and supporting social mobility - making a positive difference to the life chances of students at and beyond the School.
- Investing in world class professional development - demonstrating best practice locally, nationally and internationally.

Members of our community are nurtured to be:

- Self-motivated, open minded and actively engaged in learning.
- Self-aware, adaptable and creative - taking full advantage of all opportunities.
- Respectful and considerate - celebrating and encouraging in equal measure.
- Courageous and honourable - facing challenge with bravery and acting with integrity.

Express Yourself Showcase – A Malawi Fundraiser

TGS is known for its academic excellence, so a team of creative students decided to exhibit a potentially less-recognised aspect of the school; its incredible range of creative talent! The design and performance showcase was a key fundraising event for this year's Malawi team.

"We are very proud to have had this wonderful opportunity for young people to showcase their talent and enjoy doing so to such a great extent. In combining appreciation and encouragement of the arts in its many forms, and raising funds for a charity committed to improving the lives of young people around the world, TGS has placed emphasis on the value of the arts and the importance of encouraging young people to express themselves."

Isabella (Year 12)



TGS STRATEGIC PLAN 2016 – 21



Every student to learn through real world engagement

Promoting collaboration, intellectual understanding and entrepreneurial endeavour

- Learning promotes authentic engagement, purposeful feedback, collaborative enquiry
- Teaching supports 7 year curriculum
- Promote global understanding and intercultural awareness across subjects
- Develop sustainable extra-curricular collaborative STEAM programme

Build resilience, confidence and emotional literacy

Enabling students to make healthy life choices, flourish and be happy

- Develop staff understanding and engagement with strategies to build resilience and self esteem
- Develop approaches to learning within the curriculum that build and support resilience
- Promote and develop opportunities for student decision making

Strengthen our community

Securing strong collaborative relationships with parents, alumni and the wider community

- Promote and develop student community interaction and service across the years
- Strengthen collaboration between the School and parents
- Increase alumni engagement for student support
- Promote and enhance the image of the School in the community



Annual Report and Financial Statements – Year Ended 31 August 2017

Governors' Report (including the Strategic Report)

Promote educational aspiration and social mobility ***Make a positive difference to the life chances of students at and beyond the School***

- Secure increased social diversity in school admissions
- Raise aspiration and success to grammar school amongst economically disadvantaged
- Determine TGS approach for educational impact beyond the School

Invest in world class professional development ***Promoting best practice locally, nationally and internationally***

- Secure research driven, accredited professional development that promotes global awareness
- Establish ways of working that increase staff effectiveness and support work life balance
- Attract and retain the very best staff

Be entrepreneurial in securing resources to realise our aspirations

- Secure sustainable non General Annual Grant income from School Fund, lettings and grant applications
- Realise Big Outdoors pitch development – identify future funding to complete full project
- Diversify the income generation portfolio of strategies



Governors' Report (including the Strategic Report)

Review of Strategic Objectives 2016 – 2017

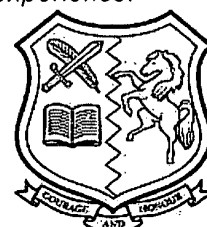
Every Student to learn through real world engagement

Promoting collaboration, intellectual understanding and entrepreneurial endeavour

The launch of our vision and strategic priorities has enabled the Academy to sharpen its focus on promoting a learning experience centred on collaboration and the development of entrepreneurial approaches to learning within an ethos that values internationalism. The Academy has made excellent progress through year one of our two year MYP accreditation plan. Receiving positive feedback from the IBO assigned MYP mentor we are on track to achieve IBO MYP accreditation in Autumn 2018. Subject teams have continued to focus on the development and successful delivery of reformed GCSE courses. Outcomes in English and Mathematics reformed GCSEs summer 2017 were very strong with 132 students achieving grades 7/8/9 in at least one English exam and 133 achieving grades 7/8/9 in Mathematics. Progress 8 outcomes in English were .78 and in Mathematics .71. The Academy was successful in its application to the British Council for an International School Award with an application described by the assessors as 'magnificent'. The Academy has been awarded a grant for our STIXX project supporting STEM collaboration with primary partners. The STEAM week for Year 8 ensured that students were able to develop problem solving skills and collaborate in their learning beyond subject boundaries.

Year 11 Spanish Exchange

In October a group of GCSE Spanish students went to Santillana del Mar in Cantabria, Spain as part of the Spanish exchange programme. At first everyone was understandably a bit nervous but as soon as we arrived and met the exchanges it was all excitement. We stayed with the exchanges and their families for a week and a fortnight later they stayed with us. During the week we spent two days seeing what our Spanish school, Nueve Valles, was like. The remaining days we spent with our fellow students, exploring local attractions and the lovely Spanish countryside. We visited a beautiful city nearby called Bilbao, we went shopping and some of us went to the coast with our exchanges at the weekend. We saw sights such as the prehistoric caves, el Capricho de Gaudi and the Guggenheim Museum. The whole experience was unforgettable. We made many friends, English and Spanish who will stay with us forever. Not only was it really good fun but it helped build confidence in speaking Spanish and was an all-round great experience. Abena and Tillie (Year 11)



Governors' Report (including the Strategic Report)

Review of Strategic Objectives 2016 - 2017 (continued)

Build resilience, confidence and emotional literacy

Enabling students to make healthy life choices, flourish and be happy

The Academy has made a strong start to its strategic priority to build the resilience, confidence and emotional literacy of students. Year one of the character development plan has been successfully implemented including the development of resilience related learning in subjects and through the health education programme alongside further opportunities for mindfulness learning (including a programme of mindfulness for staff). Staff and students worked together to plan a very effective and successful mental health awareness week. Structural changes to the House system, Student Council and charities leadership have been made to ensure a structure that enables increased student involvement in school planning and decision making.

Strengthen our community

Securing strong collaborative relationships with parents, alumni and the wider community

The Academy commitment to student community service initiatives through Diploma Creativity Action Service (CAS) and Year 11 voluntary service continues. The revisions to the House and charities structure this year supports the further development of student body community engagement. Engagement with parents through welcome events, experience evenings, written communications and surveys has been a key focus. The introduction of parent forums to discuss key elements of school development including assessment arrangements has proved valuable. Outcomes of the parent survey were very positive and the feedback will enable the School to identify further areas of focus for development in the forthcoming year. The Foundation Day held in July 2017 was the culmination of the School's expression of community engagement – celebrating with the whole student body, alumni and parents our learning experience over the year.

Shoe Box Appeal for Eastern Europe

This project was a great opportunity to work together. We organised for as many people as possible to bring in shoe boxes. There were people that asked their parents to send emails out at work and contribute items to bring in, as well as people who went into town on frequent occasions to purchase extra wrapping paper, sweets and other box fillers. We also made bracelets for some of the girls. Each lunchtime we spent packing boxes and by our deadline we collected 56 full shoe boxes! We are proud of the huge impact this has for 56 children in war stricken countries at Christmas! Overall as a school, we collected over 400 boxes. We also invited Woodlands Primary School in Tonbridge to participate, and they collected nearly 150 boxes. A fantastic joint effort by all.
(Alex Year 10)



Governors' Report (including the Strategic Report)

Review of Strategic Objectives 2016 - 2017 (continued)

Promote educational aspiration and social mobility

Make a positive difference to the life chances of students at and beyond the School

The Academy revised its admissions policy for admission to Year 7 from 2018 to include a pupil premium criteria and launched 'Horizons', an initiative to support pupil premium children from local primary schools to support aspiration to grammar school. Following a successful pilot this initiative will be developed further in the forthcoming year. The Governing Body has been considering whether and how changes to governance might enable the Academy to further promote the educational aspiration, social mobility and make a difference to the educational landscape beyond our School.

Invest in world class professional development

Promoting best practice locally, nationally and internationally

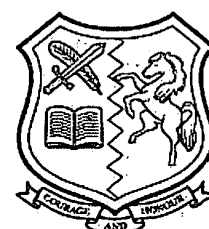
The Academy has invested in accredited IB professional development for staff teaching the Diploma and to support MYP development at the School. Work as an active strategic partner within the local teaching school alliance continues with senior staff at TGS leading key areas of teaching school strategy related to ITT and Research and Development. Senior staff within the Academy have taken the lead in developing an MA initiative for the teaching school, supported delivery of their middle leadership programme and written units for the newly launched National Professional Qualification with another local training provider. The extensive in house professional development programme has supported all staff in developing approaches to learning consistent with our strategic priorities and successfully supported trainees and NQTs in their career stage professional development. Plans for the introduction of Academy Days from September 2017 to create quality professional development and planning time and support staff work life balance have been finalised.

Be entrepreneurial in securing resources to realise our aspirations

The Academy has made significant progress in its Big Outdoors plans with confirmation that funds for the all weather pitch have been secured through generous donation. Planning permission for the Scheme has also been achieved so that building work can commence in the Autumn of 2017. The School has increased Development Fund income to support the refurbishment and relaunch of the School library including the appointment of a qualified librarian. Changes to the estates structure will support a cost effective lettings strategy going forward. The Academy received modest grant success to support curriculum developments including the STIXX STEM collaborative project but was unsuccessful in its Condition Improvement Fund applications to support essential capital maintenance including improvements for fire safety with plans to resubmit for the forthcoming CIF application round in Autumn 2017.

Tonbridge Grammar School SAFE initiative

To mark National Anger and Tolerance Week the Sixth Form SAFE team organised the creation of 'The Angry Bin'. During break and lunch on Monday 5 December, passing students wrote down things that sometimes made them feel angry and threw them in the bin. Angry Bin - throw your anger in!



Governors' Report (including the Strategic Report)

Performance and Achievements

GCSE and IB Diploma outcomes for students were outstanding this year. Year 11 achievements were exceptionally strong in a year which has seen the introduction of the reformed, and more rigorous, numeric graded GCSEs in English and Mathematics. TGS students responded positively to the tough challenge of the new top grade of 9 which sits above the threshold for A*. 30% of students in Mathematics and 33% in English were awarded this grade. 24 students achieved grade 9s in both subjects and 11 achieved the maximum 3 grade 9s with 6 achieving A*s in their remaining seven subjects. 37% of pupils gained 10 or more A/A* (or 9/8/7 equivalent) grades. Overall 56% of all GCSE results were at grade A* (or 9/8 equivalent) and 82% at A*/A (or 9/8/7 equivalent) with the average points per entry of 7.51 equivalent to a strong A grade. Once again, outcomes were exceptionally strong in the core subjects studied by all students. Mathematics results were exceptional with 102 students achieving a grade 8 or 9 and 133 students achieving grade 9, 8 or 7. 132 students gained grade 9, 8 or 7 in GCSE English. Students also achieved exceptionally high grades in GCSE Science and Modern Foreign Languages with the following figures reflecting the number of A* or A grades in each discipline; French 90%, Spanish 90%, Biology 87%, Physics 87% and Chemistry 85%.

The Diploma outcomes for our fifth all IB sixth form were once again outstanding and in line with previous exceptionally strong results. The average point score for the Diploma was 36.95. Diploma scores ranged from 26-45. 50% of all students achieved 38 plus points. 2 students were awarded the maximum 45 points. This performance is truly exceptional with only 218 students world-wide achieving this top score. The School was pleased to note an uplift in the average Higher and Standard grades awarded from 5.8 in 2016 to 5.9 in 2017. Outcomes were strong across all Higher and Standard level courses. Of particular note is the phenomenal outcome for Maths Studies where the average point score awarded was 6.35 for a cohort of 102 students. Overall 9 Higher level and 11 Standard subjects achieved an average point score of 6 or above.

Attainment 8: 77.7
Progress 8: 0.91
5 A* - C / 9 - 4 GCSE: 99%
5 + A* - A / 9-7: 89%
10+ A* - A / 9 - 7: 37%
Maths Progress: 0.71
English Progress: 0.78
Ebacc Progress: 1.28
Prog 8 disadvantaged: 0.47

140 students awarded IB Diploma

Diploma Range: 26 – 45

Average Diploma Pts: 36.95

29% achieved 40 + points
50% achieved 38 + points
71% achieved 35 + points

2 students awarded 45 points

149 UCAS applications

81% placed at firm choice university

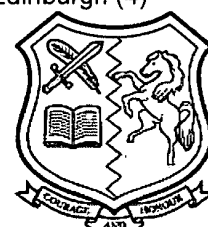
78% placed at Russell Group universities

8 students to Oxbridge

9 students to Medicine

Top University Destinations

Exeter (20) Durham (16) Leeds (11) UEA (8) York (6) Cambridge (5) Southampton (5) UCL (5) Edinburgh (4)
Imperial (4) Kings (4) Nottingham (4) Oxford (3) Bath (3) Birmingham (3)



Governors' Report (including the Strategic Report)

Performance and Achievements (continued)

Performance Measures

This is the second year of the new GCSE performance measures. **Attainment 8** measures GCSE attainment across 8 GCSEs including English, Mathematics and Science. **Progress 8** takes account of the progress of each student from Key Stage 2 to GCSE outcomes comparing students to others nationally with the same start point. Tonbridge Grammar School has performed exceptionally well in both measures. Attainment 8 is 77.7, an increase from 76.6 in 2016. Progress 8 is once again 'well above average' at 0.91, an increase from last year's strong outcome of 0.76 placing TGS top in Kent for Progress 8 outcomes. Whilst progress 8 performance in English and Maths was equally strong for the new reformed GCSEs in 2017 as 2016 IGCSEs, Ebacc progress increased significantly from an already strong 0.89 to 1.28. At post 16, the DfE national measure calculation of the School's Diploma outcomes calculates our average equivalent* per A level point score as 44.51 which is the equivalent of a high B grade on average at A level. **Note this calculation is an equivalency measure and does not fully reflect the totality of the IB or the strength of IB outcomes.*

Pupil Premium

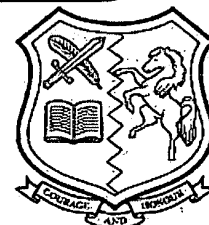
There were 6 pupils in Year 11 eligible for Pupil Premium. The results for summer 2017 public examinations for these students have been reviewed and the School is able to demonstrate:

A positive value added for all Pupil Premium students of 7.05 (average) against a full cohort positive value added average of 7.48.

An attainment 8 outcome of 75.2 for Pupil Premium students* against a full cohort attainment 8 outcome of 77.7

A progress 8 outcome of 0.47 for Pupil Premium students* against a full cohort progress 8 outcome of 0.91.

**Attainment and Progress 8 calculations exclude 1 pupil premium student for whom there is no Key Stage 2 data*



Governors' Report (including the Strategic Report)

Performance and Achievements (continued)

Enrichment Opportunities

The Academy continues to ensure a wide range of extra-curricular enrichment opportunities are available to students to support and enrich the curriculum so that students have a real world context to learning that extends beyond subject areas and offers an authentic international perspective. In addition to a significant number of sports, music and enrichment clubs held at lunchtimes throughout the year 'Action' in Years 7 and 8 continues to thrive with all students participating in a wide range of enrichment opportunities on Wednesday afternoons including film making, arts and crafts, sports coaching, first aid certification and circus skills.

A range of residential trips have been offered over the course of the year including two exchanges with schools in France and two with schools in Spain. Sixth Form students once again led a Maths Challenge to Holland and over 100 students participated in our annual ski trip to Austria. In the summer the Motet Choir travelled to Latvia for the European Choir Games and two teams of Year 12 students visited Malawi as part of our annual Inspire Humanitarian project raising funds for and contributing to the building of a new large classroom for a local community. Year 7 and 9 summer camps supported team building and character development. Residential opportunities were complemented by a wide range of day excursions designed to enhance learning across many subjects including Art (Kew Gardens), Geography (Seven Sisters and Camber Sands), Science (Herstmonceux) Rochester (RS) and Camden (Economics and Psychology). 170 students in Year 10 participated in the Bronze Duke of Edinburgh Award. Students also participated in MUNGA events locally and internationally. The School continues to work closely with the LCO as part of the music junction fundraising initiative and we were delighted to act as a Race Hub school for the BBC micro:bit model rocket car race. Aside from sporting success TGS students participated in a host of competitions including the Lego league, the Big Bang, Debating and the inaugural Interschools Bridge League locally.

Extract from Malawi blog

Team 1

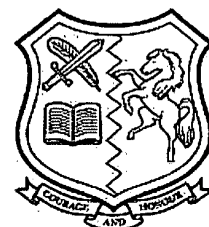
Today has been a very productive day. We started with painting, hoeing and brick laying – a favourite of many. We also had a very long brick line; the children from the village made their own line just behind us to contribute as well. The walls were built up and the dirt in the second classroom was completed. This continued until after lunch, where we had a final huge push to finish the floor, working a bit later than usual. We completed the day with tree planting and star gazing.

Phoebe B and Alex (Year 12)

Team 2

Watching the sunrise from the Wisdom Tree was a perfect start to the final day on project. This is our final night in Manyenje village, and it is fair to say that we have all grown as individuals and close as a team throughout this trip. We have all had a fantastic time, and have put every piece of energy we can into the classroom, and improving the lives of the amazing people here. The locals, the project and the people we have come out here with will make Manyenje village a place we will always treasure.

Corey, Rachel and Anu (Year 12)



Governors' Report (including the Strategic Report)

Performance and Achievements (continued)

Sporting Success

2016/17 was a successful sporting year for the Academy with considerable success regionally and nationally. The under 13 girls Cricket team won the National Cricket championships in Edgbaston and our Under 16 Netball team were second in the National Netball finals. The Under 12 Hockey team were runners up in the local tournament and our trampolinists celebrated success winning a host of medals and the Senior Girls Shield at the Benenden competition. The elite gymnasts were once again successful in regional competitions and went on to represent the south east region at the National Milano team finals and the National gymnastic finals with team members awarded National Champion pair and silver medals. TGS swimmers enjoyed success in local competitions as did members of our horseriding team at the inter-schools show jumping competition. In addition to competitive sport all students in years 7 – 11 participated in a range of inter house sports competitions including gymnastics, hockey, netball, rugby and football. Sports Day held at Tonbridge School was a great success with record breaking performances and full involvement from students and staff. Alongside sporting success and participation students from TGS had the opportunity to see the Women's FA cup during a visit from a member of the Women's Brighton and Hove football team. In July a group of TGS students participated in a unique training session with GB Olympic athlete Asha Philips as part of a film for the Women's Sports Trust challenging women to get involved in sports.



Governors' Report (including the Strategic Report)

Performance and Achievements (continued)

Competitions @ TGS

Big Bang Competition Ardingly – TGS students won the Irwin Mitchell Innovation Award and the Thales Prize for Coding

Barnardo's Choir of the Year Competition – Motet Choir finalists

House Music Competition

Mace Public Speaking Competition

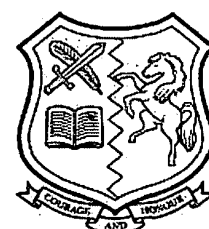
Lego League Competition

European Choir Games – Motet Choir gold and silver medal winners

Interschools Bridge Competition Tonbridge – TGS won the secondary school section and were overall tournament winners.

STEM @ TGS

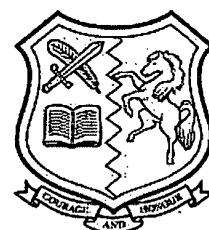
Following on from the success of the Falcon flight simulator project last year the principle of encouraging students across all years to participate in a range of STEM projects continues. Year 3 of the Falcon initiative saw students receive financial and material support to continue building their flight simulator which was showcased to all students on Foundation Day in July. The KMFM Bright Sparks winners from 2016/17 were invited to attend the unveiling of the Amy Johnson memorial at Herne Bay with HRH Prince Michael of Kent. TGS hosted the BBC micro:bit model rocket car race as one of the Race Hub schools and the School successfully secured grant funding to support our collaborative STIXX STEM project working with primary schools to develop STEM problem solving learning. The Academy has looked to develop creativity within STEM and this was reflected in the Year 8 STEAM week based around the theme of refugees. Students applied their learning in Science, Design Technology, Mathematics and Art to solve problems facing refugees. The outcomes of this week were shared with the whole school community on Foundation Day. GCSE art students were encouraged to consider the relationship between art and the built environment as part of our school project with Balfour Beatty on the A21 road development culminating in a display of student art work in Tunbridge Wells and the production of promotional artwork for Balfour Beatty.



Governors' Report (including the Strategic Report)

TGS and the Arts

Music, Art and Drama continued to provide a rich and vibrant backdrop to the year. Alongside examination drama performances our 45 LAMDA students excelled with 24 distinctions and 21 merits in their examinations in the summer. Year 10 Drama students devised a theatre in education piece and performed this at a local primary school leading workshops to develop ideas further. The School held highly impressive exhibitions for GCSE and IB Diploma Art in addition to showcasing the artistic skills of our students in the Balfour Beatty A21 exhibition in Tunbridge Wells. Alongside the School's Christmas and Spring concerts there were a series of informal concerts for junior and senior students to promote confidence and performance skills in our students. The annual House Music Competition once again proved very popular with a wide range of outstanding and diverse performances from students of all ages. Our summer concert took place within Foundation Day alongside performances on our open air stage and whole school community singing. In December the Cantores and Motet Choirs featured at the Barnado's 150th anniversary carol concert held at St Paul's Cathedral. Motet, celebrated its 25th anniversary enjoying a busy and successful year including finalists for the 9th year running in the Barnado's Choir of the Year competition at the Royal Festival Hall and a successful trip to the European Choir Games in Latvia. The School's relationship with the LCO and their music junction project continues to thrive. TGS instrumentalists worked alongside members of the LCO and mentored students from other schools. The four TGS dance companies achieved significant success winning places in the regional round of the national schools dance championships. The advanced seniors gained a place in the finals. Dancers, musicians, artists, actors and fashion enthusiasts across the School had the chance to showcase their creativity and artistic prowess in the TGS 'Express Yourself' showcase masterminded by Year 12 students to raise funds for Malawi.



Governors' Report (including the Strategic Report)

Key Performance Indicators

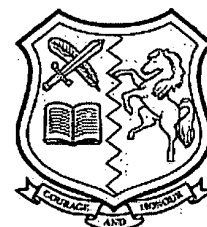
The Academy's Key Performance Indicators are:

- ♦ **Examination Results** The Academy tracks individual and cohort student progress against projections based on prior attainment. As set out earlier in this report attainment of students in the International Baccalaureate Diploma and GCSE public examinations was exceptionally strong and amongst the highest outcomes for schools nationally/internationally. Only in its second year of use, the GCSE Progress 8 measure demonstrates the Academy is supporting students at GCSE to make exceptional progress 'well above' national averages. Students at TGS sat the academically more challenging reformed GCSEs in English and Mathematics for the first time and achieved excellent outcomes with progress measures for both subjects equalling those of the IGCSE equivalents last year at 0.78 and 0.71 respectively. The Ebacc progress measure of 1.28 showed significant improvement from 2016 which was already 'well above' average at 0.89. The Progress 8 measure for disadvantaged students was strong at 0.47 although did not quite reach that of the full cohort progress 8 measure of 0.91. Attainment outcomes for Diploma students were exceptionally high with an average point score of 36.95 and a Diploma range of 26 – 45. Attainment outcomes once again exceeded world and national averages at 30 and 35 respectively. Tracking progress against prior attainment for Diploma students shows that, on average, students achieve above their expected level of progress. The attainment of sub groups (e.g. SEN and Pupil Premium) is strong and in line with outcomes for all students within the cohort. The exceptionally strong attainment outcomes for our students meant that 81% of students gained a place at their firm choice university with 78% of students taking up places at Russell Group universities (including Oxbridge and medicine).

2017 micro:bit Model Rocket Car Race HUB

It was AMAZING making and watching our rocket car race across the netball courts. We started off with only a block of blue foam and in the end we managed to shape it into a torpedo that ran at 41.3 miles per hour! The atmosphere was great fun and quite tense as we had many good rocket cars competing and we didn't think that we would win- the feeling was just so exhilarating! We have to say thanks to Mr Owen (our digital design teacher) who introduced us to this awesome club and helped shape our rocket car; Lighting Strike. It was so much fun seeing our project streaking through the netball court.

Kundanasri, Hope and Venya (Year 7)



Governors' Report (including the Strategic Report)

Key Performance Indicators (continued)

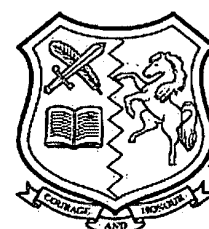
- ◆ Pupil Attendance The Academy recognises the link between high attendance and success. It tracks whole school and individual pupil attendance awarding House points to Learning Communities with the highest pupil attendance and end of year attendance certificates to students achieving full attendance annually. Attendance in Years 7 to 10 in 2016/17 was 96.7%. Attendance in Year 11 and the Sixth Form is similarly strong but the inclusion of study leave during public examinations in authorised absence distorts the attendance figures. Unauthorised absence rates remain very low at 0.1%. Non attendance is predominantly due to illness and other authorised absence including absence for national sporting activities, religious festivals and university visits including interviews. The Academy monitors individually each student where termly attendance falls below 90%.
- ◆ Student Retention Following the 2012 move to an all IB Diploma in the Sixth Form retaining students from Year 11 into the Sixth Form and recruiting additional new joiners has been a priority. In the years since 2012 the Academy has refined retention and recruitment strategies for existing students and new joiners including information events in the summer of Year 10 and the Autumn of Year 11, marketing outreach to schools in neighbouring areas, teas and tours, guidance meetings, taster experiences and a two day induction for prospective students at the end of Year 11. For September 2017 entry these activities have supported the Academy to retain 63% of the Year 11 cohort along with 51 new joiners to the School. The retention figure shows a slight increase from 2016 with a larger cohort of students but remains below the School target of 70% reflecting the increasingly challenging post 16 recruitment environment where many high performing schools are looking to secure their financial position through increasing the number of students studying in their sixth form. The Academy monitors the success of its recruitment and retention strategies for new joiners and this year the completion rate from offer to on roll increased to 34% (32% in 2016) with an increased number of applications and offers made. Overall the Academy exceeded its target of 140 students.
- ◆ In order to accommodate increasing student numbers, the Academy may need to set deficit budgets. The Academy has a policy that budgeted revenue deficits should be no more than the difference between the funding for lagged and actual student numbers, reflecting the fact that Department for Education funding is calculated each year on a lagged basis of student numbers at the start of the preceding school year.
- ◆ The Academy monitors pupil teacher ratios, average class sizes, contact ratios, average teaching salary and the percentage of GAG spent on teaching.



Governors' Report (including the Strategic Report)

Sussex Road School Visit

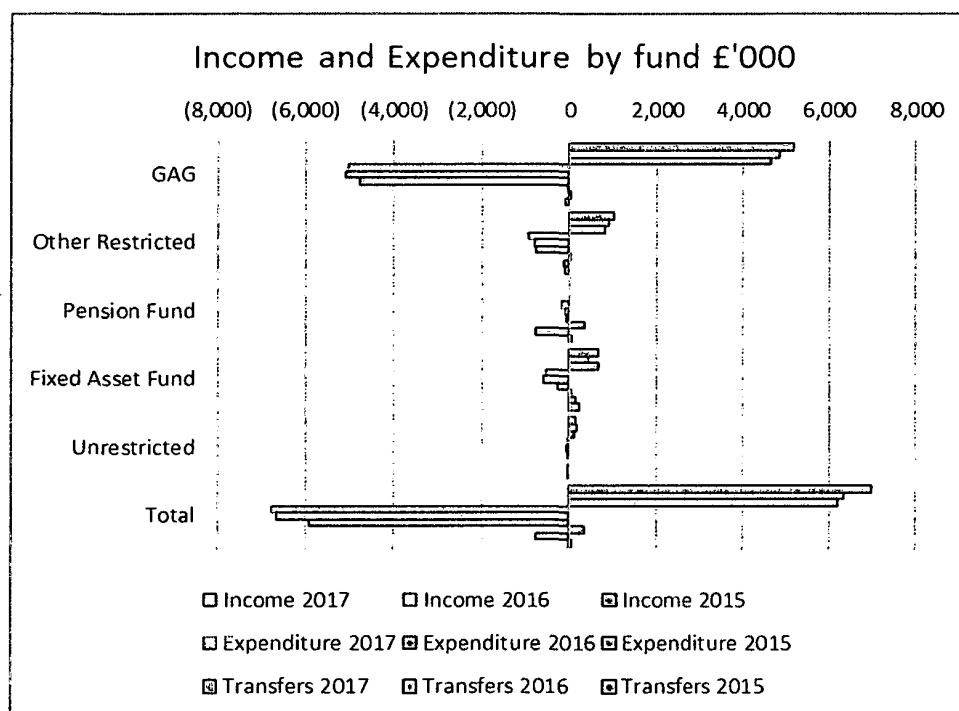
As part of the Year 10 Drama and Music CAS, students created a Theatre in Education piece. Students worked together to put on a performance of Varjak Paw, the ninja cat. On Tuesday 21 March students got the opportunity to take this piece into Sussex Road Primary School, where they performed to an audience of Year 4 students. Alongside this the students worked in four groups to carry out workshops with the children, these included: learning the ways of the elder paw, ninja splat, learning the gangs' dance moves and creating atmospheric music. The performance and workshops went down a storm, with students getting involved in all aspects including chanting along, reminding Varjak of the ways of the elders to defeat the gentleman and dancing with the actors for the finale. A teacher at Sussex Road had this to say about the morning, "It's lovely to see students that may not normally get involved enjoying and participating in new activities".



Governors' Report (including the Strategic Report)

Financial Review

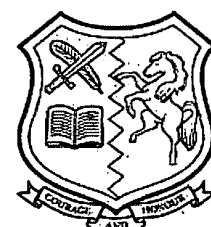
During the year ended 31 August 2017, total income was £6,979,000 (2016: £6,324,000) and total expenditure was £6,772,000 (2016: £6,664,000), giving net income before gains and losses on investment assets of £207,000 (2016 net expenditure before gains and losses on investment assets £340,000). After taking into account £4,000 gains on the revaluation of investments and £345,000 actuarial gain on defined benefit pension fund, the surplus for the year was £556,000 (2016: deficit £1,105,000), resulting in an increase in net assets from £10,275,000 at the end of 2016 to £10,831,000 at 31 August 2017.



General annual grant ("GAG") income was £5,152,000 and expenditure was £5,048,000 giving net income of £104,000. This reflects that actual pupil roll was broadly similar to the number of students for whom funding was received and costs were lower than last year, mostly in direct staff costs as a result of a focus on class sizes, including rationalising some Year 12 classes on moving into Year 13. As a result of spending for the year being less than GAG income for the year, GAG reserves increased from nil to £70,000 after transferring asset acquisitions of £34,000 to the restricted fixed asset fund.

Capital income was £670,000 in 2017 reflecting private donations for the School's project for an all-weather pitch, in order to develop the site in line with the School's priority to secure resources for world-class future learning, and Devolved Formula Capital grants. Capital expenditure was £546,000 reflecting depreciation of £469,000 (up from £440,000 in 2016 as a result of capitalising assets at the end of 2016) and spending of a CIF grant from the previous year as work was completed in 2016/17. Despite depreciation, restricted fixed asset funds increased from £11,145,000 at the end of 2016 to £11,303,000 at August 2017, mostly as a result of private donations for the pitch for which work commenced in October 2017.

Other restricted funds including Pupil Premium and other ESFA grants and Local Authority grants provided income of £1,013,000 of which £944,000 was spent. The restricted School Fund provided resources to develop the library and employ a librarian. Overall other restricted funds increased from £257,000 to £330,000 at the end of 2017.



Governors' Report (including the Strategic Report)

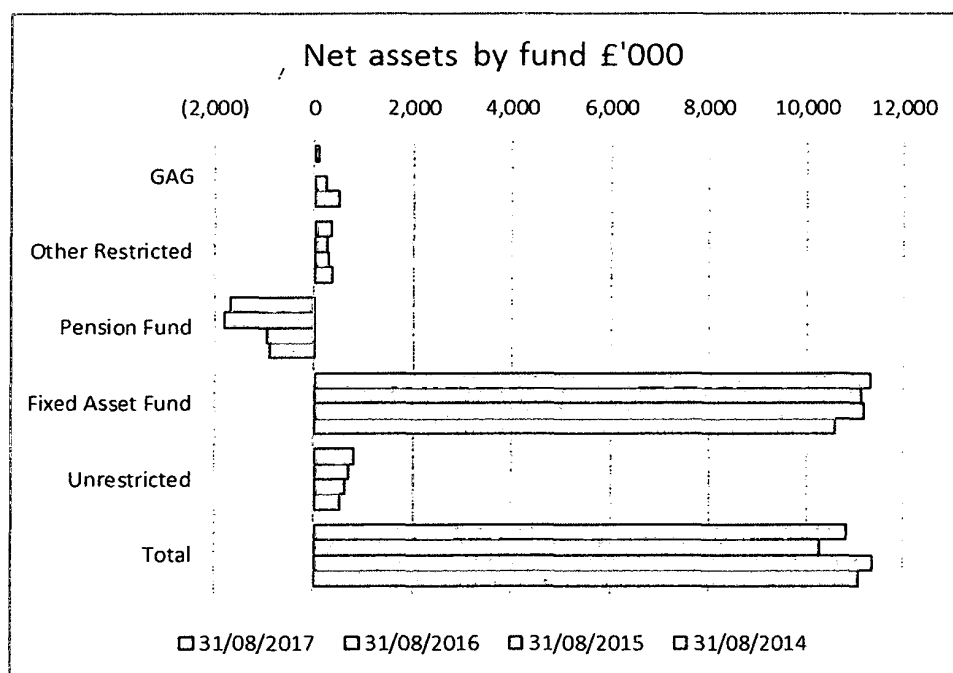
Financial Review (continued)

The pension reserve was a deficit of £1,667,000 at the end of 2017, a decrease of £151,000 since the end of 2016; these movements are mostly due to movements in the discount rate based on 23 year corporate bonds (2017: 2.6%, 2016: 2.2%, 2015: 4.0%). Of the £151,000 change in the deficit, £194,000 has been recognised in expenditure and £345,000 as actuarial gains. The Governors have been advised that pension accounting deficits have no effect on the contribution rate, which is determined using long-term funding assumptions based on the particular investment strategy of the pension fund, rather than solely on the yields on corporate bonds. The LGPS scheme recently underwent its three yearly valuation and the employer contribution rate increased modestly from 19.8% to 20.0% from April 2017.

Income from unrestricted funds was £144,000 of which £40,000 was expended on generating this income. As a result, unrestricted funds grew from £691,000 at the end of 2016 to £795,000 at the end of 2017.

Reserves Policy

The Governors receive monthly reports of the level of reserves and review reserves requirements annually as part of their budget procedures and when there are any significant developments that might affect the required level of reserves. The review considers the risk and likelihood of unforeseen emergencies, day-to-day operational expenditure needs, the stability, security and concentration volatility of income streams, committed and designated expenditure, the need to cover cash flows and its ability to fund the pension liability from current and future income. A significant proportion of income is restricted; unspent restricted funds fall outside the definition of reserves but are taken into account as where the ability exists to use these funds, the overall need for reserves is reduced.



Governors' Report (including the Strategic Report)

Reserves Policy (continued)

At 31 August 2017, the Academy's net assets were £10,831,000. Of these, restricted fixed assets funds were £11,303,000, of which £10,565,000 could only be realised by the disposal of tangible fixed assets and £738,000 was held in cash restricted for fixed asset investment, including the building of an All Weather Pitch which commenced in October 2017. GAG restricted reserves were £70,000 and other restricted reserves were £330,000. Of other restricted reserves, £76,000 belonged to Fayerman Scholarships and was not available for the Governors to use for the general purposes of the Academy. The pension deficit reserve was £1,667,000; this does not mean that an immediate liability for this amount will crystallise but rather that a deficit position of the pension scheme would generally result in a cash flow effect for the Academy in the form of an increase in employers' pension contributions over a period of several years.

The value of free reserves held in unrestricted funds was £795,000.

The total of restricted general funds (excluding pension reserves) plus unrestricted funds was £1,195,000 (2016: £948,000) of which £76,000 belonged to Fayerman Scholarships, giving reserves which were available for the general purposes of the Academy of £1,119,000. The Governors consider that reserves are required for the following purposes:

- To fund the 2017/18 forecast revenue deficit.
- Budgets beyond 2017/18 are expected to balance. However a contingency is held to cover the uncertainty of the soft implementation of the National Funding Formula in 2018/19 and 2019/20 and the increasing likelihood of the removal of the cap on public sector pay.
- Unforeseen emergency building repairs to keep the school open; this covers items such as boiler breakdown and the hire of temporary classrooms.
- General contingency for legal costs and fluctuations in Sixth Form numbers.
- A reserve for voluntary donations to allow ongoing school expenditure to be continued should voluntary donations subside.
- A reserve to find replacement hirers if significant hirers terminate their agreements.

The Governors assessment of these amount to a reserve requirement of £750,000. The current level of available reserves is £369,000 higher than this ongoing requirement. The Governors' plans for this are as follows:

- To address premises issues that have been identified as requiring attention over the next two years, using own funding to support CIF applications.
- To replace an oil fired boiler with gas.
- To upgrade a general classroom to a science lab as a result of increased school roll and an increase in the number of students studying Science options in the IB.

After taking into account these matters, the Governors consider that the current level of reserves is appropriate.

In addition to the above, the Academy was also holding cash reserves of £738,000 in restricted fixed assets funds. This relates to a fundraising campaign to improve its outdoor sports facilities, for which building commenced in October 2017.



Governors' Report (including the Strategic Report)

Investment Policy

The Governors' policy for investments is as follows:

All the Academy's investments are in cash. The Governors' objectives are for these to be highly liquid, generate income without taking risk and to diversify the deposit base in order to reduce concentration risk and take greater advantage of the Financial Services Compensation Scheme. Most cash is held in interest bearing current accounts with the Academy's banker Lloyds Bank plc; at the end of August 2017, £555,000 (2016: £901,000) was held in an instant access savings account with another major UK institution.

The only non-cash investment is held by Fayerman Scholarships, of which the Academy is the sole trustee. These investments are held in CCLA COIF Charities Investment Fund income units in order to generate an income stream to fund its charitable grant-making activities.

Going Concern

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



Governors' Report (including the Strategic Report)

Principal Risks and Uncertainties

The primary objective of any academy is to deliver high quality education to students. There are a multitude of factors that can affect the achievement of this objective. Risk management is an essential part of managing any organisation and the ultimate responsibility for managing Academy risk rests with the Governors. To mitigate against such failures the Governors of Tonbridge Grammar School undertook in 2015/16 a comprehensive review of all potential risks that could impact on the effectiveness of the Academy and its ability to fulfil its objectives as laid out in the Funding Agreement. The risk review took account of risks associated with:

- Academy governance
- Academy operations
- Academy funding and financial activity
- Academy compliance with law and regulation

Further to the comprehensive review in 2015/16, a thorough review of the risk register is undertaken annually by the committees of the Governing Body co-ordinated by the Strategy and Steering Committee. Each sub-committee reviewed the risks associated with their terms of reference assessing likelihood of risk against impact. Revisions and additions were made to the existing and comprehensive Academy risk register and for a review of the full risk register the most significant risks to the Academy were identified as:

1. Insufficient recruitment of learners to the Sixth Form
2. Managing financial issues around lagged funding conditions during a period of growth
3. Ability to deliver a financially viable high quality curriculum that supports Academy objectives
4. Ability to identify and exploit alternative sources of income to mitigate the impact of cuts to government funding and the consequent impact on reserves/cash flow
5. Insufficient reserves to cover identified financing needs
6. Teaching staff recruitment and all staff retention
7. Health and safety in relation to school trips and offsite activities
8. Safeguarding in relation to trips and offsite activities
9. Safeguarding in relation to the use of school facilities by external organisations
10. Business continuity plan is insufficient to mitigate operational risk

Financial Risks (Risks 1-5)

To mitigate against these risks the Academy has an active student recruitment strategy for the Sixth Form and for Year 7 to support growth in student numbers over a five year period. From September 2013 numbers from Year 7 have increased by one form of entry. This growth will roll forward into the Sixth Form over time.

The Academy is heavily oversubscribed in Year 7 and popular in a competitive post 16 market. The Academy works effectively to promote the distinctive post 16 curriculum and the recognised quality of educational provision offered which ensures that the Academy remains an attractive post 16 destination supporting good retention and recruitment. Academy budget planning is based on a prudent and realistic assessment of future pupil numbers.



Governors' Report (including the Strategic Report)

Principal Risks and Uncertainties (continued)

The Academy reviews the cost of curriculum provision annually prior to determining the curriculum offer and identifies financial viability of the proposed curriculum offer based on an assessment of group size viability. The number and range of subjects offered at GCSE and Diploma level for September 2016 were reduced to take account of analysis undertaken in 2015/16 with an uplift to average class size. Decisions on the full range of subjects within the curriculum offer are carefully reviewed and revised subject to projected numbers. Where small subjects run within the Diploma this is done on reduced contact hours. Class sizes in Years 7 – 9 have been increased to 30 students with further revisions to classes in Year 10 from September 2016 to secure greater efficiency.

The School undertakes a full analysis of income and expenditure projections over a five year period to determine projected shortfalls in funding over this time in order to plan for further income reductions over time. In 2015/16 the Head Teacher and Governors agreed a plan to reduce the costs of the Senior Leadership Team over the next five years with a significant cost reduction on SLT from September 2016 alongside curriculum changes to class size from September 2016.

The Governors have determined to identify sources of income other than GAG to finance the learning experience beyond the core GAG funded curriculum. An income generation strategy was devised and implemented from September 2015 to diversify sources of income. Over the year 2016/17 the Academy has seen growth in income from increased contributions to School Fund, a diversification of the lettings portfolio to manage risk and successful applications to grant awarding bodies to support curriculum projects. The Academy has, with Secretary of State approval, secured an agreement which allows the School to use electricity generated from photovoltaic cells installed on school buildings. This



Governors' Report (including the Strategic Report)

has already brought noticeable financial benefit through a reduction in the cost of electricity. The Academy continues to keep income generation under close review.

The Governors have managed the risks associated with lagged funding and school growth by retaining a financial reserve sufficient to support the Academy growth strategy. Budgets are planned to reflect projected school numbers and future income and budgeted expenditure are revised in the Autumn term to take account of any reduction in actual student numbers compared to projection if this arises. This process is subject to scrutiny by the Finance and General Purposes Committee of the Governors.

Recruitment and Retention (Risk 6)

The Governors have identified that national recruitment shortages in specific subjects such as Mathematics and Science pose a key risk to the Academy being able to fulfil its objectives. To mitigate this risk the School undertakes a proactive recruitment strategy and operates as a training provider for teaching working through universities and a local SCITT (as part of the Kaizen Teaching School Alliance). The Academy is approved by the Home Office as a Visa Sponsor. As a result of these strategies the Academy has been able to secure fully qualified staff across all subject areas with shortages. The Governors have also recognised staff attrition as a key risk associated with the challenge of recruitment to shortage subjects. To mitigate this risk opportunities to support career professional development including pay progression and promotion opportunities are built into school structures along with investment in accredited training and the use of retention incentives. The Academy takes the wellbeing of staff seriously, keeps this area under close review and has introduced specific strategies to reduce staff workload including the introduction from September 2017 of ten Academy days, incorporating five INSET days, to support professional development and qualitative extended opportunity for team collaborative planning. The restructure of IT and the introduction of a Digital Futures trainer from 2017 is designed to improve the effectiveness of staff in using technology to support effective and efficient working.



Governors' Report (including the Strategic Report)

Principal Risks and Uncertainties (continued)

Health and Safety and Safeguarding of Trips and Offsite Activities (Risks 7 - 8)

The Governors recognise the increased health and safety and safeguarding risks associated with offsite activities. The Academy has a well-developed Educational Visits Policy that all staff planning school trips and offsite activities are required to adhere to including risk assessment. All trips are subject to the approval of the School's Educational Visits Coordinator and the School subscribes to Kent Outdoor Education service who undertake appropriate checks for overseas and adventurous activities including full checks of any third party providers. Academy systems and procedures are scrutinised by a Governor with educational visits responsibility. The Safeguarding Policy includes additional guidance for offsite safeguarding including residential visits. The designated safeguarding lead meets with all residential visit leaders to consider safeguarding risks and mitigating action required in advance of the visit.

Safeguarding and the External Use of School Facilities (Risk 9)

The Academy understands its responsibilities to ensure that any third party hiring the School's facilities must abide by their safeguarding obligations and that failures in the safeguarding arrangements of third party hirers exposes young people or vulnerable adults to safeguarding risks and may expose the Academy to reputational risk or legal challenge. To that end the Academy operates a clear lettings policy that requires all individuals or organisations letting the site to comply with safeguarding requirements and responsibilities. Academy estates staff remain on site throughout all School lettings.

Disaster Recovery (Risk 10)

The Academy has revised the Business Continuity Plan to ensure that it covers a full range of operational risks including the protection of Academy financial systems and their recovery. Offsite back up storage of key areas of the Academy management information system is in place and server investment insures against data loss in the event of server failure. Security systems are operated by the Academy and have been enhanced since 2016 as a result of funding received from the Condition Improvement Fund. The Business Continuity Plan is kept under regular review.



Governors' Report (including the Strategic Report)

Plans for Future Periods

Strategic priorities for the forthcoming year include:

Every student to learn through real world engagement

The Academy will continue to develop an approach to teaching and learning that secures academic rigour alongside approaches to learning that support and develop a growth mindset reflecting the learning behaviours of the IB learner profile. This includes the implementation of year 2 of our two year MYP accreditation plan, the review and further development of reformed GCSEs and revisions to the Diploma curriculum in line with IB Diploma course changes. The Academy plans to review and refine curricular and extra curricular opportunities to support the further development of internationalism and begin to pilot opportunities to connect classrooms to support intercultural learning beyond languages alongside the further growth and development of STEM opportunities incorporating creativity and the Arts.

Build resilience, confidence and emotional literacy

The Academy will continue to develop opportunities to promote and embed learning for resilience and emotional literacy. Raising the awareness of staff in developing resilience and supporting student self esteem through Academy Days and providing further opportunities for staff and students to engage in mindfulness. Over the course of the year the Academy plans to promote and develop opportunities for students to participate in school decision making through revisions to School Council, the House system and charity fundraising.



Governors' Report (including the Strategic Report)

Plans for Future Periods (continued)

Strengthen our community

The Academy plans to increase opportunities for student community engagement through revisions to the House system and charity fundraising. Further opportunities for parental engagement include opportunities for mindfulness, improvements to communications between the School and parents and parental engagement to take forward key areas of development identified through the parent survey. The Academy plans to build alumni university links and explore the potential to introduce an alumni into the teaching programme. Marketing and communications remain a key priority for further development.

Promote educational aspiration and social mobility

The Academy will focus on promoting the social mobility element of our revised Admissions Policy and planning for its successful implementation from September 2018. Opportunities to raise aspiration of primary age pupils in receipt of pupil premium will continue to develop and embed. The Governors will give strong consideration to the future position of the School to further this strategic goal and ensure TGS makes a difference to educational opportunity within the wider community.

Invest in world class professional development

The Academy will continue to invest in accredited MYP and IB professional development in line with the agreed training plan. In house professional development will focus on developing the coaching strategies around the identified approaches to learning. The Academy will promote research based pedagogical developments drawing on national and international education based research to maintain and develop innovation in professional development. The Academy will continue to focus on the recruitment and retention of high quality staff through career stage professional development planning. Securing the work life balance of staff is a priority. Key areas of focus for this include the successful implementation of Academy Days and the development of a digital futures strategy with an identified training plan.

Be entrepreneurial in securing resources to realise our aspirations

Alongside prudent strategic planning and management of current and future GAG resources the Academy continues to focus on securing sustainable additional sources of income to support current and future requirements including capital development. Areas of focus include fundraising for year 2 of Project Library, increasing capacity for income generation from lettings and securing capital funding for the full Big Outdoors project. The Academy will prioritise capital maintenance planning for critical areas of improvement including fire safety through a grant application to the Conditions Improvement Fund with a contingency plan in place should this be unsuccessful.



Governors' Report (including the Strategic Report)

Structure, Governance and Management

Constitution

The Academy is a company limited by guarantee and an exempt charity. The Academy's Memorandum and Articles of Association are the primary governing documents of the Academy. The Trustees of Tonbridge Grammar School Academy (referred to as Governors in this report) are also the Directors of the charitable company for the purposes of company law. The charitable company is known as Tonbridge Grammar School.

Details of the Governors who served during the year are included in the reference and administrative details on page 4.

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.

Governors' Indemnities

The Governors have not given any third party indemnities.

Method of Recruitment and Appointment or Election of Governors

In accordance with the Articles of Association, the Trustees of the charitable company are the Governors. They are appointed as follows:

- ◆ members may appoint up to nine Governors;
- ◆ a minimum of two and up to seven Parent Governors are elected by parents;
- ◆ up to three Staff Governors comprising two teachers and one member of the support staff are elected by the relevant staff constituency (teachers and support respectively);
- ◆ the Head Teacher is an ex-officio Governor;
- ◆ up to three Governors may be co-opted;
- ◆ additional Governors may be appointed by the Secretary of State.



Governors' Report (including the Strategic Report)

Structure, Governance and Management (continued)

Policies and Procedures Adopted for the Induction and Training of Governors

The training and induction provided for new Governors will depend on their existing experience. Newly appointed Governors complete the Governor Skills Audit to assist in planning their induction and to ensure the Governing Body is best able to utilise their skills and experience. All newly appointed and elected Governors meet with the Head Teacher and members of the senior leadership of the Academy and are invited to sample the full range of sub-committees before deciding which sub-committee(s) they will serve on. New governors also have electronic access to a full range of School governance documentation held in a dedicated, password protected Governor area. All new Governors attend the KCC new Governor training induction and any further training is provided as required; this is both in-house and using external providers. All Governors are provided with the information needed (including terms of reference, policy documentation, minutes, budgets etc.) to undertake their role as Governors. All this documentation is also held in the secure electronic Governor area for ease of reference. In addition to training in accordance with individual needs, the Academy arranges whole Governor training annually (including safeguarding training) and members of the Governing Body access local and national governor training provided by the Academy's legal support, accountants and through networks including the Local Authority, National Governance Association and FASNA. Over the last year Governors have received in-house training in Safeguarding, the School Accessibility Plan, the International Baccalaureate Middle Years Programme accreditation process, and School Financial Management. In addition Governors have attended external courses dealing with the Trustees Report, Safeguarding, the National Fair Funding Formula, Multi Academy Trusts and Examination Reform. During the Governors' annual strategy day, discussion centred around the School Led System, opportunities for income generation and the impact of the growth of multi academy trusts.

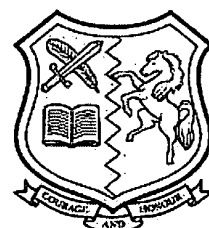
The Governors have been involved in planning groups, student enrichment and other School activities that occur during the School day. These have included student forums, musical performances, alumni celebrations, discussing admission arrangements, health and safety and travel plans and working on the building development project. An additional 83 visits were made in these and other capacities, illustrating the engagement and willingness of Governors to learn and understand as much as possible about the School, the staff and the students.

At the start of the academic year the Governors established an Action Plan and have used this to review effectiveness and set priorities for the forthcoming year. One of the aims was to build links and share best practice with other governing bodies. During the final term of the academic year the Chair of Governors hosted a forum for other local Chairs aimed at building collaboration and understanding within schools in the local community. The event provided a good platform for exchange of ideas, training and future opportunities for working together.

Organisational Structure

Upon conversion, the management structure that had served the predecessor school well was adopted to enable continued improvement in the way the Academy is run. The structure consists of:

- ◆ the Governors;
- ◆ the Strategy Group (Senior Leadership Team of the Academy);
- ◆ the middle leadership team.



Governors' Report (including the Strategic Report)

Structure, Governance and Management (continued)

Organisational Structure (continued)

The management structure is designed to devolve responsibility to middle leaders in order to encourage and promote wider staff engagement in decision making and promote accountability at all levels.

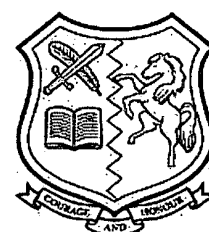
The Board of Governors, the majority of whom are non-executive, comprises those persons appointed under the Articles of Association. The Board meets at least five times a year and in 2016/17 had three committees:

- ◆ Finance and General Purposes Committee
- ◆ Curriculum and Staffing Committee
- ◆ Strategy and Steering Committee

The Governors set the strategic vision of the Academy, agree Academy priorities and the annual Academy budget. The Governors are responsible for ensuring the Academy fulfils legal and statutory responsibilities and monitor the implementation of Academy priorities and financial planning. The Strategy Group consists of the Head Teacher, Deputy Head Teachers and four Assistant Head Teachers. The Strategy Group controls the Academy at executive level and implements the Academy's strategic plans and policy. Each member of the Strategy Group has a clearly defined range of responsibilities to support the implementation of the Academy's strategic plans, quality assuring teaching and learning, maintaining and improving standards, policy development and implementation. The key responsibilities are reviewed annually to ensure the focus reflects and supports implementation of the Academy's strategic priorities and development plans. The Head Teacher is responsible for the authorisation of spending within agreed budgets and staff appointments below senior leadership level. The Deputy Head Teachers deputise for the Head Teacher in her absence. The Governors receive regular reports from the Strategy Group through the Committee structure. Middle leaders are accountable for the implementation of the curriculum plan, curriculum content, the quality of learning, attainment outcomes and the overall student experience within their remit. Middle leaders are responsible for leading their team in the delivery of these areas and quality assuring the student experience.

Arrangements for Setting Pay and Remuneration of Key Management Personnel

The pay and remuneration of all staff including key management personnel is determined by the School's Pay Policies (Support and Teachers). The key management personnel of the Academy comprise the Governors and the Senior Leadership Team as listed on page 4 and the Chief Financial Officer. The Teacher and Support Staff Pay policies are revised annually at the start of the Academy year and take account of recommendations from the School Teacher's Pay Review Body in its annual revision. The Pay Review Group of the Governing Body is responsible for reviewing the pay range and pay point of all members of the School's Senior Leadership Team and considers whether to approve annual pay progression recommendations by the Head Teacher on the basis of performance appraisal evidence. The Pay Review Group of the Governing Body is responsible for setting the pay and remuneration of the Head Teacher.



Governors' Report (including the Strategic Report)

Structure, Governance and Management (continued)

Related Parties and other connected charities and organisations

The following related party transactions occurred in the year ended 31 August 2017 (further details can be found in note 23 to the financial statements):

During the year, sponsorship of £250 (2016: £250) was received for the Careers Fair from Warners Solicitors. Warners Solicitors is a related party by virtue of the fact that Mark Davis, a Governor, is a partner of Warners Solicitors. There were no amounts outstanding at 31 August 2017 (2016: £nil).

In 2014/15, the Academy engaged Richard Bellord of Calford Seaden LLP as Client Representative and Clerk of Works on the building of its new Sixth Form Study Centre and the refurbishment of its Art and Music facilities. The agreed fee was £80 per hour which was Calford Seaden's costs including indirect costs but did not include an element of profit. No further costs under this contract were incurred to the end of August 2017 (2016: £800) and there were no amounts outstanding at 31 August 2017 (2016: £800). However Calford Seaden LLP remains a related party by virtue of the fact that Jose Parody, a Governor, is a partner of Calford Seaden LLP. Mr Parody has an interest of around 9% in Calford Seaden LLP and therefore Calford Seaden LLP is not considered a connected party. Nevertheless, the transactions meets the letter and spirit of the Academies Financial Handbook 2016 3.2 Trading with Connected Parties.

The aggregate value of donations from Governors was £6,532 including gift aid (2016: £5,331).

The Academy is the sole trustee of Fayerman Scholarships, a charity registered with the Charity Commission in England and Wales, registration number 307763. The Academy administers the charity and Fayerman Scholarships is therefore considered a connected charity under 8.3 of the Academies Accounts Direction 2016 to 2017. Its activities are the advancement of education of the public, including by the provision of scholarships and other financial assistance to pupils or former pupils of Tonbridge Grammar School. Its total assets at 31 August 2017 were £76,000 and its income for the year ended 31 August 2017 was £2,000. There were no liabilities and no expenditure.

Funds Held as Custodian Trustee on behalf of Others

There were no funds held on behalf of others.

Auditor

In so far as the Governors are aware:

- ♦ there is no relevant audit information of which the charitable company's auditor is unaware; and
- ♦ the Governors 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.

Governors' report, incorporating a strategic report, was approved by order of the Board of Governors, as the company directors, on 12 December 2017 and signed on its behalf by:



Sally Dyson
Chair of Governors

Date: 12 December 2017



Governance Statement

Scope of Responsibility

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

The Board of Governors has delegated the day-to-day responsibility to the Head Teacher, 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 the Academy and the Secretary of State for Education. The Head Teacher is also responsible for reporting to the Board of Governors any material weaknesses or breakdowns in internal control.

Governance

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

Governor	Meetings attended	Out of a possible
Sally Dyson (Chair of Governors)	5	5
Laura Acosta	4	5
Pauline Bullen (resigned 1 September 2016)	-	-
Mark Davis	3	5
Annette Doherty (appointed 1 September 2016)	4	5
Anna Firth (resigned 15 October 2016)	-	1
Louise Fraser (appointed 2 December 2016, resigned 31 August 2017)	1	4
Melanie Gailey (resigned 31 August 2017)	5	5
Steven Holdcroft	4	5
Richard Hubble (resigned 26 September 2016)	-	-
Geraldine Hughes	4	5
Julie Humphryes (appointed 22 February 2017)	3	3
Rosemary Joyce (Head Teacher and Accounting Officer)	5	5
Michael Joyner	4	5
Mark Lavenstein (appointed 22 February 2017)	3	3
Andrew Leale	4	5
Jose Parody	2	5
Steve Seagrove (resigned 16 October 2017)	5	5
Andrea Senior	3	5
Andre Wessels (resigned 11 July 2017)	4	5
Julia Wheeler	4	5

The Governors completed an internal review of their role and effectiveness and considered the structure of sub-committees. As a result of the review the Governors took the decision to revise the sub-committee structure from the beginning of 2016/17 to create a strategy and steering committee of the Governing Body alongside committees focussing on finance and physical resources and curriculum and staffing.



Annual Report and Financial Statements – Year Ended 31 August 2017

Governance Statement

The Finance and General Purposes Committee is a sub-committee of the main Board of Governors. Its purpose is to assist and support the Governing Body, ensuring sound oversight is exercised over the management of the Academy's finances and resources. Attendance at meetings in the year was as follows:

Governor	Meetings attended	Out of a possible
Sally Dyson	7	7
Melanie Gailey (resigned 31 August 2017)	5	7
Geraldine Hughes (Responsible Officer)	5	7
Julie Humphryes (appointed 22 February 2017)	1	1
Rosemary Joyce (Head Teacher and Accounting Officer)	7	7
Michael Joyner	6	7
Andrew Leale (Chair F&GP from 1 September 2017)	5	7
Jose Parody	5	7
Steve Seagrove (Chair F&GP to 31 August 2017) (resigned 16 October 2017)	7	7
Andre Wessels (resigned 11 July 2017)	3	4

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 education 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 Governors where value for money can be improved, including the use of benchmarking data where appropriate. The Accounting Officer for the Academy has delivered improved value for money during the year by:

- The Academy delivers excellent academic results and value added as shown by its examination results.
- The Academy has taken steps to improve financial efficiency to meet rising costs from staff incremental pay increases, pay settlement increases, rising social security costs and pension costs. It took advantage of a secondment to restructure its senior leadership team for 2016/17 and started an ongoing review of courses offered, curriculum timetabling, optimum class sizes and contact ratios. It seeks a balance of offering a broad curriculum in line with its IB principles, balancing staff workload and being cost effective without a detrimental impact on teaching and learning.
- The Academy undertook a review of its support staff structure and has restructured its IT and Estates teams which are known as "Digital Futures" and "Facilities and Estates Management" respectively to reflect their focus on harnessing changing technology and servicing income generating opportunities.
- The Academy joined the Risk Protection Arrangement in September 2015 which it has found provides a value for money alternative to insurance cover and saves third party brokerage costs.
- The Academy installed photovoltaic panels on the roof of Hands Building and on the Sports Hall roof in March 2016 under a Power Purchase Arrangement whereby the Academy buys the generated electricity it uses at less than half the cost of electricity imported from the grid. There has been a marked decrease in electricity costs since installation.
- Recruitment costs continue to reduce significantly as a result of analysing the responses to different forms of advertising and minimising use of recruitment agencies and newspaper advertisements, using local sector specific websites instead which are cheaper and provide access to strong local candidates.
- During the year the following contracts were tendered or renegotiated: payroll services, staff absence insurance, telephone system, land and mobile telephone lines, electricity meter reading, franking machine and Health and Safety support. In addition, the catering contract was renegotiated, providing further capital investment in the Academy's catering equipment.



Governance Statement

The Purpose of the System of Internal Control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can therefore only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of the Academy's policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place at the Academy for the year ended 31 August 2017 and up to the date of approval of the annual report and financial statements.

Capacity to Handle Risk

The Board of Governors has reviewed the key risks to which the Academy is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Board of Governors is of the view that there is a formal ongoing process for identifying, evaluating and managing the Academy's significant risks that has been in place for the year ended 31 August 2017 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Governors.

The Risk and Control Framework

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

- ◆ comprehensive budgeting and monitoring systems with an annual budget and periodic financial reports which are reviewed and agreed by the Board of Governors;
- ◆ regular reviews by the Finance and General Purposes Committee of monthly 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 Governors has considered the need for a specific internal audit function and has decided not to appoint an internal auditor. However the Governors have appointed Mrs G Hughes, a Governor, to carry out a programme of internal checks.

The reviewer'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:

- ◆ Purchasing;
- ◆ Payroll, including the transition to the new provider.

On a regular basis, the reviewer reports to the Board of Governors through the Finance and General Purposes Committee on the operation of the systems of control and on the discharge of the Board of Governors' financial responsibilities.



Governance Statement

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 responsible officer;
- ◆ the work of the external auditor;
- ◆ the financial management and governance self-assessment process;
- ◆ the work of the executive managers within the Academy who have responsibility for the development and maintenance of the internal control framework.

The Accounting Officer has been advised of the implications of their review of the system of internal control by the Finance and General Purposes Committee and a plan to ensure continuous improvement of the system is in place.

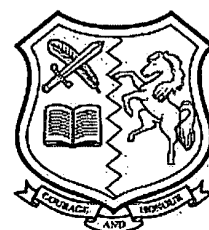
Approved by order of the Board of Governors on 12 December 2017 and signed on its behalf by:



Sally Dyson
Chair of Governors



Rosemary Joyce
Accounting Officer

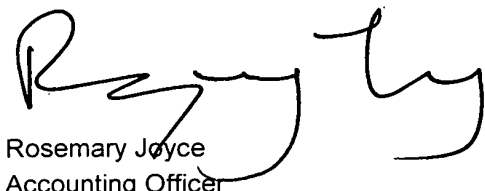


Statement on regularity, propriety and compliance

As Accounting Officer of Tonbridge Grammar School, I have considered my responsibility to notify the Academy Board of Governors and the Education and Skills Funding Agency of material irregularity, impropriety and non-compliance with ESFA terms and conditions of funding, under the funding agreement in place between the Academy and the Secretary of State. As part of my consideration I have had due regard to the requirements of the Academies Financial Handbook 2016.

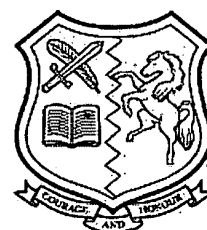
I confirm that I and the Academy Board of Governors are able to identify any material irregular or improper use of funds by the Academy, or material non-compliance with the terms and conditions of funding under the Academy's funding agreement and the Academies Financial Handbook 2016.

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



Rosemary Joyce
Accounting Officer

Date: 12 December 2017



Statement of Governors' Responsibilities

The Governors (who are also the directors of the charitable company for the purposes of company law) are responsible for preparing the Governors' report and the financial statements in accordance with the Annual Accounts Direction issued by the Education and Skills Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the Governors to prepare financial statements for each financial year. Under company law, the Governors 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 income and expenditure for that period. In preparing these financial statements, the Governors 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 2016 to 2017;
- ♦ make judgments and estimates that are reasonable and prudent;
- ♦ state whether applicable United Kingdom Accounting Standards (FRS 102) have been followed, subject to any material departures disclosed and explained in the financial statements; and
- ♦ prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in operation.

The Governors 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.

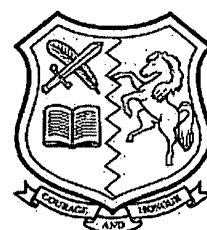
The Governors are responsible for ensuring that in its conduct and operation the charitable company applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from the ESFA/DfE have been applied for the purposes intended.

The Governors are responsible for the maintenance and integrity of the charity 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 Governors on 12 December 2017 and signed on its behalf by:



Sally Dyson
Chair of Governors



Independent auditor's report on the financial statements

Independent auditor's report on the financial statements to the Members of Tonbridge Grammar School

Opinion

We have audited the financial statements of Tonbridge Grammar School (the 'charitable company') for the year ended 31 August 2017 which comprise the statement of financial activities, the balance sheet, the statement of cash flows, the principal accounting policies and the related notes to the financial statements. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (United Kingdom Generally Accepted Accounting Practice), 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) (the Charities SORP 2015) and the Academies Accounts Direction 2016 to 2017.

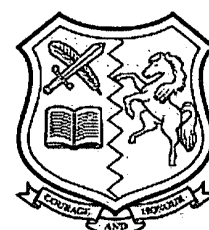
This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an auditor's report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than the 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.

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 2017 and of 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 2015 and Academies Accounts Direction 2016 to 2017.

Basis for opinion

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



Independent auditor's report on the financial statements

Conclusions relating to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- ◆ the Governors' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- ◆ the Governors have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charitable company's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.

Other information

The Governors are responsible for the other information. The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

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

We have nothing to report in this regard.

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 Governors' report including the strategic report for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- ◆ the Governors' report including the strategic report 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 Governors' report including the strategic report.



Independent auditor's report on the financial statements

Matters on which we are required to report by exception (continued)

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

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

Responsibilities of Governors

As explained more fully in the Governors' responsibilities statement, the Governors 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 Governors 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 Governors 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 Governors either intend to liquidate the charitable company or to cease operations, or have no realistic alternative but to do so.

Auditor's responsibilities for the audit of the financial statements

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

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 auditor's report.



Catherine Biscoe (Senior Statutory Auditor)
for and on behalf of Buzzacott LLP, Statutory Auditor
130 Wood Street
London
EC2V 6DL

15 December 2017



Independent reporting accountant's assurance report on regularity to Tonbridge Grammar School and the Education and Skills Funding Agency

In accordance with the terms of our engagement letter dated 13 June 2016 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2016 to 2017, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Tonbridge Grammar School during the period from 1 September 2016 to 31 August 2017 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 Tonbridge Grammar School and the ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Tonbridge Grammar 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 Tonbridge Grammar School and the ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of Tonbridge Grammar School's Accounting Officer and the reporting accountant

The Accounting Officer is responsible, under the requirements of Tonbridge Grammar School's funding agreement with the Secretary of State for Education dated 22 December 2010, the Deed of Variation dated 19 May 2015 and the Academies Financial Handbook, extant from 1 September 2016, 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 2016 to 2017. 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 from 1 September 2016 to 31 August 2017 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 2016 to 2017 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 Academy's income and expenditure.

The work undertaken to draw to our conclusion includes:



Annual Report and Financial Statements – Year Ended 31 August 2017

Independent reporting accountant's assurance report on regularity to Tonbridge Grammar School and the Education and Skills Funding Agency

- ◆ An assessment of the risk of material irregularity and impropriety across all of the Academy's activities;
- ◆ Further testing and review of the areas identified through the risk assessment including enquiry, identification of control processes and examination of supporting evidence across all areas identified as well as additional verification work where considered necessary; and
- ◆ Consideration of evidence obtained through the work detailed above and the work completed as part of our financial statements audit in order to support the regularity conclusion.

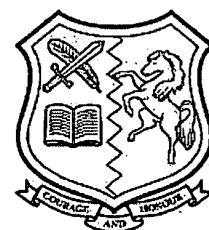
Conclusion

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 from 1 September 2016 to 31 August 2017 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Buzzacott LLP

Reporting Accountant
Buzzacott LLP
Chartered Accountants
130 Wood Street
London
EC2V 6DL

15 December 2017



Annual Report and Financial Statements – Year Ended 31 August 2017

Statement of financial activities for the year ended 31 August 2017 (including income and expenditure account)

	Notes	Unrestricted general fund £'000	Restricted Funds		2017 Total funds £'000	2016 Total funds £'000
			General £'000	Fixed assets fund £'000		
Income from:						
Donations and capital grants	1	6	934	670	1,610	1,235
Charitable activities:						
· Funding for the Academy's educational operations	2	71	5,229	-	5,300	5,011
Other trading activities	3	64	-	-	64	71
Investments	4	3	2	-	5	7
Total income		144	6,165	670	6,979	6,324
Expenditure on:						
Raising funds		-	781	-	781	679
Charitable activities:						
· Academy's educational operations		40	5,405	546	5,991	5,985
Total expenditure	5	40	6,186	546	6,772	6,664
Net income (expenditure) before investment gains		104	(21)	124	207	(340)
Net gains on investment assets		-	4	-	4	3
Net income (expenditure) before transfers		104	(17)	124	211	(337)
Gross transfers between funds	15	-	(34)	34	-	-
Net income (expenditure) for the year		104	(51)	158	211	(337)
Other recognised gains and losses						
Actuarial gains (losses) on defined benefit pension scheme	22	-	345	-	345	(768)
Net movement in funds		104	294	158	556	(1,105)
Reconciliation of funds						
Total fund balances brought forward at 1 September 2016		691	(1,561)	11,145	10,275	11,380
Total fund balances carried forward at 31 August 2017		795	(1,267)	11,303	10,831	10,275

All of the Academy's activities derive from continuing operations during the above two financial periods.

All gains and losses are included in the Statement of Financial Activities.



Annual Report and Financial Statements – Year Ended 31 August 2017

Balance sheet as at 31 August 2017

	Notes	2017 £'000	2017 £'000	2016 £'000	2016 £'000
Fixed assets					
Tangible fixed assets	11		10,565		10,984
Current assets					
Debtors	12	149		246	
Investments	13	34		31	
Cash at bank and in hand		2,211		1,478	
		2,394		1,755	
Liabilities					
Creditors: amounts falling due within one year	14	(461)		(646)	
Net current assets			1,933		1,109
Total assets less current liabilities			12,498		12,093
Net assets excluding pension liability			12,498		12,093
Defined benefit pension scheme liability	22		(1,667)		(1,818)
Total net assets			10,831		10,275
Funds of the Academy					
Restricted funds					
. Fixed assets fund	15		11,303		11,145
. General fund	15		400		257
. Pension reserve	15		(1,667)		(1,818)
			10,036		9,584
Unrestricted funds					
. General fund	15		795		691
Total funds			10,831		10,275

The financial statements on pages 48 to 70 were approved by the Governors, and authorised for issue on 12 December 2017 and are signed on their behalf by:

Sally Dyson

Sally Dyson
Chair of Governors
Tonbridge Grammar School
Company Limited by Guarantee
Registration Number: 07455728



Annual Report and Financial Statements – Year Ended 31 August 2017

Statement of cash flows for the year ended 31 August 2017

		2017 £'000	2016 £'000
Cash flows from operating activities			
Net cash provided by (used in) operating activities	A	111	(374)
Cash flows from investing activities	B	625	83
Cash flows from financing activities	C	-	(162)
Change in cash and cash equivalents in the year		736	(453)
Cash and cash equivalents at 1 September 2016		1,509	1,962
Cash and cash equivalents at 31 August 2017	D	2,245	1,509

A Reconciliation of income (expenditure) to net cash flow from operating activities

	2017 £'000	2016 £'000
Net income (expenditure) for the year (as per the statement of financial activities)	211	(337)
Adjusted for:		
Depreciation (note 11)	469	440
Capital grants from DfE and other capital income	(670)	(428)
Interest receivable (note 4)	(5)	(7)
Financing costs	-	1
Defined benefit pension scheme cost less contributions payable (note 22)	154	58
Defined benefit pension scheme finance cost (note 22)	40	37
Decrease (increase) in debtors	97	(52)
Decrease in creditors	(185)	(86)
Net cash provided by (used in) operating activities	111	(374)

B Cash flows from investing activities

	2017 £'000	2016 £'000
Dividends, interest and rents from investments	5	7
Purchase of tangible fixed assets	(50)	(352)
Capital grants from DfE/ESFA	24	395
Capital funding received from sponsors and others	646	33
Net cash provided by investing activities	625	83



Annual Report and Financial Statements – Year Ended 31 August 2017

Statement of cash flows for the year ended 31 August 2017

C Cash flows from financing activities

	2017 £'000	2016 £'000
Repayments of borrowing	-	(161)
Financing costs	-	(1)
Net cash used in financing activities	-	(162)

D Analysis of cash and cash equivalents

	2017 £'000	2016 £'000
Cash at bank and in hand	2,211	1,478
Investments	34	31
Total cash and cash equivalents	2,245	1,509



Annual Report and Financial Statements – Year Ended 31 August 2017

Notes to the financial statements for the year ended 31 August 2017

Statement of accounting policies

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

Basis of preparation

The financial statements of the Academy, which is a public benefit entity under FRS 102, have been prepared under the historical cost convention, as modified by the inclusion of investments at market value, in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their financial statements in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2016 to 2017 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

Tonbridge Grammar School meets the definition of a public entity under FRS 102.

Going concern

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

Income

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

Grants

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

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

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

Sponsorship income

Sponsorship income provided to the Academy Trust which amounts to a donation is recognised in the Statement of Financial Activities in the period in which it is receivable (where there are no performance-related conditions) where the receipt is probable and the amount 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.



Notes to the financial statements for the year ended 31 August 2017

Other income

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

Donated fixed assets

Where the donated good is a fixed asset it is measured at fair value, unless it is impractical to measure this reliably, in which case the cost of the item to the donor should be used. The gain is recognised as income from donations and a corresponding amount is included in the appropriate fixed asset category and depreciated over the useful economic life in accordance with the Academy's accounting policies.

Expenditure

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

◆ Expenditure on raising funds

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

◆ Charitable activities

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

All resources expended are stated net of recoverable VAT.

Tangible fixed assets

Assets costing £5,000 or more per item or which form part of a larger purchase or project costing £5,000 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 assets fund in the statement of financial activities and carried forward in the balance sheet. Depreciation on the relevant assets is charged to the restricted fixed assets fund in the statement of financial activities.

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

Freehold buildings	2-3% straight line
Computer equipment	33% straight line
Fixtures and fittings	20% straight line
Building refurbishments	10% straight line



Notes to the financial statements for the year ended 31 August 2017

A full year's charge for depreciation is charged in the year of acquisition.

Assets in the course of construction are included at cost. Depreciation on these assets is not charged until they are brought into use.

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.

Cash at bank and in hand

Cash at bank and in hand represents such accounts and instruments that are available on demand.

Debtors

Debtors are recognised at their settlement amount less any provision for non-recoverability. Prepayments are valued at the amounts prepaid.

Investments

Investments are recognised at their market value as at the balance sheet date.

Liabilities

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

Leased assets

Rentals under operating leases are charged on a straight line basis over the lease term.

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 basis 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 12. Prepayments are not financial instruments. Amounts due to the charity's wholly owned subsidiary are held at face value less any impairment.

Investments – are recognised at their market value with realised and unrealised gain recognised in the statement of financial activities.

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

Financial liabilities – trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost as detailed in note 14. 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. Amounts due to charity's wholly owned subsidiary are held at face value less any impairment.



Notes to the financial statements for the year ended 31 August 2017

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 Chapter 3 Part 11 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.

Pensions 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. As stated in note 22, the TPS is a multi-employer scheme and there is insufficient information available to use defined benefit accounting. The TPS is therefore 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 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.

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 Governors.

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

Restricted general funds comprise all other restricted funds received with restrictions imposed by the donor and include grants from the Education and Skills Funding Agency and other donors.



Notes to the financial statements for the year ended 31 August 2017

Critical accounting estimates and areas of judgement

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

Critical accounting estimates and assumptions

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

- The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost (income) for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 22, 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 2017. 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.
- The charge in respect of depreciation of tangible fixed assets is derived after determining an estimate of an asset's expected useful life and the expected residual value at the end of its life. Increasing an asset's expected life or its residual value would result in a reduced depreciation charge in the statement of financial activities.

Critical areas of judgement

Other than discussed above, the Governors do not consider that there are any key judgements made in the preparation of the financial statements.



Notes to the financial statements for the year ended 31 August 2017

1. Donations and capital grants

	Unrestricted funds £'000	Restricted funds £'000	2017 Total funds £'000	2016 Total funds £'000
Voluntary fund income	-	779	779	668
Other private donations	6	785	791	172
Donated fixed assets	-	16	16	-
Capital grants	-	24	24	395
	6	1,604	1,610	1,235

2. Funding for the Academy's educational operations

	Unrestricted funds £'000	Restricted funds £'000	2017 Total funds £'000	2016 Total funds £'000
DfE / ESFA revenue grants				
General annual grant (GAG)	-	5,152	5,152	4,850
Other DfE/ESFA grants	-	38	38	32
National College grants	-	33	33	38
	-	5,223	5,223	4,920
Other Government grants				
Local authority grants	-	5	5	5
	-	5	5	5
Other funds				
Other educational income	71	1	72	86
Total funding	71	5,229	5,300	5,011

3. Other trading activities

	Unrestricted funds £'000	Restricted funds £'000	2017 Total funds £'000	2016 Total funds £'000
Hire of facilities	64	-	64	71

4. Investment income

	Unrestricted funds £'000	Restricted funds £'000	2017 Total funds £'000	2016 Total funds £'000
Short term deposits and COIF charity investment fund	3	2	5	7



Annual Report and Financial Statements – Year Ended 31 August 2017

Notes to the financial statements for the year ended 31 August 2017

5. Expenditure

	Staff costs £'000	Non pay expenditure		2017 Total funds £'000	2016 Total funds £'000
		Premises £'000	Other costs £'000		
Raising funds	-	-	781	781	679
Charitable activities					
.. Academy's educational operations					
.. Direct costs	3,288	375	412	4,075	4,140
.. Allocated support costs	1,064	654	198	1,916	1,845
	4,352	1,029	1,391	6,772	6,664
2016 total funds	4,312	1,047	1,305	6,664	5,928

Net income (expenditure) for the year includes:

	2017 Total funds £'000	2016 Total funds £'000
Depreciation	469	440
Operating lease rentals	48	16
Fees payable to auditor		
.. Statutory audit	12	12
.. Other services	1	3

Included within expenditure are the following transactions:

	2017 Total funds £	2016 Total funds £
Gifts made by the Academy	49	25

6. Charitable activities - Academy's educational operations

	2017 Total funds £'000	2016 Total funds £'000
Direct costs	4,075	4,140
Support costs	1,916	1,845
	5,991	5,985



Annual Report and Financial Statements – Year Ended 31 August 2017

Notes to the financial statements for the year ended 31 August 2017

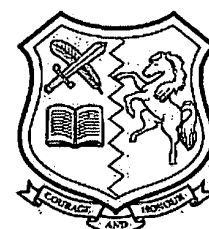
6. Charitable activities - Academy's educational operations (continued)

Analysis of support costs	2017 Total funds £'000	2016 Total funds £'000
Support staff costs	1,064	948
Depreciation	94	88
Technology costs	22	13
Premises costs	560	607
Other support costs	127	127
Governance costs	49	62
Total support costs	1,916	1,845

7. Comparative information

Analysis of income and expenditure in the year ended 31 August 2016 between restricted and unrestricted funds:

	Unrestricted general fund £'000	Restricted Funds		2016 Total funds £'000
		General £'000	Fixed assets fund £'000	
Income from:				
Donations and capital grants	7	800	428	1,235
Charitable activities:				
. Funding for the Academy's educational operations	80	4,931	-	5,011
Other trading activities	71	-	-	71
Investments	5	2	-	7
Total income	163	5,733	428	6,324
Expenditure on:				
Raising funds	-	679	-	679
Charitable activities:				
. Academy's educational operations	60	5,318	607	5,985
Total expenditure	60	5,997	607	6,664
Net income (expenditure) before investment gains	103	(264)	(179)	(340)
Net gains on investment assets	-	3	-	3
Net income (expenditure) before transfers	103	(261)	(179)	(337)
Gross transfers between funds	(32)	(109)	141	-
Net income (expenditure) for the year	71	(370)	(38)	(337)
Other recognised gains and losses				
Actuarial losses on defined benefit pension scheme	-	(768)	-	(768)
Net movement in funds	71	(1,138)	(38)	(1,105)



Notes to the financial statements for the year ended 31 August 2017

8. Staff

(a) Staff costs

Staff costs during the year were:

	2017 Total funds £'000	2016 Total funds £'000
Wages and salaries	3,303	3,396
Social security costs	326	294
Operating costs of defined benefit pension schemes	681	590
Apprenticeship levy	1	-
	4,311	4,280
Supply staff costs	41	32
	4,352	4,312

(b) Staff numbers

The average number of persons (including the Senior Leadership Team) employed by the charitable company during the year ended 31 August 2017 was as follows:

Charitable activities	2017 No.	2016 No.
Teachers	68	70
Administration and support	36	37
Management	7	8
	111	115

The average number of persons (including the Senior Leadership Team) employed by the charitable company during the year ended 31 August 2017 expressed as full-time equivalents was as follows:

Charitable activities	2017 No.	2016 No.
Teachers	58	58
Administration and support	26	27
Management	7	8
	91	93

(c) Higher paid staff

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

	2017 No.	2016 No.
£60,001 - £70,000	3	2
£80,001 - £90,000	-	1
£90,001 - £100,000	-	1
£100,001 - £110,000	1	-



Notes to the financial statements for the year ended 31 August 2017

8. Staff (continued)

(d) Key management personnel

The key management personnel of the Academy comprise the Governors and the Senior Leadership Team as listed on page 4 and the Chief Financial Officer. The total amount of employee benefits (including employer pension contributions) received by key management personnel for their services to the Academy was £655,335 (2016: £727,120).

9. Related party transactions - Governors' remuneration and expenses

One or more Governors has been paid remuneration or has received other benefits from an employment with the Academy. The Head Teacher and other staff Governors only receive remuneration in respect of services they provide undertaking the roles of Head Teacher and staff members under their contracts of employment.

The value of Governors' remuneration and other benefits was as follows:

Mrs R A Joyce (Head Teacher and Governor)	
. Remuneration	£100,000-£105,000 (2016: £95,000-£100,000)
. Employer's pension contributions	£15,000-£20,000 (2016: £15,000-£20,000)
Ms L Acosta (Staff Governor)	
. Remuneration	£40,000-£45,000 (2016: £30,000-£35,000)
. Employer's pension contributions	£5,000-£10,000 (2016: £5,000-£10,000)
Mrs M Gailey (Staff Governor)	
. Remuneration	£25,000-£30,000 (2016: £20,000-£25,000)
. Employer's pension contributions	£5,000-£10,000 (2016: £0-£5,000)
Mrs L Fraser (Staff Governor)	
. Remuneration	£25,000-£30,000 (2016: N/A)
. Employer's pension contributions	£0-£5,000 (2016: N/A)
Mrs P Bullen (Governor)	
. Remuneration	N/A (2016: £80,000-£85,000)
. Employer's pension contributions	N/A (2016: £10,000-£15,000)
Mr B Pennells (Staff Governor)	
. Remuneration	N/A (2016: £40,000-£45,000)
. Employer's pension contributions	N/A (2016: £5,000-£10,000)

During the year ended 31 August 2017, travel and subsistence expenses totalling £243 (2016: £963) were reimbursed to three Governors (2016: three).

Other related party transactions involving the Governors are set out in note 23.

10. Governors' and officers' insurance

The Academy has opted into the Department for Education's risk protection arrangement (RPA), an alternative to insurance where UK government funds cover losses that arise. This scheme protects Governors 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 Governors and officers indemnity element from the overall cost of the RPA scheme.



Annual Report and Financial Statements – Year Ended 31 August 2017

Notes to the financial statements for the year ended 31 August 2017

11. Tangible fixed assets

	Freehold land and buildings £'000	Computer equipment £'000	Fixtures and fittings £'000	Total £'000
Cost/valuation				
At 1 September 2016	11,850	245	457	12,552
Additions	-	25	25	50
At 31 August 2017	11,850	270	482	12,602
Depreciation				
At 1 September 2016	1,348	145	75	1,568
Charge in year	306	67	96	469
At 31 August 2017	1,654	212	171	2,037
Net book value				
At 31 August 2017	10,196	58	311	10,565
At 31 August 2016	10,502	100	382	10,984

12. Debtors

	2017 £'000	2016 £'000
Trade debtors	4	2
Prepayments and accrued income	120	168
VAT debtor	24	73
Other debtors	1	3
	149	246

13. Investments

	2017 £'000	2016 £'000
COIF Charities Investment Fund	34	31

The investments comprise 2,298 units in COIF Charities Investment Fund Income Units. They are held by Fayerman Scholarships which is a registered charity in England and Wales, registration number 307763.

The investments, together with cash at bank of £42,000, are consolidated in the Academy's financial statements as the Academy is the sole trustee and administers the charity. Fayerman Scholarships is therefore considered a connected charity under 8.3 of the Academies Accounts Direction 2016 to 2017. Its activities are the advancement of education of the public, including by the provision of scholarships and other financial assistance to pupils or former pupils of Tonbridge Grammar School. Its total assets at 31 August 2017 were £76,000 and its income for the year ended 31 August 2017 was £2,000. There were no liabilities and no expenditure.



Notes to the financial statements for the year ended 31 August 2017

14. Creditors: amounts falling due within one year

	2017 £'000	2016 £'000
Trade creditors	82	269
Other creditors	15	15
Accruals and deferred income	364	362
	<u>461</u>	<u>646</u>
Deferred income		
Deferred income at 1 September 2016	214	225
Resources deferred in the year	252	214
Amounts released from previous years	(214)	(225)
Deferred income at 31 August 2017	<u>252</u>	<u>214</u>

At the balance sheet date the Academy was holding funds received in advance for ESFA funding of National Non-Domestic Rates, Devolved Formula Capital grant in respect of 2017/18 and income received in the year for school trips which had not yet taken place.



Annual Report and Financial Statements – Year Ended 31 August 2017

Notes to the financial statements for the year ended 31 August 2017

15. Funds

	Balance at 1 September 2016 £'000	Income £'000	Expenditure £'000	Gains, losses and transfers £'000	Balance at 31 August 2017 £'000
Restricted general funds					
. General annual grant (GAG)	-	5,152	(5,048)	(34)	70
. Pupil premium	12	23	(23)	-	12
. Other DfE/ ESFA grants	7	15	(12)	-	10
. Other restricted funds	238	975	(909)	4	308
	257	6,165	(5,992)	(30)	400
. Pension reserve	(1,818)	-	(194)	345	(1,667)
	(1,561)	6,165	(6,186)	315	(1,267)
Restricted fixed assets funds					
. Capital expenditure from GAG and other sources	577	-	(177)	50	450
. DfE/ESFA Capital grants	2,337	-	(84)	-	2,253
. Academy building transferred from Local Authority	8,070	-	(208)	-	7,862
. Capital grant fund (unspent balance)	161	670	(77)	(16)	738
	11,145	670	(546)	34	11,303
Total restricted funds	9,584	6,835	(6,732)	349	10,036
Unrestricted funds					
. Unrestricted funds	691	144	(40)	-	795
Total unrestricted funds	691	144	(40)	-	795
Total funds	10,275	6,979	(6,772)	349	10,831

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

Restricted general funds

General annual grant (GAG)

Under the funding agreement with the Secretary of State, the Academy was not subject to a limit on the amount of GAG that it could carry forward at 31 August 2017.

Pupil premium

This represents Pupil Premium Grant receipts and the spending of that grant on eligible pupils.

Other DfE/ESFA grants

This represents other grants from the ESFA including Sixth Form Bursary grant, the spending of which is at the discretion of the Academy.

Other restricted funds

These funds represent the Voluntary Fund for school trips, Fayerman Scholarships and the Academy's own fundraising initiatives through School Fund.

Pension reserve

The pension reserve represents the Academy's share of the LGPS Pension Fund deficit.



Annual Report and Financial Statements – Year Ended 31 August 2017

Notes to the financial statements for the year ended 31 August 2017

15. Funds (continued)

Restricted fixed assets funds

The restricted fixed assets fund represents the net book value of fixed assets plus the unspent element of capital funds including the Academy's own fundraising initiatives for development projects. When assets are purchased the fund is increased and depreciation charges reduce the fund.

Unrestricted funds

Unrestricted funds represent balances held at the period end that can be applied at the discretion of the Governors, to support any of the Academy's charitable purposes.

The Trust is carrying a net surplus of £1,195,000 on restricted general funds (excluding pension reserve) plus unrestricted funds for the reasons set out in the Reserves policy on page 24.

Transfers of funds

Computer equipment purchases of £25,000 and improvements to the medical room of £9,000 were funded from GAG; these amounts have been transferred to the restricted fixed assets fund.

16. Analysis of net assets between funds

Fund balances at 31 August 2017 are represented by:

	Unrestricted funds £'000	Restricted general funds £'000	Restricted fixed assets fund £'000	Total funds £'000
Tangible fixed assets	-	-	10,565	10,565
Current assets	795	810	789	2,394
Current liabilities	-	(410)	(51)	(461)
Pension scheme liability	-	(1,667)	-	(1,667)
Total net assets	795	(1,267)	11,303	10,831

17. Capital commitments

	2017 £'000	2016 £'000
Contracted for, but not provided in the financial statements	-	30



Notes to the financial statements for the year ended 31 August 2017

18. Commitments under operating leases

Operating leases

At 31 August 2017, the total of the Academy's future minimum lease payments under non-cancellable operating leases was as follows:

	2017 £'000	2016 £'000
Amounts due within one year	48	48
Amounts due between one and five years	46	93
Amounts due after five years	-	1
	94	142

19. Contingent liabilities

In accordance with the contract for the provision of catering services, the catering services provider has invested in catering facilities for the Academy, which have a net book value of £50,000 at 31 August 2017. Should the Academy terminate the catering contract before the end of the term, the Academy will be liable to repay an amount equal to the net book value of these catering facilities, at the date of termination. The Academy does not intend to terminate the contract early, therefore the amount has been disclosed as a contingent liability and not included as a provision on the balance sheet.

20. Members' liability

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

21. 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 Kent County Council. Both are multi-employer defined benefit schemes.

The latest actuarial valuation of the TPS related to the period ended 31 March 2012 and of the LGPS 31 March 2016.

Contributions amounting to £15,000 were payable to the schemes at 31 August 2017 (2016: £14,000) and are included within creditors.



Notes to the financial statements for the year ended 31 August 2017

22. Pension and similar obligations (continued)

Teachers' Pension Scheme

Introduction

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pensions Regulations (2010) and, from 1 April 2014, by the Teachers' Pension Scheme Regulations 2014. Membership is automatic for full-time teachers in academies and, from 1 January 2007, automatic for teachers in part-time employment following appointment or a change of contract, although they are able to opt out.

The TPS is an unfunded scheme and members contribute on a 'pay as you go' basis – these contributions, along with those made by employers 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. 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 2012 and in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014. The valuation report was published by the Department for Education on 9 June 2014. The key elements of the valuation and subsequent consultation are:

- ♦ employer contribution rates set at 16.48% of pensionable pay (including a 0.08% employer administration charge (at the time 14.1%))
- ♦ total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £191,500 million, and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £176,600 million giving a notional past service deficit of £14,900 million
- ♦ an employer cost cap of 10.9% of pensionable pay will be applied to future valuations
- ♦ the assumed real rate of return is 3.0% in excess of prices and 2% in excess of earnings. The rate of real earnings growth is assumed to be 2.75%. The assumed nominal rate of return is 5.06%.

During the previous year the employer contribution rate was 14.1%. The TPS valuation for 2012 determined an employer rate of 16.4%, which was payable from September 2015. The next valuation of the TPS is currently underway based on April 2016 data, whereupon the employer contribution rate is expected to be reassessed and will be payable from 1 April 2019.

The employer's pension costs paid to TPS in the period amounted to £394,000 (2016: £399,000).

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 a multi-employer pension scheme. The Academy has accounted for its contributions to the scheme as if it were a defined contribution scheme. The Academy has set out above the information available on the scheme.



Notes to the financial statements for the year ended 31 August 2017

22. Pension and similar obligations (continued)

Local Government Pension Scheme (LGPS)

The LGPS is a funded defined-benefit scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2017 was £179,000, of which employer's contributions totalled £135,000 and employees' contributions totalled £44,000. The agreed contribution rates for future years are 20.0% for employers and between 5.5% and 12.5% for employees.

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

At the 2016 valuation, the Academy pool in which the School participates had a funding deficit on the ongoing basis adopted for the 2016 valuation. The contributions certified for the School include a contribution towards the deficit of the pool in an aim to return the pool to a fully funded position over a period of seven years from 1 April 2017.

Principal Actuarial Assumptions	At 31 August 2017 %	At 31 August 2016 %
Rate of increase in salaries	4.2	4.1
Rate of increase for pensions in payment / inflation	2.7	2.3
Discount rate for scheme liabilities	2.6	2.2
Inflation assumption (CPI)	2.7	2.3
Commutation of pensions to lump sums	50.0	50.0

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

	At 31 August 2017	At 31 August 2016
<i>Retiring today</i>		
Males	23.0	22.9
Females	25.1	25.3
<i>Retiring in 20 years</i>		
Males	25.2	25.2
Females	27.4	27.7



Notes to the financial statements for the year ended 31 August 2017

22. Pension and similar obligations (continued)

Local Government Pension Scheme (LGPS) (continued)

The Academy's share of the assets and liabilities in the scheme were:

	Fair value at 31 August 2017 £'000	Fair value at 31 August 2016 £'000
Equities	1,330	1,064
Gilts	13	14
Corporate bonds	182	168
Property	232	220
Cash and other liquid assets	60	38
Investment funds	72	68
Total market value of assets	1,889	1572

The actual return on scheme assets was £265,000 (2016: £185,000).

Amounts recognised in statement of financial activities	2017 £'000	2016 £'000
Current service costs	289	193
Interest income	(35)	(52)
Interest cost	74	88
Admin expenses	1	1
Total amount recognised in the SOFA	329	230

Changes in the present value of defined benefit obligations were as follows:	2017 £'000	2016 £'000
At 1 September 2016	3,390	2,177
Current service cost	289	193
Interest cost	74	88
Employee contributions	44	43
Actuarial (gain) loss	(136)	901
Benefits paid	(105)	(12)
At 31 August 2017	3,556	3,390



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Notes to the financial statements for the year ended 31 August 2017

22. Pension and similar obligations (continued)

Local Government Pension Scheme (LGPS) (continued)

The sensitivity analysis of the present value of defined benefit obligations was as follows:

	At 31 August 2017 £'000	At 31 August 2016 £'000
Discount rate +0.1%	(78)	(76)
Discount rate -0.1%	80	78
Mortality assumption – 1 year increase	125	91
Mortality assumption – 1 year decrease	(120)	(88)
CPI rate +0.1%	71	64
CPI rate -0.1%	(69)	(62)
Changes in the fair value of the Academy's share of scheme assets:	2017 £'000	2016 £'000
At 1 September 2016	1,572	1,222
Interest income	35	52
Actuarial gain/	209	133
Administration expenses	(1)	(1)
Employer contributions	135	135
Employee contributions	44	43
Benefits paid	(105)	(12)
At 31 August 2017	1,889	1,572

23. Related party transactions

Owing to the nature of the Academy's operations and the composition of the Board of Governors being drawn from local public and private sector organisations, transactions may take place with organisations in which the Academy has an interest. All transactions involving such organisations are conducted at arm's length and in accordance with the Academy's financial regulations and normal procurement procedures.

The following related party transactions took place in the period of account:

During the year, sponsorship of £250 (2016: £250) was received for the Careers Fair from Warners Solicitors. Warners Solicitors is a related party by virtue of the fact that Mark Davis, a Governor, is a partner of Warners Solicitors. There were no amounts outstanding at 31 August 2017 (2016: £nil).

In 2014/15, the Academy engaged Richard Bellord of Calford Seaden LLP as Client Representative and Clerk of Works on the building of its new Sixth Form Study Centre and the refurbishment of its Art and Music facilities. The agreed fee was £80 per hour which was Calford Seaden's costs including indirect costs but did not include an element of profit. No further costs under this contract were incurred to the end of August 2017 (2016: £800) and there were no amounts outstanding at 31 August 2017 (2016: £800). However Calford Seaden LLP remains a related party by virtue of the fact that Jose Parody, a Governor, is a partner of Calford Seaden LLP. Mr Parody has an interest of around 9% in Calford Seaden LLP and therefore Calford Seaden LLP is not considered a connected party. Nevertheless, the transactions meets the letter and spirit of the Academies Financial Handbook 2016 3.2 Trading with Connected Parties.

The aggregate value of donations from Governors was £6,532 including gift aid (2016: £5,331).

