



REGISTRAR OF COMPANIES

2018 - 2019

TONBRIDGE GRAMMAR SCHOOL

THURSDAY



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COMPANIES HOUSE

**ANNUAL REPORT &
FINANCIAL STATEMENTS**

**COMPANY REGISTRATION
NUMBER 07455728**

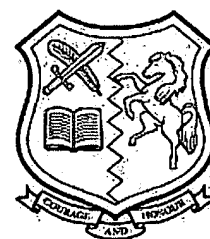
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Annual Report and Financial Statements – Year Ended 31 August 2019

The Governors of Tonbridge Grammar School ('the Academy' or 'the School') present their annual report together with the financial statements and the auditor's report of the charitable company for the period 1 September 2018 to 31 August 2019. 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 1,182 students on roll at the time of the School Census October 2019 (1,182 at October 2018).

The financial statements have been prepared in accordance with the accounting policies set out on pages 56 to 61 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).



Annual Report and Financial Statements – Year Ended 31 August 2019

Reference and administrative information

Tonbridge Grammar School Governing Body

Sally Dyson	Chair of Governors	
Laura Acosta	Staff Governor	Resigned 15 November 2019
Pippa Blackstone	Staff Governor	
Emily Ball		Appointed 1 September 2019
Fiona Conlan		Appointed 4 February 2019
Mark Davis		
Ruth Davis	Staff Governor	
Annette Doherty		
Steven Holdcroft		Resigned 2 January 2019
Suzy Hughes		Appointed 1 September 2018
Julie Humphryes		
Shami Iqbal		Appointed 11 December 2018
Rosemary Joyce	Head Teacher and Accounting Officer	
Michael Joyner		Resigned 24 November 2018
Mark Lavenstein		
Andrew Leale		Resigned 31 August 2019
Claire Lindridge		Appointed 1 September 2018
Jose Parody		
Richard Pryce		Appointed 11 December 2018
Nigel Stratton		
Jeremy Timms		
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 (Resigned 31 August 2019)

Company Name Tonbridge Grammar School

Company Registration Number 07455728 (England and Wales)

Principal and Registered Office Deakin Leas
Tonbridge
Kent
TN9 2JR

Independent Auditors

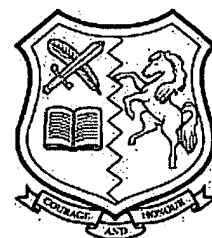
Buzzacott LLP
130 Wood Street
London
EC2V 6DL

Bankers

Lloyds Bank plc
121 High Street
Tonbridge
Kent TN9 1DB

Solicitors

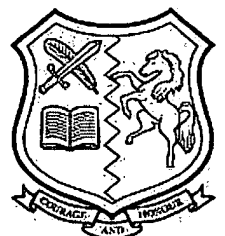
Browne Jacobson
Mowbray House
Castle Meadow Road
Nottingham NG2 1BJ



Foreword from the Chair of Governors and the Head Teacher

It gives us great pleasure to once again welcome you to the Annual Report of the Tonbridge Grammar School Academy Trust. Tonbridge Grammar School provides a stimulating and exciting learning environment where learning and well-being are equally valued and members of our community are nurtured to take full advantage of the opportunities available. We hope that reading this report provides a flavour of the quality and range of educational provision that our dedicated and hard working staff and students contribute to and enjoy.

Now in its third year following its launch in September 2016 our School vision has at its heart the belief that the education we provide should equip our students with skills that build confidence and resilience and support the development of every one of our students as responsible global citizens, engaged in the world and ready to make a positive difference. A strong sense of community is integral to this ambition and our students are encouraged to be active participants of Tonbridge Grammar School community and the wider community whether locally, nationally or indeed internationally. This year there have been a range of 'community' opportunities enabling our students to 'make their mark'. Year 7 students participated in the nationally organised 'Tenner Challenge' entrepreneurial competition. Individuals and groups applied their creativity and ingenuity to generate profits from an original £10 stake. At the end of four weeks, teams returned their initial capital stake and donated all profits from their fundraising to their chosen House Charities. Students raised over £2,000 for internationally focussed good causes through this process. In Year 9 students participated in our inaugural MYP Community Project. Students worked collaboratively to identify and address a problem within the community. Projects ranged from an informative book about the LGBTQ+ community, to a teacher appreciation box and a poster campaign on the importance of sleep. The Community Project enabled students to see how working collaboratively really can have an authentic positive impact on a community. Students in Year 10 and 11 have volunteered in the local community as part of the Duke of Edinburgh Bronze Award and the Year 11 volunteering programme. Sixth Form students have committed to completing a wide range of volunteering activities as part of Creativity Action and Service including fundraising and project work in Malawi with the charity Joshua Orphan and Community Care and have undertaken a range of important leadership and peer support roles within the School. The School Council has been active in initiating a campaign to remove disposable plastic cups from the canteen and their views have helped prioritise significant refurbishments to school toilets and an additional food outlet.

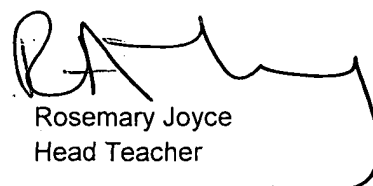


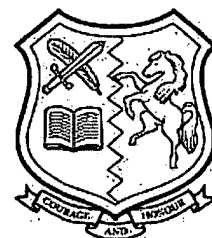
Foreword from the Chair of Governors and the Head Teacher

Once again the School celebrated outstanding academic attainment with students in Year 13 and Year 11 achieving excellent IB Diploma and GCSE results. All GCSE subjects were examined under the reformed GCSE framework which has raised the academic bar and introduced a top grade of 9 which sits above the threshold of an A*. Our results continue to demonstrate that TGS students are more than capable of responding to this challenge, achieving excellent outcomes. There is no doubt the attainment of our students reflects their hard work and commitment to their studies but also stands as testament to the outstanding commitment of our professional and dedicated staff. Once again TGS scored highly in the DfE progress measure confirming that not only do our students attain highly but they also make exceptional levels of progress. We were delighted that once again we were identified as the highest attaining state school in Kent at GCSE when the DfE released their analysis of school performance in October 2019. IB Diploma outcomes were strong with students achieving an average Diploma score of 36.

Although proud of our academic reputation, the achievement of our students measured by their academic progress and success is just a small part of what we are about. From the moment students join Tonbridge Grammar School we support each of them to be the best they can be, promoting and developing skills and qualities that underpin success in life. We are proud of our commitment to ensuring each of our students is real world ready through providing a wide range of experiences and opportunities to learn and grow beyond the conventional classroom learning. We are also very proud of our strong and growing community links including those we retain with past generations of TGS students. One feature of the wider experience for students this year has been the return of former students to the School to share their experience of life beyond TGS. Their stories have proved inspirational to current students. The generous legacy from former staff member Joy Debney is enabling the School to establish a sustainable fund that will ensure we are able to continue to support educational opportunity for all of our students through to the end of their sixth form experience. September 2018 brought the sad news of the death of Miss Barbara Mitchener, Headmistress at TGS from 1974 to 1990. Through her leadership of the School at a time of enormous educational change Miss Mitchener had a profound impact in shaping the lives and future direction of so many young women so we were delighted to welcome back so many alumni from Miss Mitchener's time to celebrate and remember her life at the memorial service which took place in November 2018. Students from Mitchener House supported the hosting of this event securing that bond between the past and present of our School.


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.

Public Benefit

The Academy aims to advance for the public benefit, education in the United Kingdom. The Governors have paid due regard to the guidance on public benefit published by the Charity Commission in deciding what activities the charity company should undertake.



Governors' Report (including the Strategic Report)

Tonbridge Grammar School Strategic Vision 2017 - 2022

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.



Governors' Report (including the Strategic Report)

TGS STRATEGIC PLAN 2017 – 2022

The Academy Strategic Plan has been devised to secure progress towards the strategic priorities identified in the School Vision. The TGS community experience sits at the heart of all elements of our strategic planning and delivery. Safeguarding and supporting student well-being are key priorities that underpin curricular and co-curricular development and delivery and the approaches taken by the School to teaching and learning. The School prioritises resourcing that assists in the delivery of the School's strategic priorities. The strategic plan is reviewed and updated annually.



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 programmes (STEAM Connecting Classrooms)

Build resilience, confidence and emotional literacy

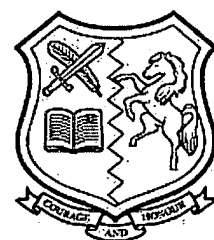
Enabling students to make healthy life choices, flourish and be happy

- 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



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 the 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
- Ensure TGS is a great place to work

Be entrepreneurial in securing resources to realise our aspirations

- Secure sustainable non General Annual Grant income from School Fund, lettings and grant applications
- Maintain and develop school facilities fit for 21st century learning – identify funding to support
- Diversify the income generation portfolio of strategies



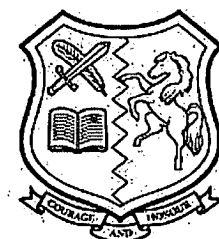
Governors' Report (including the Strategic Report)

Review of Strategic Objectives 2018 – 2019

Every Student to learn through real world engagement

Promoting collaboration, intellectual understanding and entrepreneurial endeavour

In its third year following the launch of our vision and strategic priorities the Academy continues its focus on promoting a learning experience centred on collaboration and the development of entrepreneurial approaches to learning within an ethos that values internationalism. In January the Academy completed the final stage of the MYP accreditation assessment with the IB. The visiting IB assessors were very complimentary about the School, the international mindedness of our students and the curriculum offered and confirmed we had exceeded the threshold for successful accreditation. Subject teams have continued to focus on the development and successful delivery of reformed GCSE courses. Following the first examination in English and Mathematics, summer 2017 and most other subjects first examination 2018, Drama and Design Technology were examined against the reformed GCSE framework for the first time. GCSE outcomes were once again strong with 51% of our reformed GCSE entries awarded a grade 9/8. Overall the results for our students were excellent. 32% of students gained 10 or more grades at 9 – 7. 82% achieved 5 or more at these top grades. The average points per entry was 7.37 equivalent to a strong grade A. Progress outcomes were 'well above' national average at 0.62 (DfE unvalidated). Further examination outcomes including those for the IB Diploma are reported on page 15. Curriculum enrichment and cross subject collaboration continued as a focus for MYP learning. The role of the Librarian has developed considerably over the year with particular attention on developing Library and Librarian support for research and development. The STEAM (Science, Technology, Engineering, Art and Mathematics) week for Year 8 ensured that students developed problem solving skills and collaborated in their learning beyond subject boundaries focusing on the challenges experienced by refugees. The Climate Change project with a school in New Caledonia has enabled students to focus on understanding and addressing real world problems as global citizens. Both activities have provided an authentic and powerful learning experience.



Governors' Report (including the Strategic Report)

Review of Strategic Objectives 2018 - 2019 (continued)

Build resilience, confidence and emotional literacy

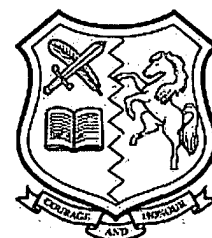
Enabling students to make healthy life choices, flourish and be happy

The Academy continues to focus on building the resilience, confidence and emotional literacy of students. Our participation in the National Lottery Funded 'Headstart' project has enabled the School to benefit from additional resources to support our resilience and emotional literacy development with access to analysis of resilience levels of our students, training of students as youth health champions and access to additional resources to support students in response to their individual needs. SAFE student activity (peer to peer well-being support) has been very positive, an increased number of students have engaged in the planning and delivery of HSEE and Safe Space has re-launched as SOFA talk. Resilience related learning in subjects continues to be developed and mindfulness as a core experience for students from Year 7 is embedded. Focus groups of students have engaged in policy and planning reviews linked to the School Council which have had impact in bringing about changes within school toilets and canteen facilities. Students involved in the TGS Inclusion and Diversity Group (TIDE) and Gender Sexuality Alliance (GSA) have worked with staff to develop a script around diversity. The health education programme continues to support health and well-being including mental health and stress management. A review of peer mentoring undertaken over the year has led to a plan to launch a fresh approach to peer mentoring in the Autumn with the first tranche of peer mentors trained in the summer term.

Strengthen our community

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

The Academy commitment to student community service initiatives through IB Diploma Creativity Action Service (CAS) and Year 11 voluntary service continues. Students have been involved in a wide range of activities including a sky dive, assemblies and food collections for a local food bank, participating in Bronze, Silver and Gold DofE community projects and providing sports coaching and leadership within school and in the wider community. Year 13 students have been involved in community projects with adults with learning difficulties including the West Kent College Prep 4 Life team and the Scotts Project Trust. Students have spent time at a host of local primary schools offering their time to enrich the lives of young children and made a significant contribution volunteering at a range of local charity shops. The leadership structure for House and Charities supports increased engagement in House and Charity activities with an international focus. The students visiting Malawi in the summer raised £21,000 for the charity Joshua Orphan and Community Care, all of which goes to support the building and resourcing of facilities that feed and educate orphaned children in Malawi. The Year 9 Community Project was launched for the first time and prompted some thoughtful projects to improve the TGS community. The Communications Officer appointed early in the academic year has had a significant impact on the communication of the TGS experience within and beyond the School. The website has been developed to reflect our vision and new and revised marketing materials are in development. One key area of focus has been to raise the profile of alumni to share their stories of life after TGS with our school community. A number of our alumni have returned to TGS during the year to speak directly to students about their career choices which has been a valuable development. The introduction of parent forums to discuss key elements of school development including assessment arrangements has continued this year and is proving valuable. Outcomes of the parent survey were very positive, showing increased satisfaction from a high base with feedback once again used by the School to identify further areas of focus for development in the forthcoming year.



Governors' Report (including the Strategic Report)

Review of Strategic Objectives 2018 - 2019 (continued)

Promote educational aspiration and social mobility

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

The Horizons initiative supporting aspiration and access to grammar schools for Pupil Premium children from local primary schools is now embedded and supported by annual visits to partner primary schools to promote the opportunity. The Horizons programme has been further enhanced with the provision of additional resources through the School's positive relationship with 'Right Tuition'. The second year of the Pupil Premium admissions criteria within the School's Admissions Policy initiated a modest response with one of the ten Pupil Premium places allocated. Further work to promote this initiative is ongoing following the appointment of a Pupil Premium Co-ordinator for the School. Having developed the Pupil Premium Promise to support disadvantaged students at TGS in Years 7 – 11 the Governors have worked to provide the resource to promote a similar scheme for students in the Sixth Form. The Sixth Form Promise benefits from income generated from the Debney Endowment Fund with preparatory work to arrange a suitable framework for this fund a key feature of the work of the Governors during the academic year.

Invest in world class professional development

Promoting best practice locally, nationally and internationally

The Academy continues to invest in accredited IB professional development for the Diploma and to support MYP development at the School. Training for new subjects, new Subject Leaders and revised curriculum specifications have been priorities. TGS continues as an active strategic partner within the local teaching school alliance (Kaizen) with senior staff at TGS leading key areas of teaching school strategy related to ITT and Research and Development. Opportunities for middle and senior leadership development through in house and nationally accredited professional development programmes has been a priority. Middle Leaders have successfully completed the National Professional Qualification for Senior Leadership (NPQSL). A bespoke in school programme for trainees and Newly Qualified Teachers (NQTs) has been supplemented by participation in SCITT and Kaizen training and development. The extensive in house professional development programme has supported all staff in developing approaches to learning through collaborative enquiry. Academy Days have supported time for team collaboration, whole staff and team training including Safeguarding, GDPR, Sharepoint and Autistic Spectrum Cognitions (ASC) training.



Governors' Report (including the Strategic Report)

Review of Strategic Objectives 2018 - 2019 (continued)

Be entrepreneurial in securing resources to realise our aspirations

Work to develop and embed a sustainable School Fund strategy has focussed on streamlining the process and communications including a review of the materials to promote School Fund. Take up continues to be a challenging area but the Academy recognises the impact that School Fund has on enriching the School experience including supporting Library developments and the role of the School Nurse in addition to enriching the wider curricular and extra curricular experience for all students at the School. In lettings there has been some success in increasing the range of lettings and increasing lettings during school holidays. These remain key areas of our sustainable lettings strategy. Work to develop the Charitable Incorporated Organisation as a vehicle to administer the Debney Endowment Fund has continued across the year. The School was successful in two CIF applications during the year with £441,321 of grant funding secured to complete the final phase of the School Fire Safety project and phase one of the heating improvement project converting the Academy oil fired boilers to gas.

The 2018 PTA TGS Winter Fair was one of the most successful in previous years. The Harry Potter theme this year was able to draw in an audience of all ages, with the Owl Display giving the whole day a truly authentic magical feel. Each TGS House ran its own stall to raise money for charity, and the range of ideas was varied, with the Quidditch game made by Fayerman House proving extremely popular with visitors. Other House stalls created their own versions of the Hogwarts Sorting Ceremony and a parody of Pin the Tail on the Donkey. All of the ideas were creative and engaging, providing an interactive experience for guests. Maisie Year 10



Governors' Report (including the Strategic Report)

Performance and Achievements

GCSE and IB Diploma outcomes for students were once again exceptionally strong. Year 11 achievements were excellent in the first year where all subjects were examined under the rigorous reformed GCSE framework. Our results show that TGS students are more than capable of responding to this challenge with 23% of our reformed GCSE entries awarded a grade 9. Overall the results were exceptionally strong. 32% gained 10 or more 9 - 7 grades. 82% achieved 5 or more GCSEs at these top grades. 51% of all GCSE results were at grade 9/8 and 74% at 9-7. The average points per entry was 7.37.

Mathematics results were once again exceptional with 83% of students achieving a grade 9 – 7 and 76% achieving grades 9 – 7 in at least one of their two English GCSEs.

Students also achieved exceptionally high grades in GCSE Sciences where 166 students completed examinations in each of the three natural sciences. The following figures show the number of 9 – 7 grades in each discipline; Biology 81%, Physics 83% and Chemistry 80%. Latin outcomes were notable with 84% of the 77 strong cohort achieving grades 9-7. History, Geography and Product Design outcomes were also exceptional with 86% of students gaining grades 9-7 in History, 81% in Geography and 98% in Product Design.

32 students completed the challenging AS equivalent Free Standing Mathematics Qualification (FSMQ) in addition to their GCSE Mathematics achieving a 100% pass rate with 84% of students achieving the top A grade. A further 28 students took Further Mathematics GCSE with 97% achieving grades 9 – 7.

The Diploma outcomes for our seventh all-IB Sixth Form cohort are once again exceptionally strong. One student achieved the maximum Diploma score of 45, an accolade achieved by only 273 world wide. Two students achieved 44 points with 28% of students achieving a score of 40 or more. 44% of this year's Diploma graduates achieved 38 or above. Overall the average Diploma score was 36 which exceeds the UK (35) and worldwide average (30). 60% of Higher and 62% of Standard grades in individual subjects were at grade 7 or 6. The average grade per subject was 5.62.

Attainment 8: 76.01
Progress 8: 0.62
5 - 9 - 5 GCSE: 99%
5 + 9 - 7: 82%
10+ 9 – 7: 32%
Maths Progress: 0.42
English Progress: 0.44
Ebacc Progress: 0.86

students awarded IB Diploma

Diploma Award Range: 26 - 45

Average Diploma pts: 36

28% achieved 40 + pts
44% achieved 38 + pts
achieved 35 + pts

1 student awarded 45 pts
2 students awarded 44 pts

73% placed at Russell Group universities

6 students to Oxbridge
21 students to Medicine
1 student to Dentistry
3 students to Veterinary Science

Popular University Destinations

Bristol (10) Durham (9) Exeter (9) Birmingham (7) Nottingham (7) Leeds (6) Kings (5) Cardiff (4) Reading (4) UEA (4) Bath (3) Cambridge (3) Newcastle (3) Oxford (3) York (3)



Governors' Report (including the Strategic Report)

Performance and Achievements (continued)

Performance Measures

Performance Measures

This is the fourth 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 76.01*. TGS was rated top out of Kent Schools for Attainment 8. Progress 8 is once again 'well above average' at 0.64*. TGS performs particularly highly in the Ebacc measures with 98.9% of pupils entered for the Ebacc and the Ebacc progress 8 score being 0.86. English and Maths progress continue to be strong at 0.44 and 0.42 respectively. At post 16, the DfE national measure calculation of the School's Diploma outcomes calculates our average equivalent per A level point score as 41.36 which is the equivalent** of a secure B grade on average at A level.

**Unvalidated performance data – figures do not include any uplift following successful enquiries on results.*

***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

TGS received funding for 18 Pupil Premium students in the academic year 2018/19. A range of highly personalised strategies to support individual students have been undertaken. There were three pupils in Year 11 eligible for Pupil Premium (disadvantaged).

The attainment 8 outcome for the two** PP pupils was 72.60* against a full cohort attainment 8 outcome of 76.01*.

The Progress 8 outcome was 0.48* against a full cohort Progress 8 outcome of 0.62*.

**Unvalidated performance data – figures do not include any uplift following successful enquiries on results.*

***Disadvantaged Progress 8 calculations exclude one Pupil Premium students for whom there is no Key Stage 2 data.*



Governors' Report (including the Strategic Report)

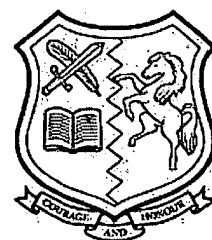
Performance and Achievements (continued)

Enrichment Opportunities

The Academy continues to ensure a wide range of extra-curricular enrichment opportunities are available to students to support and enhance the curriculum so students have a real world context to learning that extends beyond subject areas and offers an authentic international perspective. The majority of clubs take place at lunchtime to support full student participation. The array of clubs and extra curricular activities are many and various. Sports clubs include Netball, Football, Gym, Hockey, Cricket, Trampolining and Basketball. Arts clubs include a range of Choirs, Dance, a range of Orchestras and Swing Band. Other clubs range from Japanese, Mandarin and Spanish to Philosophy, Classics, the Attenborough Society and Christian Union. '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, bridge, sports coaching, dance, first aid and circus skills. All Year 7 students complete a programme of mindfulness as part of Action in Year 7 to support their personal development and well-being. Overall the 2018/19 Action programme provided 40 clubs run by professional providers and TGS Sixth Form students with Year 7 and 8 students taking up 328 places on food courses, 755 places in arts and crafts and 378 in sports. 62 students became first aiders and 92 had an amazing animal encounter!

A wide range of residential trips were offered during the year including reciprocal homestay exchanges with schools in France and Spain. Sixth Form students once again led a Maths Challenge to Holland. Over 100 students in Years 8, 10 and 12 participated in our annual ski trip. Student learning in Geography was enriched through the biannual visit to Iceland, with day and residential field trips enhancing learning in Geography, Biology, Visual Arts and History. In the summer Year 12 students travelled to Malawi as part of the annual Inspire Humanitarian project. The students raised over £21,000 in advance to fund the project in country and then assisted in the construction of a new feeding station and education centre for the local community. This summer also saw the first school trip to Japan for students in Years 10 to 12 which proved a wonderful and immersive linguistic and cultural experience.

The Duke of Edinburgh Bronze Award is exceptionally popular. Almost every Year 10 student participated and completed the award and in September the School launched the Silver DofE programme for Year 12. Year 7 and 9 summer camps supported team building and character development. Residential trips were supplemented by a wide range of day excursions and in school experiences designed to enhance learning across many subjects. Overall across the year there were 14 residential and 91 day trips. More than 570 travelled abroad with the School and 934 students took up places on our residential trips.



Governors' Report (including the Strategic Report)

Sporting Success

2018/19 was another successful sporting year for the Academy with considerable success locally, regionally and nationally for individual competitors and teams. Our Under 16 Netball team came third in the Kent County Schools Netball Finals and our Under 19 team were County winners and represented Kent in the London and South East Regional Finals coming 6th in a field dominated by independent schools. The TGS equestrian team members were successful in dressage and jumping competitions in the region and in the summer Year 9 and 10 students were 2nd in the Regional Finals of the Chance to Compete Cricket competition. The elite gymnasts were successful in regional competitions and represented the region at national gymnastic, acrobatic and tumbling competitions winning a range of medals. Katie Goodge in Year 11 represented English Schools in the Schools International Cross Country championship being part of the mixed relay team coming first in the competition. Alongside a range of competitive sporting opportunities the Sports department ran twenty different weekly sports clubs and training opportunities across the year. Interhouse sports competitions were a significant feature of each season and the annual gym display was once again a real highlight of the year. Sports Day, held at Tonbridge School, was a great success with record breaking performances across track and field. House spirit was much in evidence throughout the day with Arnold House triumphing by a close margin.



Governors' Report (including the Strategic Report)

STEM @ TGS

Opportunities for students to participate in enrichment activities in Science, Technology, Engineering and Mathematics included the national Lego league (all years), rocket car construction and racing (Year 7), Science and STEM clubs (Years 7 – 9) and MedSoc for senior students. Senior students also participated in Physics and Biology Olympiads. Students participated in the UKMT Maths Challenge with TGS hosting the event for other schools including local primary schools. Specific activities and achievements during the year include:

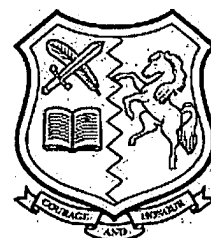
- TGS STIXX – a fun and innovative project to engage and increase STEM understanding amongst students at secondary and primary school. The STIXX project has supported learning in all years including Year 8 STEAM week and as part of our Horizons primary outreach.
- College George Baudoux, New Caledonia and TGS Climate Change project – conference with key note speaker Dr Kevin Austin Deputy Executive Director at C40 (a network of the world's megacities committed to addressing climate change). This forms part of an ongoing climate change project which students from both schools have undertaken over a number of months using technology to connect classrooms across the world.
- National Lego League – Year 7 team won the Lego League 2018 for Kent and Medway Judges Award in the world's largest research and robotics tournament at the University of Kent. The team built, tested and programmed an autonomous robot to solve tasks on a special playing field. They also worked together to research and develop an innovative solution to the problem of space junk.
- Two Year 8 students participated in the national CyberFirst Girls Competition organised by the National Cyber Security Centre (part of GCHQ). Over 8,000 girls aged 13 – 15 took part and TGS students came 11th in the country just missing out on the final stages of the competition but being invited to participate in a CyberFirst Girls' course in Oxford.
- Year 12 Psychology students visited UCL's Wellcome Trust Centre for Neuroimaging and spoke with scientists and clinicians from UCL about their work.
- TGS team participated in the inaugural Barton Science Centre competition at Tonbridge School coming 4th overall.
- Dr Harriette Pearson, alumna, spoke to MedSoc about her work as a Doctor.



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 the world of the Classics was brought to life with TGS' very own rendition of the Odyssey. The popularity of recreational dance at TGS continues to grow with competitions and performances to showcase achievements at school events. In March the Year 7 and 8 Dance team won through to the National Finals of the Big Dance Off. The School held highly impressive exhibitions for GCSE and IB Diploma Art, taking over retail space in Tunbridge Wells to bring our IB art exhibition to the wider community. Alongside the School's Christmas and Spring concerts there were informal concerts for junior and senior students to promote confidence and performance skills. Our musical partnership with Barnardo's continues. The TGS Spring Concert featured a feast of musical entertainment from the well established choral singing of the three school choirs to orchestral music by Tchaikovsky and Beethoven to African Drumming, Salsa and Reggae. This year TGS invited students from the Meadows Barnardo's School in Southborough to participate in the concert and two African Drumming workshops in the run up. TGS Choirs performed at the Barnardo's Carol Concert at Southwark Cathedral. The Cantores Choir has been involved in a range of concerts including performances with the Tunbridge Wells Orpheus Male Voice Choir. The Motet Choir were successful semi finalists in the BBC Choir of the Year competition and finalists in the Barnardo's Choir of the Year competition. Foundation Day featured a range of individual and group performances on our open air stage culminating in the whole School coming together to perform a Zumba dance.



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. TGS was the top performing Kent School according to the DfE 'Attainment 8' measure (unvalidated data) with the Progress 8 measure once again demonstrating that 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 all subjects. Progress in English, Maths and the Ebacc is also strong with scores of 0.44*, 0.42* and 0.86* respectively (* unvalidated performance data). Attainment outcomes for Diploma students were exceptionally high with an average point score of 36 and a Diploma Award 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 expected levels of progress. The exceptionally strong attainment outcomes for our students meant that 77% of students gained a place at their firm choice university with 73% of students taking up places at Russell Group universities (including Oxbridge and medicine).

The IB Art Exhibition Visitors Book showed just how much visitors enjoyed the students' art work, with responses and reactions from visitors from Sevenoaks to Italy, Tunbridge Wells to LA!

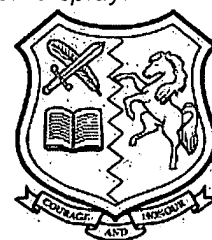
'Beautiful, creative and inspiring works. I'm so impressed by the knowledge, understanding and the different materials used.'

'A total feast for the eyes and the mind.'

'Some of the concepts really made me think.'

'I am so impressed and inspired by the creativity and messages on display.'

'The work is amazing, we would buy several pieces. The standard is so high the concepts work so well. Inspirational. Well done all of you.'



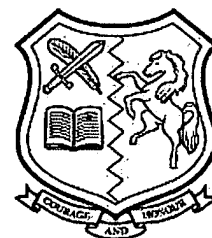
Governors' Report (including the Strategic Report)

Key Performance Indicators (continued)

- ◆ Pupil Attendance The Academy recognises the link between high levels of attendance and success. Whole school and individual student attendance is monitored and recognised through awarding House points to Learning Communities with the highest levels of attendance. At the end of the academic year attendance certificates are awarded to students achieving full attendance annually. Attendance in Years 7 to 10 in 2018/19 was once again 96.6%. Attendance in Year 11 and the Sixth Form is strong although the inclusion of study leave during public examinations in authorised absence distorts the attendance figures. Authorised non attendance is predominantly due to illness and other authorised absence including absence for national sporting activities, religious festivals and university visits including interviews. Unauthorised absence is minimal, 0.6% across Years 7 – 13 and includes absence for unauthorised holiday and absence for Climate Strike protests. The policy of the Academy is to authorise holiday during term time only where the Head Teacher considers the reason for this is 'exceptional'. The Academy monitors individually each student where termly attendance falls below 90%. Where unexplained patterns of absence are identified the well-being team work with the student, parents and external agencies (as appropriate) to support them.
- ◆ 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 an induction day for prospective students at the end of Year 11. For September 2019 entry these activities have supported the Academy to retain 57% of the Year 11 cohort along with the recruitment of 41 new joiners to the School. The retention figure shows a slight decrease from 2018. The slight drop in retention is disappointing and reflects an increasingly competitive post 16 market locally where for financial reasons a number of high performing local schools have increased their intake of new joiners at a time when the overall demographic profile for post 16 transfer year has not yet increased. It has been further affected by a change to the admissions policy of another local competitor school. Overall the market for sixth form recruitment is highly competitive. 32% of those holding offers to join TGS in Year 12 took up their place in September. This represents a consistent completion rate of new joiners with offers to take up over recent years. The total number of new joiner applicants and offer holders was down on the previous year but the retention rate and number of students joining TGS has held despite this drop. The Academy has reviewed existing recruitment strategies and presented some differences in the approach for September 2020 entry. The Academy will continue to implement positive strategies to retain our own students and recruit new joiners whilst ensuring appropriate academic standards are retained. The School continues to aspire to its ambitious target of 70% retention. The Academy set its on roll target for Year 12 September 2019 at 140 and has realised this target.

"I really enjoyed myself at the stepping out walk as it gave me a valuable insight into the lives of those who suffer from diseases such as Dementia or Alzheimer's as well as from those who care for people living with their conditions. At first, I was apprehensive with what to expect on my first walk with the group however after mingling with people I became aware it was just like my walk up to the station and the people I was meeting had lived such interesting and full lives that the hour and a half walk went past in a blur. The trip has helped me understand more about what to expect when dealing with people who need carers as well as increase my respect for the self-less people who help and guide people through their lives."

Year 12 TGS Student



Governors' Report (including the Strategic Report)

Key Performance Indicators (continued)

- ◆ For financial planning, 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 student teacher ratios, average class sizes, contact ratios, average teaching salary and the percentage of GAG spent on teaching. The Academy undertakes benchmarking analysis of key areas of resourcing and expenditure and uses this analysis to inform strategic resource planning.

"When we arrived (Kent and Medway First Lego League Competition), we went straight to our first competition round, where we had lots of fun seeing our robot's programming come to life on the competition table. We had a short break then went to give our presentation on the problems of space junk and how to solve it. We had loads of fun showing our presentation to the judges and answering their questions! We had another round at the competition tables and we learnt from our mistakes last time and improved a lot. After all the excitement of the competition it was time to find out how we did. We went in knowing we had very tough competition, but we tried our absolute best. The fourth trophy was the judges' award for a team that improvises and overcomes a difficult situation. When the announcer called us up we couldn't believe it! We were all so happy it was a real effort to contain ourselves for the duration of the speech. We were all so excited on the way home in the bus, as well as our trophy all the teams got medals and certificates to keep. It was a great experience for everyone on the team!"

Isabel, Amber and Beatrice Year 7



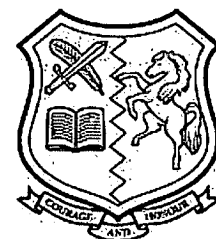
Governors' Report (including the Strategic Report)

Financial Review

During the year ended 31 August 2019, total income was £7,122,000 (2018: £8,062,000) and total expenditure was £7,333,000 (2018: £7,531,000), giving net expenditure before gains and losses on investment assets of £(211,000) (2018: net income £531,000). After taking into account £2,000 gains on the revaluation of investments (2018: £2,000) and £343,000 actuarial loss on defined benefit pension fund (2018: actuarial gain £393,000), the deficit for the year was £552,000 (2018: surplus £926,000), resulting in a decrease in net assets from £11,757,000 at the end of 2018 to £11,205,000 at 31 August 2019. 2018 included a legacy of £1,150,000, excluding which the result for 2018 was a deficit of £224,000. The operational surplus excluding fixed assets, pension adjustments and designated funds was £3,000 (2018: deficit £239,000).

General Annual Grant ("GAG") income was £5,391,000 (2018: £5,040,000) and expenditure was £5,348,000 (2018: £5,154,000) giving net expenditure of £43,000 (2018: net expenditure £114,000). The increase in GAG income reflects the implementation of the National Funding Formula, in particular the introduction of the Minimum Funding Level which for 11-16 year olds was £4,500 in Kent. Costs were higher than last year mostly in staff and premises costs. £73,000 of GAG was spent on fixed assets and transferred to the restricted fixed asset fund and £22,000 was transferred from GAG for energy efficiency savings to repay Salix loans, resulting in £52,000 GAG deficit after taking into account GAG funds brought forward which was made good from unrestricted funds.

Capital income was £568,000 (2018: £799,000) reflecting £441,000 grants from the Condition Improvement Fund ("CIF"), £25,000 Devolved Formula Capital, £62,000 Additional Capital Funding and £40,000 private donations for the Science refurbishment and ongoing school improvements. Capital expenditure was £768,000 (2018: £1,301,000) reflecting £174,000 spending on the CIF projects including finishing CIF projects from 2018, of which £20,000 was self-funded, depreciation and amortisation of £570,000 and other capital spending of £24,000; one of the CIF projects was partially funded by a £94,000 Salix loan and a £22,000 CIF loan. £131,000 of fixed assets were transferred from GAG or other restricted funds and £22,000 was transferred from GAG from energy efficiencies to repay Salix loans.



Governors' Report (including the Strategic Report)

Financial Review (continued)

Other restricted funds including Pupil Premium, other ESFA grants (including Teachers' Pay Grant) and Local Authority grants provided income of £949,000 (2018: £954,000), out of which spending was £926,000 (2018: £823,000). £58,000 of restricted funds was spent on fixed assets and transferred to the restricted fixed asset fund. There was £2,000 gain on investment assets.

The pension reserve was a deficit of £2,050,000 at the end of 2019, an increase of £561,000 since the end of 2018; of the £561,000 change in the deficit, £218,000 has been recognised in expenditure and £343,000 as actuarial losses. The movements in the pension liability over recent years are mostly due to movements in the discount rate based on 23-year corporate bonds (2019: 1.85%, 2018: 2.65%, 2017: 2.6%, 2016: 2.2%). 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 investment strategy of the pension fund, rather than solely on the yields of corporate bonds. The LGPS scheme is currently undergoing its three-yearly valuation at 31 March 2019 as a result of which the employer contribution rate, currently 20%, is provisionally expected to increase to 22.5% with effect from 1 April 2020.

Income from unrestricted funds was £214,000 (2018: £1,269,000), of which £40,000 was received from legacies and £13,000 was interest income, and has been designated by the Governors to provide student bursaries and for other educational purposes. £73,000 (2018: £38,000) of unrestricted income was expended, mostly on staff costs and agency costs funded by staff absence insurance claims and staff consultancy.

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 free 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 2019, the Academy's net assets were £11,205,000 (2018: £11,757,000).

Of these, restricted fixed assets funds were £11,093,000 (2018: £11,140,000), of which £11,179,000 (2018: £11,068,000) could only be realised by the disposal of intangible and tangible fixed assets, £(299,000) (2018: £(193,000)) was the Salix loans and £213,000 (2018: £265,000) was held in cash restricted for fixed asset investment, including unspent CIF grants for which there were capital commitments of £116,000. The remaining £97,000 relates to £76,000 donations given specifically for the all-weather pitch and other school improvement projects, £12,000 efficiency savings to make Salix repayments on 1 September 2019 and £9,000 unspent Additional Capital Grant and other ESFA capital grants.

GAG restricted reserves were £nil (2018: £nil).

Other restricted reserves were £430,000 (2018: £463,000), of which £82,000 (2018: £79,000) belonged to Fayerman Scholarships and £69,000 (2018: £68,000) was restricted to student bursaries and were not available for the Governors to use for the general purposes of the Academy. After allowing for £8,000 received in 2018/19 which are budgeted to be spent in 2019/20 and £80,000 reserve requirement held to ensure the Academy is able to meet committed expenditure in the event of a fall in donations, the Governors plan to spend surplus funds of £177,000 on projects consistent with the restrictions with which the donations were made.

The pension deficit reserve was a deficit of £2,050,000 (2018: £1,489,000); 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 unrestricted reserves held in general funds was £529,000 (2018: £493,000). Unrestricted general funds were used during the year to meet the deficit on GAG restricted fund. The unrestricted designated fund was £1,203,000 (2018: £1,150,000) representing the legacy received in 2017/18, a further £39,500 received as residual legatee in 2018/19 and interest income, which the Governors intend to use for student bursaries and other educational purposes.

The total of restricted general funds (excluding pension reserves) plus unrestricted general funds was £959,000 (2018: £956,000) of which £82,000 belonged to Fayerman Scholarships and £69,000 was restricted for use for student bursaries, giving reserves which were available for the general purposes of the Academy of £808,000. The Governors consider that reserves are required for the following purposes:

- Budgets from 2019/20 to 2022/23 are expected to broadly balance. However a contingency is held to cover the uncertainty of the future funding, the likelihood of increased public sector pay and the ongoing commitment of government funding in the form of Teachers' Pay Grant and Teachers' Pension Grant.
- 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 continue should voluntary donations subside.
- A reserve to find replacement hirers if significant hirers terminate their agreements.



Governors' Report (including the Strategic Report)

Reserves Policy (continued)

The Governors' assessment of these amounts to a reserve requirement of £600,000. The current level of available reserves is £208,000 higher than this ongoing requirement. The surplus funds are mostly held in School fund, donations to which were given to enrich the educational experience of students. The Governors' plans for this, consistent with the restrictions with which the donations were given, are to improve Science facilities, Outdoor facilities and dining facilities.

In addition to the above, the Academy was also holding net current assets of £213,000 in restricted fixed asset funds. This mostly relates to CIF projects which had not been completed by 31 August 2019 and for which there were capital commitments of £116,000. There were £76,000 residual funds from the School's fundraising campaign to improve its outdoor sports facilities and other school improvements. The remaining £21,000 relates to £12,000 Salix loan repayments due on 1 September 2019 and unspent Government capital funding of £9,000, mostly Additional Capital Grant received in February 2019.

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

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. Most cash is held in interest bearing current accounts with the Academy's banker Lloyds Bank plc; at the end of August 2019, £1,827,000 (2018: £1,770,000) was held in an instant access savings account and a notice deposit account with another major UK institution. This includes the £1,189,500 legacy. 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. Through this process the Governors and Senior Leaders identify, develop and implement a range of strategies to mitigate risk and identify the top risks requiring their specific focus to mitigate risk and monitor impact.

Revisions and additions were made to the existing and comprehensive Academy Risk Register and following a review of the full Risk Register the most significant risks to the Academy were identified as:

1. Health and Safety risks associated with fire on the premises;
2. Non compliance with EU General Data Protection Regulation new legislation from May 2018;
3. Impact on GAG income of insufficient recruitment of learners to the Sixth Form;
4. High dependency on one main income source (GAG);
5. GAG income fails to maintain pace with imposed cost of living pressures;
6. Failure to ensure sufficient reserves to cover identified financing needs over the planning period;
7. Increased safeguarding risks for students during trips and offsite activities;
8. Hirers of Academy facilities fail to comply with statutory duties regarding safeguarding and health and safety;
9. Contractor working at Academy in breach of safeguarding requirements;
10. Pupils or staff with identified medical conditions suffering an allergic reaction;
11. Risk of exposure of staff / students to unacceptable health and safety risks or hazards when taking part in off site Academy sponsored activity;
12. Detriment caused to the Academy by leaving EU including immediate impact of Brexit resolution.

"The sun was shining down on what was to be one of TGS' best Sports Days. Years 7-10 and 12 were raring to go as they lined up beside the track in their 6 Houses - Arnold, Carey, Debney, Fayerman, Mitchener and Taylor. The day began with the whole school participating in a fantastic Zumba warm up. The brand new House Mascots directed the moves and set the atmosphere alight. Everyone was gearing to go! The track and field events were a huge success as competitors smashed records, with students and teachers excitedly supporting and celebrating their house's individual victories. Despite the warm weather, the Mascots continued to cheer throughout the day too! The house spirit was well and truly alive. As the day came to a close, there was one final event: the mascot race. Each mascot completed the 100m sprint as everyone eagerly cheered for their mascot as they ran to the finish line. But soon after, the results revealed that Arnold had successfully won - but only by a slim 5 points! A close win, yet well deserved. After a wonderful day of sporting success, the entire school left with a smile on their faces - including the mascots!"

Anneka Year 12



Governors' Report (including the Strategic Report)

Principal Risks and Uncertainties (continued)

Health and Safety – Fire (Risk 1)

To mitigate this risk the Academy commissions regular independent specialist Fire Health and Safety Reports and follows recommendations where risk to life or property are identified. The report commissioned in 2017 highlighted older buildings were not compliant with the latest fire safety expectations. The Academy assessed the work required and planned a phased programme to complete the works making application to the CIF ESFA fund for grants to support. Phase 1 to address 'threat to life' improvements was completed in September 2018 supported by a CIF grant. Phase 2 to address 'threat to buildings' was completed in September 2019 supported by a CIF grant. All areas of the specialist Fire Health and Safety Report commissioned in 2017 identified as requiring to be addressed have now been completed. A new specialist Fire Health and Safety Report has been commissioned for Autumn 2019. In addition to this work additional ongoing actions to mitigate risk include: contracting a professional BAFE registered fire alarm company to maintain the system to required regulation standard and a contract for fire extinguisher testing and replacement. Weekly fire alarm tests are conducted and regular fire evacuations completed no less than three times annually. Staff identified as Fire Marshalls receive specialist training. Monthly inspections of fire escapes and emergency lighting are conducted.



Governors' Report (including the Strategic Report)

Principal Risks and Uncertainties (continued)

Non Compliance with GDPR (Risk 2)

The new General Data Protection Regulation came into force in May 2018. To mitigate against risks associated with non compliance the School has contracted a specialist consultancy service to assist in audit and management of GDPR compliance. A preliminary audit was completed in consultation with the contracted advisors and an action plan drawn up identifying priorities. Identified actions have been incorporated into strategic and team plans and policies reviewed and revised as required in consultation with our advisors. Progress on the action plan is reviewed by the specialist consultancy service twice yearly and presented to governors. All staff have received training on GDPR requirements and responsibilities. School MIS have been revised to support security of data and staff issued with secure laptops for working off site. Withdrawal of use of external drives and data sticks introduced from September 2019. New protocols around emailing and downloading documents that identify individual students or staff are in place. The School has appointed an external data protection officer to ensure there is no conflict of interest. The School maintains a data breach register and a near miss register and reviews any potential breach internally in order to improve school processes, as well as referring breaches to the DPO and the Information Commissioner's Office where appropriate.

Financial Risks (Risks 3-6)

The Academy is heavily oversubscribed in Year 7 and continues to be popular in a competitive post 16 market. The Academy promotes the distinctive post 16 curriculum and the recognised quality of educational provision offered which ensures the Academy remains an attractive post 16 destination supporting good retention and recruitment. The Academy has an active student marketing and recruitment strategy for the Sixth Form. Curriculum planning takes account of student course choices at GCSE and IB Diploma thereby ensuring subjects available are viable. Academy budget planning is based on a prudent and realistic assessment of future pupil numbers.

The Academy reviews the cost of curriculum provision annually prior to determining the curriculum offer and identifies the financial viability of the proposed curriculum taking account of an assessment of viable group size. Decisions on the full range of subjects within the curriculum offer are carefully reviewed and revised subject to projected numbers. Class sizes in Years 7 – 9 have been increased to 30 students with further revisions to classes in Year 10 to secure greater efficiency.



Governors' Report (including the Strategic Report)

Principal Risks and Uncertainties (continued)

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. In 2017/18 the Head Teacher and Governors further revised and agreed a plan from 2016/17 to reduce the costs of the Senior Leadership Team over the next five years. This resulted in a temporary reduction in SLT staff (and associated costs) from September 2016. A restructure to secure a permanent reduction in the size of the SLT and associated costs was implemented for September 2018. A further reduction in SLT and associated costs was implemented for September 2019 with a further reduction planned for September 2021. Financial projections take account of known changes to grant funding to ensure realistic income projection and consider impact of changes in grant allocation. The School has a strategy to secure additional income streams to provide additional income beyond GAG to include; school fund, lettings, grant applications and additional revenue generation from sponsorship and legacy/alumni donations. The regularity, level and use of these additional income streams are kept under review by the Finance and General Purposes Committee. The Academy holds reserves to mitigate the risk of unfunded cost pressures arising, for example, from STPRB recommendations on pay awards and increases to employer pension costs. A reserves policy is in place and reviewed annually to ensure appropriate levels of reserve are in place. The level of reserves is monitored on a regular basis by the Finance and General Purposes Committee.

Safeguarding and Health and Safety – Trips and Outside Activities (Risks 7 and 11)

The Governors recognise that off site activities including high risk residentials (such as ski trips, homestays and overseas trips to challenging locations) expose students to increased risks of both a safeguarding and health and safety nature. To mitigate these risks the School has robust policies in place that are reviewed and revised on a regular basis. The Safeguarding Policy (revised annually) includes additional guidance for staff leading any residential activity. The Designated Safeguarding Lead (DSL) meets with all residential visit leaders to consider safeguarding risks and mitigating action required in advance of the residential. An e-briefing related to safeguarding duties and responsibilities is required of all staff participating in a residential with confirmation of completion to the trip leader required. The Educational Visits Policy includes a section on safeguarding which cross references to the Safeguarding Policy and Health and Safety. Latest recommendations on the planning and management of homestays to secure safeguarding has been adopted and is reflected in the Safeguarding section of the Educational Visits Policy. All residentials require KCC Outdoor Education Visit approval which includes appropriate vetting of external visit providers other than those pre-approved by KCC Outdoor Education. All trips require full risk assessments (taking account of both



Governors' Report (including the Strategic Report)

Principal Risks and Uncertainties (continued)

safeguarding and health and safety) to be completed by the trip leader which are then reviewed and approved by the appointed Educational Visits Co-ordinator. Academy systems and procedures are scrutinised by a Governor with educational visits responsibility and another with safeguarding responsibilities.

Safeguarding and the External Use of School Facilities (Risk 8)

The Academy understands its responsibilities to ensure that any third party hiring the School's facilities must abide by their safeguarding obligations. The Academy further recognises that any failure in the safeguarding arrangements of third party hirers will expose 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 requiring all individuals / organisations letting school facilities to comply with safeguarding requirements and responsibilities. All hirers must confirm by letter addressed to the Governors that supervising adults working with children have current DBS checks and all correct safeguarding policies are in place. A record of these is available for the safeguarding governor to inspect during review visits. Academy facilities and estates staff remain on site throughout all School lettings.

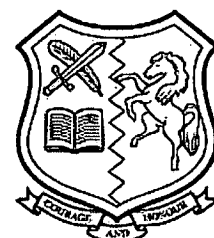
Contractor Breach of Safeguarding Requirements (Risk 9)

To mitigate the risk of contractors being unaware of the safeguarding requirements whilst working on the Academy site or not taking appropriate action to secure these requirements the Academy has a safeguarding clause in all its contracts for services that bring external personnel onto the site. Where it is known that contractors are on site for an extended period (planned building and maintenance work) the DSL provides a safeguarding briefing to the supervisor to ensure they are fully aware of the safeguarding requirements and expectations. All contractors accessing the Academy site are issued with a contractors' code of conduct. Contractors without DBS clearance must be supervised by a DBS approved foreman (or TGS staff where appropriate) at all times and/or work in a designated compound as agreed by the School. Colour coded lanyards are worn to designate whether an individual has the safeguarding clearance to be unsupervised on the Academy site. Where a contractor is in breach of the DBS requirements they will be instructed to leave the site until the arrangements can be regularised in accordance with their contract.

"Here at TGS we have multiple students who are aspiring to go into the medical industry in the future. Year 10-13 were lucky enough to receive a visit from ex-student, Harriette Pearson, who is now a fully qualified doctor, and listen to her talk about her experience so far. In her lunchtime lecture, we learnt about many aspects of her life as a doctor and what it has taken for her to get this far. She discussed her experience in the sixth form at TGS and how the IB prepared her for university life. We were all greatly reassured as she emphasised how useful the IB was when managing the work load and the independent learning style that she experienced at university, as well as how it was helpful when adapting to the fast paced, persistent life of a medicine student. She explained that throughout her time in sixth form doing the IB she obtained many valuable skills that set her aside from other students allowing her to transition and cope with university life better than others. Dr Pearson also helpfully advised us on the interview process and provided many useful tips that she had used to succeed in them.

Another aspect of her lecture was a diary entry of her day at work the previous day. We found it extremely insightful as she gave a neutral insight into the life of a doctor. As hopeful medical students many of us agreed that it was "refreshing to have an honest unbiased opinion on a doctor's life that hasn't been glorified and unrealistically portrayed". (Ellie, year 12). She explained to us the highs and lows of the job and highlighted that although being a doctor and helping people can be a highly rewarding responsibility, it can also take a toll on your mental health and that that is something that you as a person will need to learn to manage."

Lucie and Emily Year 12



Governors' Report (including the Strategic Report)

Principal Risks and Uncertainties (continued)

Pupils or staff with identified medical conditions suffering an allergic reaction (Risk 10)

The Academy has a clear policy for supporting students with medical needs setting out roles, responsibilities and emergency procedures. The Academy employs a qualified Nurse to advise on medical needs review and implement appropriate procedures and advise/provide training. Appointed first aiders supplement the School Nurse with further support staff receiving EpiPen training. The Academy contracts out catering to an external provider who is required to remain fully compliant with regulations around food and allergens. All staff are provided with written information and guidance around allergens and there are additional risk assessments for students with identified requirements including individual arrangements for Academy trips and residential activities. Any staff with identified medical conditions at risk of significant allergic reaction are referred to Occupational Health for additional advice and guidance on how best to be supported at work.

Detriment caused to the School by leaving EU including immediate impact of Brexit resolution (Risk 12)

The Academy has taken account of the advice and guidance issued by the ESFA and Kent County Council with regard to preparations for leaving the EU including a no deal Brexit. The Academy's caterers have been asked to review and confirm the availability of appropriate food supplies in the event of disruption to imported goods. Staff have been asked to advise on the likely impact of road disruption caused by delays at the ports on their journey to work. The Academy's HR consultants are advising on the impact on retention and recruitment of current EU staff. Existing EU staff have already completed their application process for settled status with some in receipt and other applications in process.

On the 30th November 2018, delegates from all across the world (well county, but with international views) gathered together at the Assembly Halls. TGS had the task of representing the USA, Israel and India in the Refugee and Migrants Council, Environment Council and Security Council. Opening speeches, ranging from the humorous to deadly serious, were given by each country. As the Security representative for Israel, the committee was full of intense debate. All of the delegates were knowledgeable, and the Chairs had a tough time keeping the debates to the time limit. After this, the emergency resolution was issued. Certain countries went down the diplomatic route, while others decided that bribes were the way forward. This final debate had a particular focus on human rights and numerous countries were called upon to justify their actions. Before we left, the Chairs gave their closing remarks and the awards to delegates were presented. Throughout the debates, we had to respond to other delegates while also ensuring our knowledge was as current as possible, which took some delicate multi-tasking! The lead up to MUNGA contained a lot of hard work, planning and organisation which in turn allowed us to develop skills in research, communication and presentation. As someone who aspires to become a diplomat, all of these qualities will be invaluable in the future and MUNGA has demonstrated how rewarding yet challenging diplomacy is.

Amelia Year 12



Governors' Report (including the Strategic Report)

Fundraising

The Academy engages in regular fundraising to support curriculum enrichment, opportunities to learn beyond the classroom and the School's ability to offer a wide range of extra curricular activities accessible to all students. Fundraising also supports identified capital fundraising projects that improve and enhance school facilities for the benefit of the whole school community. Income from fundraising does not finance basic school need which is covered by grant funding. All fundraising practices are strictly compliant with the most recent legislation around fundraising. The School does not employ professional fundraisers to operate on its behalf. The fundraising activities of the Academy are kept under review by the Governors who ensure that all funds are spent in accordance with the intended purpose stated.

The Development Fund: As members of the School community parents and carers are invited to participate in the School's annual Development Fund. Parental engagement is invited as both an expression of interest and/or a voluntary financial contribution. There is no prescribed requirement to give, prescribed amount or method of giving. The confidentiality of parent donors is strictly maintained and not disclosed to the wider body of staff (including the Head Teacher). There is scrupulously no educational advantage expected or given to children of donor parents. All parents and carers in the TGS community are kept up to date with how the funds donated annually are used to enrich and enhance the learning environment for all students at the School.

Capital Fundraising: On occasion the School conducts a capital fundraising campaign targeted towards a specific capital project. Parents along with alumni and former staff and parents who have maintained contact with the School through registering on our alumni portal may be invited to contribute. There is scrupulously no educational advantage expected or given to children of donating adults. All parents and carers in the TGS community are kept up to date with the progress of the Capital Fundraising project. Alumni are informed through the alumni website and have the option to unsubscribe.

Parental or other complaints about fundraising can be addressed through the School's Complaints Policy which is available on the School website. No complaints have been received.

The ceremony at the Menin Gate was awe-inspiring and an honour to be able to participate in. To stand and wait in silence as the ceremony took place all around us, echoing around the huge stone monument, really put into perspective just how many people were missing from the war, even though only a fraction were represented on this one monument. This was so humbling and I was honoured to have been chosen to lay the wreath from our school, showing our due respect and pride for those who we knew, and those that we did not, who gave their lives for ours.

Rosie Year 10



Governors' Report (including the Strategic Report)

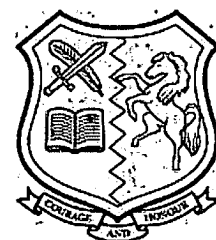
Plans for Future Periods

Strategic objectives for the forthcoming year include:

Strand One:

Develop opportunities for every student to learn through real world engagement – promoting collaboration, intellectual understanding and entrepreneurial endeavour

Skills for 21st Century Learning
Embed real world learning using local and global contexts
Embed feedforward as tool to develop resilient and self directed learners
Embed collaborative enquiry to build emotional intelligence and social, communication and research skills
Consistent Learning Experience So Every Student Counts
Ensure the student's learning experience is outstanding and consistent across the School
Ensure a high standard of behaviour for learning is expected and upheld
Reduce negative differentials in subgroup performance through timely interventions
Coherent Curriculum that Increases Life Chances and Opportunities for All
Ensure the curriculum provides a coherent 7 year experience that increases life chances and opportunities for every student
Inclusive and Sustainable Curriculum
Deepen real world understanding by learning from experts and first hand learning by experience
Develop community through the introduction of co-ordinated whole school themes
Develop a sustainable approach to entrepreneurial skills and the wider understanding of the world of work



Governors' Report (including the Strategic Report)

Plans for Future Periods (continued)

Strand Two:

Build the resilience and confidence of every student so they have the emotional literacy to make healthy life choices, flourish and be happy

A Sustainable and Holistic School Wide Approach to Resilience – securing opportunities for students to contribute and building academic buoyancy
Ensure the HSEE programme promotes student well-being and develops resilience in learning and for life experiences
Develop a whole school approach to the development of effective study skills
Ensure the wider school experience (learning beyond the classroom) provides opportunities to develop resilience
Develop Student Participation in the Running of the School
Develop the School Council so all students have a voice
Develop Peer Support Structures so Students Support Each Other
Develop a whole school approach to service learning that engages all students
Embed the House system to reflect all aspects of the School experience

Strand Three:

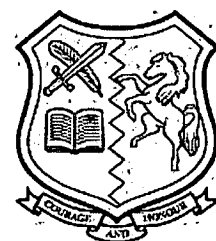
Strengthen our community – securing strong collaborative relationships with parents, alumni and the wider community

Strengthen the long term engagement with the School
Strengthen the long term engagement with the School through the TGS Community Network
Establish societies for Arts, Sport and STEM
Develop Clear and Effective Communication
Improve communications within our school community by exploiting technology
Celebrate the TGS experience within and beyond the School community
Develop Systems for Active Parental Engagement
Embed parent voice in school self review and decision making
Embed opportunities for HSEE support to parents

Strand Four:

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

Support Social Mobility
Embed pupil premium admissions criteria 7 - 11
Embed pupil premium strategy to ensure all students have equal access to the full school experience
Implement the Sixth Form Promise to enable all students to fully participate in the Sixth Form and prepare for further study



Governors' Report (including the Strategic Report)

Plans for Future Periods (continued)

Strand Five:

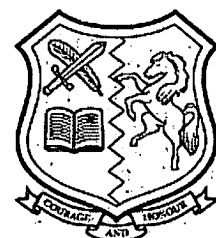
Invest in world class professional development – promoting best practice locally, nationally and internationally

Establish a Leadership Development Programme
Embed a structure of leadership development to support aspiration to middle and senior leadership
Ensure consistently effective middle leadership practice
Provide Strategies to Support Student and Staff Well-being
Establish a whole school approach to staff well-being and workload
Develop staff awareness of strategies to support positive student mental health
Provide a Programme for Effective Teaching and Learning
Develop consistent and effective interventions for subgroups
Develop consistent behaviour management for learning
Engage in teaching networks to learn from and share best practice
Support and Training for Compliance
Ensure staff have a full understanding of their responsibilities related to GDPR
Provide safeguarding training that meets our statutory obligations
Provide health and safety training that meets our statutory obligations
Develop Staff Competence in IT
Develop digital literacy to support collaborative working practices, effective communication and compliance

Strand Six:

Be entrepreneurial in securing resources to realise our aspirations

Further Develop and Embed Sustainable Income Generation
Further develop and embed sustainable school fund strategy and funding
Develop marketing plan to support an increase in lettings
Increase corporate sponsorship
Steer the launch and implementation of the Debney Endowment Fund
Capital Development
Secure CIF funding
Determine future capital development projects



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

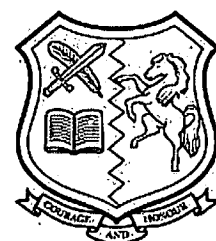
In accordance with the Articles of Association, the Trustees of the charitable company are the Governors. They are appointed as follows:

- ◆ 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.

Policies and Procedures Adopted for the Induction and Training of Governors

The training and induction provided for new Governors depends on their existing experience. Newly appointed Governors complete the Governor Skills Audit to assist in planning 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 a new Governor training induction provided by The Education People 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. 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 a programme of whole Governor training annually that takes account of outcomes of the annual governor skills audit and identified strategic priorities. Governor safeguarding training takes place annually at the



Governors' Report (including the Strategic Report)

beginning of the academic year. Members of the Governing Body access local and national governor training provided by the Academy's legal support, accountants, The Education People, National Governance Association, Governors For Schools and Confederation of School Trusts. Over the last year Governors have received in-house training in Safeguarding, Middle Years Programme (International Baccalaureate), Office 365 and SEND. Governors have attended external courses dealing with the DfE Technology Strategy, Mental Health, The Fourth Education Revolution, Key Principles of Governance Structure and Social Mobility in the Education Sector. During the annual strategy day Governors worked with an external facilitator to review and develop governor effectiveness and engagement.

The Governors have been involved in planning groups, subject reviews, 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, contract tender presentations and decision making and working on the building development project. An additional 85 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 reviewed the progress made against the Action Plan and have used this to set priorities for the forthcoming year. One of these was to establish a Charitable Incorporated Organisation that would enable the Debney Endowment Fund. Whilst a considerable amount has been completed towards achieving this goal, this will remain a priority into 2019 – 20. Following our annual strategy day all Governors participated in a self-effectiveness survey and a skills audit. The outcomes of these initiatives were reported back and as a result the Governing Board decided to invest in a training programme provided by The Education People and set up an in-house mentoring system. The Chair of Governors forum has continued to provide a good platform for exchange of ideas, collaboration and opportunities for building community networks.

Organisational Structure

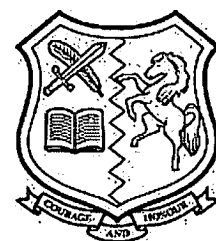
Upon conversion, the management structure that had served the predecessor school well was adopted to enable continued improvement in the way the Academy is run. The structure consists of:

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

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 2018/19 had three committees:

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



Governors' Report (including the Strategic Report)

Organisational Structure (continued)

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 consisted 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, and 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 (Teachers and Support). 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.

Trade Union facility time

The Academy had no employees who were relevant union officials during this period. No union facility time was incurred and there was no financial expenditure incurred.

Related Parties and other connected charities and organisations

The following related party transactions occurred in the year ended 31 August 2019 (further details can be found in note 25 to the financial statements):

There were no expenditure related party transactions.

Income Related Party Transactions

During the year, sponsorship for the Careers Fair of £250 (2018: £250 sponsorship and a letting of £180) were received from Warners Solicitors. Warners Solicitors is a related party as Mark Davis, a Governor, is a partner of Warners Solicitors. There were no amounts outstanding at 31 August 2019 (2018: £nil).

The aggregate value of donations from Governors was £3,858 including gift aid (2018: £4,099).



Governors' Report (including the Strategic Report)

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 2018 to 2019. 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 2019 were £82,000, its income for the year ended 31 August 2019 was £1,000 and its expenditure £1,000. There were no liabilities.

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 9 December 2019 and signed on its behalf by:



Sally Dyson
Chair of Governors

Date: 9 December 2019



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.

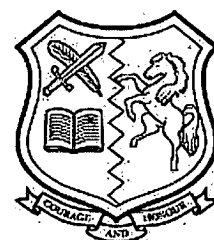
Governance

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 (resigned 15 November 2019)	3	5
Pippa Blackstone	5	5
Fiona Conlan (appointed 4 February 2019)	2	3
Mark Davis	4	5
Ruth Davis	5	5
Annette Doherty	5	5
Steven Holdcroft (resigned 2 January 2019)	0	2
Suzy Hughes (appointed 1 September 2018)	5	5
Julie Humphries	2	5
Shami Iqbal (appointed 11 December 2018)	3	3
Rosemary Joyce (Head Teacher and Accounting Officer)	5	5
Michael Joyner (resigned 24 November 2018)	1	1
Mark Lavenstein	5	5
Andrew Leale (resigned 31 August 2019)	3	5
Claire Lindridge (appointed 1 September 2018)	5	5
Jose Parody	2	5
Richard Pryce (appointed 11 December 2018)	2	3
Nigel Stratton	5	5
Jeremy Timms	4	5
Julia Wheeler	3	5

The Full Board met five times during the year. It maintains effective oversight between meetings through its committee structure. Monthly management accounts are distributed to all governors.

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. The governance structure will be further reviewed in the forthcoming academic year 2019/20 as the Academy moves to the separation of members and trustees in line with ESFA best practice.



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. The Finance and General Purposes Committee, excluding staff members, also fulfils the role of Audit Committee. Attendance at meetings in the year was as follows:

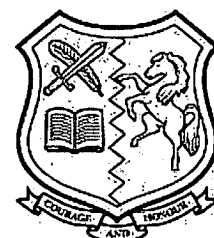
Governor	Meetings attended	Out of a possible
Sally Dyson (Chair of Governors)	6	6
Pippa Blackstone	6	6
Julie Humphries	4	6
Rosemary Joyce (Head Teacher and Accounting Officer)	6	6
Michael Joyner (resigned 24 November 2018)	1	1
Andrew Leale (Chair F&GP)	6	6
Claire Lindridge	5	6
Jose Parody	1	6
Richard Pryce	2	3
Nigel Stratton	6	6
Jeremy Timms	1	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 adds value 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. Further to the substantive reduction in the level of its Senior Leadership Team in 2017/18, the Academy reduced the size of the Senior Leadership Team from 8 to 7 and to 6 at the end of 2018/19. The Academy has continued its ongoing review of courses offered reducing post 16 course choices where numbers are not viable reviewing curriculum timetabling, optimum class sizes and contact ratios. The Academy 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 installed LED lighting throughout the school in August 2018 with the assistance of a Salix loan under the SEEF scheme and has seen energy efficiencies which will be used to pay back the £165,000 interest free loan over eight years.
- The Academy has replaced old oil fired boilers with energy efficient gas boilers in the oldest part of the School, funded in part by a CIF grant and a Salix loan under the SEEF scheme the boiler installation was completed October 2019.
- The Academy continues to benefit from photovoltaic panels on the roof of Hands Building and on the Sports Hall roof installed 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.
- Recruitment costs continue to reduce as a result of negotiating an annual arrangement for recruitment advertising. It continues to use local sector specific websites to provide access to strong local candidates. The Academy is a sponsor of migrant workers under the Government scheme which it uses to attract highly qualified personnel.



Governance Statement

- The Academy joined the Risk Protection Arrangement in September 2015 and reviews value for money annually. For 2018/19 it found the RPA provided a value for money alternative to insurance cover and saved third party brokerage costs. As a result of its review of insurance in July 2019, the Academy decided to move to a third party provider for insurance in 2019/20 as it provided better value for money.
- During the year the following contracts were tendered or renegotiated: clerking, water, mobile phones and gas and electricity. The latter contract was arranged using Crown Commercial Service's Energy Basket October 2019. The School also ran an OJEU compliant tender for its cleaning contract and has appointed a new contractor with effect from 1 November 2019.

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 2019 and up to the date of approval of the annual report and financial statements.

Capacity to Handle Risk

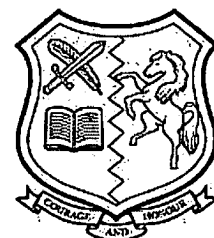
The Board of Governors has reviewed the key risks to which the Academy is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Board of Governors is of the view that there is a formal ongoing process for identifying, evaluating and managing the Academy's significant risks that has been in place for the year ended 31 August 2019 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 monthly 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.

In 2018/19, the Finance and General Purposes Committee, in its role of fulfilling the functions of an audit committee, appointed UHY Hacker Young, an external accountancy firm independent of its external auditor, to provide a programme of internal scrutiny. Previously internal assurance had been provided by a Governor who retired from the Governing Board on 31 August 2018.



Governance Statement

UHY Hacker Young made two separate visits and performed checks on payroll, purchasing and related party transactions, as well as checks on general controls including month end procedures. Their reports and arising recommendations from each visit, all of which were graded low level concern or advisory only, were considered by the Finance & General Purposes Committee and the Governors formally responded to UHY Hacker Young on the points made. The Finance & General Purposes Committee reported to the Board of Governors on the internal scrutiny reports which were posted on the Governance portal for all Governors to access.

The Finance and General Purposes Committee recommended the appointment of UHY Hacker Young to provide a further programme of internal assurance for 2019/20 and the programme has been agreed with reference to the requirements of the Academies Financial Handbook 2019.

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:

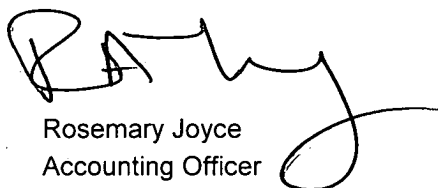
- ◆ the checks carried out by the appointed internal scrutiny provider;
- ◆ the work of the external auditor;
- ◆ the financial management and governance self-assessment process;
- ◆ the work of the executive managers within the Academy who have responsibility for the development and maintenance of the 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 9 December 2019 and signed on its behalf by:



Sally Dyson
Chair of Governors



Rosemary Joyce
Accounting Officer

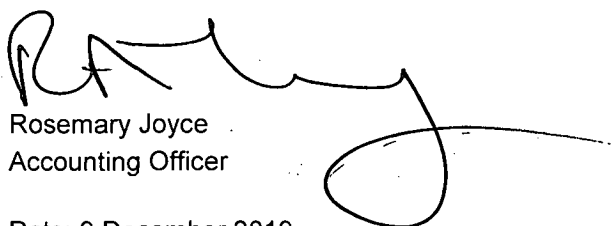


Statement on regularity, propriety and compliance

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 2018.

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 2018.

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: 9 December 2019



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 2018 to 2019;
- ◆ 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 9 December 2019 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 2019 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 2018 to 2019.

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 2019 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 2018 to 2019.

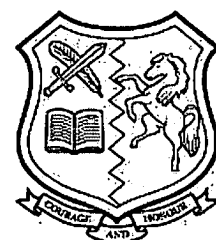
Basis for opinion

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.

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.



Independent auditor's report on the financial statements

Other information (covering the reference and administrative details, the governors' report and strategic report and the governance statement)

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, which is also the directors' report including the strategic report for the purposes of company law and includes the strategic report, for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- ◆ the Governors' report, which is also the directors' report including the strategic report for the purposes of company law and includes 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.

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
- ◆ 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.



Independent auditor's report on the financial statements

Responsibilities of Governors

As explained more fully in the Governors' responsibilities statement, the Governors (who are also the directors for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the 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.

Use of our report

This report is made solely to the charitable company's members, as a body, in accordance with Chapter 3 of Part 16 of the Companies Act 2006. Our audit work has been undertaken so that we might state to the charitable company's members those matters we are required to state to them in an 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.



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

17 December 2019



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 11 July 2018 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2018 to 2019, 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 2018 to 31 August 2019 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 2018, 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 2018 to 2019. 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 2018 to 31 August 2019 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 2018 to 2019 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.



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

Approach (continued)

The work undertaken to draw to our conclusion includes:

- ◆ 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.

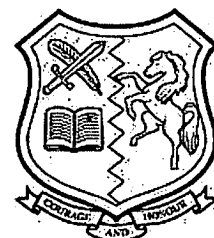
Conclusion

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 2018 to 31 August 2019 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.



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

17 December 2019



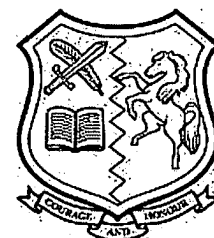
Annual Report and Financial Statements – Year Ended 31 August 2019

Statement of financial activities for the year ended 31 August 2019 (including income and expenditure account)

	Notes	Unrestricted general fund £'000	Restricted funds		2019 Total funds £'000	2018 Total funds £'000
			General £'000	Fixed assets fund £'000		
Income from:						
Donations and capital grants	1	40	821	568	1,429	2,844
Charitable activities:						
· Funding for the Academy's educational operations	2	114	5,516	-	5,630	5,165
Other trading activities	3	45	-	-	45	46
Investments	4	15	3	-	18	7
Total income		214	6,340	568	7,122	8,062
Expenditure on:						
Raising funds		-	11	-	11	7
Charitable activities:						
· Academy's educational operations		73	6,481	768	7,322	7,524
Total expenditure	5	73	6,492	768	7,333	7,531
Net income (expenditure) before investment gains		141	(152)	(200)	(211)	531
Net gains on investment assets		-	2	-	2	2
Net income (expenditure) before transfers		141	(150)	(200)	(209)	533
Gross transfers between funds	17	(52)	(101)	153	-	-
Net income (expenditure) for the year		89	(251)	(47)	(209)	533
Other recognised gains and losses						
Actuarial (losses) gains on defined benefit pension scheme	24	-	(343)	-	(343)	393
Net movement in funds		89	(594)	(47)	(552)	926
Reconciliation of funds						
Total fund balances brought forward at 1 September		1,643	(1,026)	11,140	11,757	10,831
Total fund balances carried forward at 31 August		1,732	(1,620)	11,093	11,205	11,757

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 2019

Balance sheet as at 31 August 2019

	Notes	2019 £'000	2019 £'000	2018 £'000	2018 £'000
Fixed assets					
Intangible fixed assets	11		10		15
Tangible fixed assets	12		11,169		11,053
			11,179		11,068
Current assets					
Debtors	13	436		485	
Investments	14	39		36	
Cash at bank and in hand		2,813		2,632	
		3,288		3,153	
Liabilities					
Creditors: amounts falling due within one year	15	(946)		(794)	
Net current assets			2,342		2,359
Total assets less current liabilities			13,521		13,427
Creditors: amounts falling due after more than one year	16		(266)		(181)
Net assets excluding pension liability			13,255		13,246
Defined benefit pension scheme liability	24		(2,050)		(1,489)
Total net assets			11,205		11,757
Funds of the Academy					
Restricted funds					
Fixed assets fund	17	11,093		11,140	
General fund	17	-		-	
Other restricted funds	17	430		463	
Pension reserve	17	(2,050)		(1,489)	
			9,473		10,114
Unrestricted funds					
General fund	17	529		493	
Designated fund	17	1,203		1,150	
					1,643
			1,732		
Total funds			11,205		11,757

The financial statements on pages 53 to 80 were approved by the Governors, and authorised for issue on 9 December 2019 and are signed on their behalf by:

Sally Dyson

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



Statement of cash flows for the year ended 31 August 2019

		2019 £'000	2018 £'000
Cash flows from operating activities			
Net cash provided by operating activities	A	102	341
Cash flows from investing activities			
	B	(27)	(113)
Cash flows from financing activities			
	C	106	193
Change in cash and cash equivalents in the year		181	421
Cash and cash equivalents at 1 September		2,632	2,211
Cash and cash equivalents at 31 August	D	2,813	2,632
A Reconciliation of net income to net cash flow from operating activities			
		2019 £'000	2018 £'000
Net (expenditure) income for the year (as per the statement of financial activities)		(209)	533
Adjusted for:			
Amortisation and depreciation (notes 11 and 12)		570	549
Capital grants from DfE and other capital income		(568)	(799)
Interest receivable (note 4)		(18)	(7)
Net gains on investment assets		(2)	(2)
Defined benefit pension scheme cost less contributions payable (note 24)		179	173
Defined benefit pension scheme finance cost (note 24)		37	42
Decrease (increase) in debtors		59	(146)
Increase (decrease) in creditors		54	(2)
Net cash provided by operating activities		102	341
B Cash flows from investing activities			
		2019 £'000	2018 £'000
Dividends, interest and rents from investments		18	7
Purchase of tangible fixed assets (net of debtors and creditors)		(613)	(714)
Purchase of intangible fixed assets		-	(15)
Capital grants from DfE/ESFA		528	512
Capital funding received from sponsors and others		40	97
Net cash used in investing activities		(27)	(113)
C Cash flows from financing activities			
		2019 £'000	2018 £'000
Cash inflows from new borrowing		116	193
Repayments of borrowing		(10)	-
Net cash provided by financing activities		106	193
D Analysis of cash and cash equivalents			
		2019 £'000	2018 £'000
Cash at bank and in hand		2,813	2,632



Notes to the financial statements for the year ended 31 August 2019

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 2018 to 2019 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 2019

Legacies

Legacies are included in the statement of financial activities when the Academy is entitled to the legacy, the executors have established that there are sufficient surplus assets in the estate to pay the legacy, and any conditions attached to the legacy are within the control of the Academy.

Entitlement is taken as the earlier of the date on which either: the Academy is aware that probate has been granted, the estate has been finalised and notification has been made by the executor to the Academy that a distribution will be made, or when a distribution is received from the estate. Receipt of a legacy, in whole or in part, is only considered probable when the amount can be measured reliably and the Academy has been notified of the executor's intention to make a distribution.

Where legacies have been notified to the Academy or the Academy is aware of the granting of probate, but the criteria for income recognition have not been met, then the legacy is treated as a contingent asset and disclosed if material. In the event that the gift is in the form of an asset other than cash or a financial asset traded on a recognised stock exchange, recognition is subject to the value of the gift being reliably measurable with a degree of reasonable accuracy and the title of the asset having being transferred to the Academy.

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 is 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.

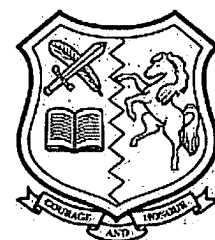
- ◆ **Expenditure on raising funds**

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 inclusive of irrecoverable VAT.



Notes to the financial statements for the year ended 31 August 2019

Intangible fixed assets

Intangible assets costing £5,000 or more are capitalised and recognised when future economic benefits are probable and the cost or value of the asset can be measured reliably. Intangible assets are initially recognised at cost and are subsequently measured at cost net of amortisation and any provision for impairment.

Amortisation is provided on intangible fixed assets at rates calculated to write off the cost of each asset on a straight-line basis over its expected useful life, as follows:

Purchased computer software	3 years
-----------------------------	---------

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	35-50 years
Building refurbishments	10 years
Computer equipment	3 years
Furniture and equipment	5 years
Salix funded assets	8 years

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.



Notes to the financial statements for the year ended 31 August 2019

Investments

Investments are recognised at their market value as at the balance sheet date. Realised gains (or losses) on investment assets are calculated as the difference between disposal proceeds and their opening carrying value or their purchase value is acquired subsequent to the first day of the financial year. Unrealised gains and losses are calculated as the difference between the fair value at the year end and their carrying value at that date. Realised and unrealised investment gains (or losses) are combined in the statement of financial activities and are credited (or debited) in the year in which they arise.

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 13. Prepayments are not financial instruments.

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.

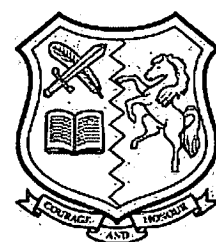
Financial liabilities – trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost as detailed in notes 15 and 16. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

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.



Notes to the financial statements for the year ended 31 August 2019

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 24, the TPS is an unfunded multi-employer scheme with no underlying assets to assign between employers. Consequently, the TPS is treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

The LGPS is a funded 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.

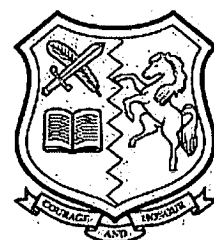
Fund accounting

Unrestricted general funds represent those resources which may be used towards meeting any of the charitable objects of the Academy at the discretion of the Governors.

Unrestricted designated funds represent those resources which the Governors have designated for a particular purpose.

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 Department for Education Group and other donors.



Notes to the financial statements for the year ended 31 August 2019

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 24, 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 2019. 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 charges in respect of depreciation of tangible fixed assets and amortisation of intangible fixed assets are 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.
- Under the catering contract, the catering service provider invested in catering facilities for the Academy. Should the Academy terminate the catering contract before the end of the term, the Academy would be liable to repay an amount equal to the net book value of the facilities at the date of termination. No provision has been made for this as based on current and past performance, the Academy does not intend to terminate the contract early.

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 2019

1. Donations and capital grants

	Unrestricted funds £'000	Restricted funds £'000	2019 Total funds £'000
Trip income	-	691	691
Legacies	40	5	45
Other private donations	-	165	165
Capital grants	-	528	528
	40	1,389	1,429

	Unrestricted funds £'000	Restricted funds £'000	2018 Total funds £'000
Trip income	-	673	673
Legacies	1,150	-	1,150
Other private donations	-	319	319
Capital grants	-	702	702
	1,150	1,694	2,844

2. Funding for the Academy's educational operations

	Unrestricted funds £'000	Restricted funds £'000	2019 Total funds £'000
DfE / ESFA revenue grants			
General annual grant (GAG)	-	5,391	5,391
Other DfE/ESFA grants	-	100	100
National College grants	-	19	19
	-	5,510	5,510
Other Government grants			
Local authority grants	-	3	3
	-	3	3
Other funds			
Other educational income	114	3	117
Total funding	114	5,516	5,630

	Unrestricted funds £'000	Restricted funds £'000	2018 Total funds £'000
DfE / ESFA revenue grants			
General annual grant (GAG)	-	5,040	5,040
Other DfE/ESFA grants	-	47	47
	-	5,087	5,087
Other Government grants			
Local authority grants	-	6	6
	-	6	6
Other funds			
Other educational income	68	4	72
Total funding	68	5,097	5,165



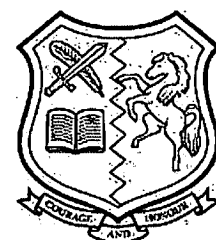
Notes to the financial statements for the year ended 31 August 2019

3. Other trading activities

	Unrestricted funds £'000	Restricted funds £'000	2019 Total funds £'000
Hire of facilities	45	-	45
	Unrestricted funds £'000	Restricted funds £'000	2018 Total funds £'000
Hire of facilities	46	-	46

4. Investment income

	Unrestricted funds £'000	Restricted funds £'000	2019 Total funds £'000
Bank interest and COIF charity investment fund	15	3	18
	Unrestricted funds £'000	Restricted funds £'000	2018 Total funds £'000
Bank interest and COIF charity investment fund	5	2	7



Notes to the financial statements for the year ended 31 August 2019

5. Expenditure

	Staff costs £'000	Non pay expenditure		2019 Total funds £'000
		Premises £'000	Other costs £'000	
Raising funds				
.. Direct costs	-	-	5	5
.. Allocated support costs	6	-	-	6
Academy's educational operations				
.. Direct costs	3,473	452	1,135	5,060
.. Allocated support costs	1,212	806	244	2,262
	4,691	1,258	1,384	7,333
		Non pay expenditure		2018 Total funds £'000
	Staff costs £'000	Premises £'000	Other costs £'000	
Raising funds				
.. Direct costs	-	-	2	2
.. Allocated support costs	5	-	-	5
Academy's educational operations				
.. Direct costs	3,303	441	1,064	4,808
.. Allocated support costs	1,131	1,368	217	2,716
	4,439	1,809	1,278	7,531

Net income (expenditure) for the year includes:

	2019 Total funds £'000	2018 Total funds £'000
Depreciation	565	549
Amortisation	5	-
Operating lease rentals	57	53
Fees payable to auditor		
.. Statutory audit	12	12
.. Other services	3	1

Included within expenditure are the following transactions:

	2019 Total funds £	2018 Total funds £
Gifts made by the Academy	127	-



Notes to the financial statements for the year ended 31 August 2019

6. Charitable activities - Academy's educational operations

	2019 Total funds £'000	2018 Total funds £'000
Direct costs	5,060	4,808
Support costs	2,262	2,716
	7,322	7,524
Analysis of support costs	2019 Total funds £'000	2018 Total funds £'000
Support staff costs	1,212	1,131
Depreciation	113	110
Technology costs	20	19
Premises costs	693	1,258
Other support costs	136	133
Governance costs	88	65
Total support costs	2,262	2,716



Annual Report and Financial Statements – Year Ended 31 August 2019

Notes to the financial statements for the year ended 31 August 2019

7. Comparative information

Analysis of income and expenditure in the year ended 31 August 2018 between restricted and unrestricted funds:

	Notes	Restricted Funds			2018 Total funds £'000
		Unrestricted general fund £'000	General £'000	Fixed assets fund £'000	
Income from:					
Donations and capital grants	1	1,150	895	799	2,844
Charitable activities:					
Funding for the Academy's educational operations	2	68	5,097	-	5,165
Other trading activities	3	46	-	-	46
Investments	4	5	2	-	7
Total income		1,269	5,994	799	8,062
Expenditure on:					
Raising funds		-	7	-	7
Charitable activities:					
Academy's educational operations		38	6,185	1,301	7,524
Total expenditure	5	38	6,192	1,301	7,531
Net income (expenditure) before investment gains		1,231	(198)	(502)	531
Net gains on investment assets		-	2	-	2
Net income (expenditure) before transfers		1,231	(196)	(502)	533
Gross transfers between funds	17	(383)	44	339	-
Net income (expenditure) for the year		848	(152)	(163)	533
Other recognised gains and losses					
Actuarial gains (losses) on defined benefit pension scheme	24	-	393	-	393
Net movement in funds		848	241	(163)	926
Reconciliation of funds					
Total fund balances brought forward at 1 September		795	(1,267)	11,303	10,831
Total fund balances carried forward at 31 August		1,643	(1,026)	11,140	11,757



Annual Report and Financial Statements – Year Ended 31 August 2019

Notes to the financial statements for the year ended 31 August 2019

8. Staff

(a) Staff costs

Staff costs during the year were:

	2019 Total funds £'000	2018 Total funds £'000
Wages and salaries	3,517	3,327
Social security costs	344	328
Operating costs of defined benefit pension schemes	762	719
	4,623	4,374
Agency staff costs	32	13
Staff restructuring costs	36	52
	4,691	4,439

(b) Staff numbers

The average number of persons (including the Senior Leadership Team) employed by the charitable company during the year ended 31 August 2019 was as follows:

Charitable activities	2019 No.	2018 No.
Teachers	68	66
Administration and support	41	37
Management	7	7
	116	110

The average number of persons (including the Senior Leadership Team) employed by the charitable company during the year ended 31 August 2019 expressed as full-time equivalents was as follows:

Charitable activities	2019 No.	2018 No.
Teachers	59	56
Administration and support	29	27
Management	7	7
	95	90

(c) Higher paid staff

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

	2019 No.	2018 No.
£60,001 - £70,000	1	4
£70,001 - £80,000	2	-
£90,001 - £100,000	1	-
£100,001 - £110,000	1	1



Notes to the financial statements for the year ended 31 August 2019

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 national insurance contributions and pension contributions) received by key management personnel for their services to the Academy was £734,543 (2018: £673,743).

9. Related party transactions - Governors' remuneration and expenses

One or more Governors have been paid remuneration or have 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 (2018: £100,000-£105,000)
. Employer's pension contributions	£15,000-£20,000 (2018: £15,000-£20,000)
Ms L Acosta (Staff Governor)	
. Remuneration	£45,000-£50,000 (2018: £45,000-£50,000)
. Employer's pension contributions	£5,000-£10,000 (2018: £5,000-£10,000)
Mrs P Blackstone (Staff Governor)	
. Remuneration	£45,000-£50,000 (2018: £35,000-£40,000)
. Employer's pension contributions	£5,000-£10,000 (2018: £5,000-£10,000)
Mrs R Davis (Staff Governor)	
. Remuneration	£45,000-£50,000 (2018: £35,000-£40,000)
. Employer's pension contributions	£5,000-£10,000 (2018: £5,000-£10,000)

During the year ended 31 August 2019, travel and subsistence expenses totalling £1,435 (2018: £1,327) were reimbursed to four Governors (2018: five).

Other related party transactions involving the Governors are set out in note 25.

10. Governors' and officers' insurance

During the year 2018/19, the Academy 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 2019

Notes to the financial statements for the year ended 31 August 2019

11. Intangible fixed assets

	Computer software £'000
Cost/valuation	
At 1 September 2018	21
At 31 August 2019	21
Amortisation	
At 1 September 2018	6
Charge in year	5
At 31 August 2019	11
Carrying amount	
At 31 August 2019	10
At 31 August 2018	15

12. Tangible fixed assets

	Freehold land and buildings £'000	Assets under construction £'000	Furniture and equipment £'000	Computer equipment £'000	Total £'000
Cost/valuation					
At 1 September 2018	12,611	24	689	309	13,633
Transfers	24	(24)	-	-	-
Additions	169	377	87	48	681
At 31 August 2019	12,804	377	776	357	14,314
Depreciation					
At 1 September 2018	2,036	-	273	271	2,580
Charge in year	397	-	129	39	565
At 31 August 2019	2,433	-	402	310	3,145
Net book values					
At 31 August 2019	10,371	377	374	47	11,169
At 31 August 2018	10,575	24	416	38	11,053

13. Debtors

	2019 £'000	2018 £'000
Trade debtors	22	27
Prepayments and accrued income	313	300
VAT debtor	101	156
Other debtors	-	2
	436	485



Annual Report and Financial Statements – Year Ended 31 August 2019

Notes to the financial statements for the year ended 31 August 2019

14. Investments

	2019 £'000	2018 £'000
COIF Charities Investment Fund	39	36

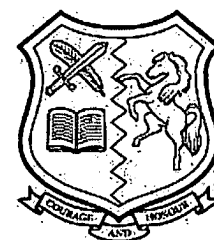
The investments comprise 2,298 units in COIF Charities Investment Fund Income Units. They are held by Fayerman Scholarships which is a registered charity in England and Wales, registration number 307763.

The investments, together with cash at bank of £43,000 (2018: £43,000), 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 2018 to 2019. 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 2019 were £82,000 (2018: £79,000), its income for the year ended 31 August 2019 was £1,000 (2018: £1,000) and its expenditure for the year ended 31 August 2019 was £1,000 (2018: nil). There were no liabilities (2018: nil).

15. Creditors: amounts falling due within one year

	2019 £'000	2018 £'000
Trade creditors	434	195
Other creditors	18	15
Accruals and deferred income	461	572
Loans (see note 16)	33	12
	946	794
Deferred income		
Deferred income at 1 September	274	252
Resources deferred in the year	266	274
Amounts released from previous years	(274)	(252)
Deferred income at 31 August	266	274

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 2019/20, lettings and income received in the year for school trips which had not yet taken place.



Notes to the financial statements for the year ended 31 August 2019

16. Creditors: amounts falling due after more than one year

	2019 £'000	2018 £'000
Loans	266	181
	<u>266</u>	<u>181</u>
Analysis of loans		
Wholly repayable within ten years	299	193
Less: included in current liabilities (note 15)	(33)	(12)
Amounts included above	<u>266</u>	<u>181</u>
Loan maturity		
Debt due in one year or less	33	12
In more than one year but not more than five years	163	97
In more than five years	103	84
	<u>299</u>	<u>193</u>

During the year ended 31 August 2019, the Academy received a Salix loan of £94,030 and a CIF loan of £22,000 as a result of its Condition and Improvement Fund applications. The Salix loan is interest free and payable over 8 years from September 2019 from energy efficiency savings. The CIF loan has an interest rate of 1.96% and is repayable over 4 years from September 2019.



Annual Report and Financial Statements – Year Ended 31 August 2019

Notes to the financial statements for the year ended 31 August 2019

17. Funds

	Balance at 1 September 2018 £'000	Income £'000	Expenditure £'000	Gains, losses and transfers £'000	Balance at 31 August 2019 £'000
Restricted general funds					
. General annual grant (GAG)	-	5,391	(5,348)	(43)	-
. Pupil premium	10	18	(18)	-	10
. Other DfE/ ESFA grants	6	101	(102)	-	5
. Pension reserve	(1,489)	-	(218)	(343)	(2,050)
	<u>(1,473)</u>	<u>5,510</u>	<u>(5,686)</u>	<u>(386)</u>	<u>(2,035)</u>
Other restricted funds					
. Local authority grants	12	3	(7)	-	8
. Other restricted funds	435	827	(799)	(56)	407
	<u>447</u>	<u>830</u>	<u>(806)</u>	<u>(56)</u>	<u>415</u>
Restricted fixed asset funds					
. Transfer on conversion	7,654	-	(208)	-	7,446
. DfE Group capital grants	2,381	528	(314)	22	2,617
. Capital expenditure from GAG	68	-	(47)	73	94
. Private sector capital sponsorship	1,037	40	(199)	58	936
	<u>11,140</u>	<u>568</u>	<u>(768)</u>	<u>153</u>	<u>11,093</u>
Total restricted funds	<u>10,114</u>	<u>6,908</u>	<u>(7,260)</u>	<u>(289)</u>	<u>9,473</u>
Unrestricted funds					
. General fund	493	161	(73)	(52)	529
. Designated funds	1,150	53	-	-	1,203
Total unrestricted funds	<u>1,643</u>	<u>214</u>	<u>(73)</u>	<u>(52)</u>	<u>1,732</u>
Total funds	<u>11,757</u>	<u>7,122</u>	<u>(7,333)</u>	<u>(341)</u>	<u>11,205</u>

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 2019.

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 Teachers' Pay Grant, Funding of Appeals, Prior Academisation Service Costs and Sixth Form Bursary grant. The spending of the Sixth Form Bursary grant is controlled by the Academy and therefore is accounted for as income and expenditure rather than an agency arrangement.

Pension reserve

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



Notes to the financial statements for the year ended 31 August 2019

17. Funds (continued)

Other restricted funds

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

Restricted fixed asset funds

The restricted fixed asset 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. These funds may be general or designated by the Governors for a particular purpose. In 2018, the Academy received a legacy of £1,150,000 and a further legacy of £39,500 was received from the same estate in the year ended 31 August 2019. An additional legacy of £500 was received and £13,000 was received in interest income. The Governors have designated the first legacy to provide student bursaries and for other educational purposes.

Transfers of funds

Computer equipment purchases of £48,000, washroom refurbishment of £25,000 and energy efficiency savings to repay Salix loans of £22,000 were funded from GAG; these amounts have been transferred from GAG to the restricted fixed asset fund.

Roadway and parking improvements of £37,000 was funded by School Fund, Science furniture and equipment of £14,000 was funded by the PTA and Dining furniture of £7,000 was funded by the Voluntary Fund; these amounts have been transferred from Other restricted funds to the restricted fixed asset fund.

£52,000 was transferred from unrestricted general funds to GAG in order to balance GAG at the end of the year.

Reserves held

The Trust is carrying a net surplus of £959,000 (2018: £956,000) on restricted general funds (excluding pension reserve) plus unrestricted general funds for the reasons set out in the Reserves policy on page 25.

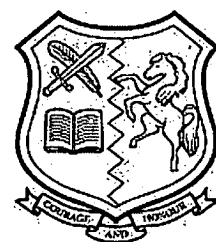


Notes to the financial statements for the year ended 31 August 2019

17. Funds (continued)

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

	Balance at 1 September 2017 £'000	Income £'000	Expenditure £'000	Gains, losses and transfers £'000	Balance at 31 August 2018 £'000
Restricted general funds					
· General annual grant (GAG)	70	5,040	(5,154)	44	-
· Pupil premium	12	22	(24)	-	10
· Other DfE/ ESFA grants	10	25	(29)	-	6
· Pension reserve	(1,667)	—	(215)	393	(1,489)
	<u>(1,575)</u>	<u>5,087</u>	<u>(5,422)</u>	<u>437</u>	<u>(1,473)</u>
Other restricted funds					
· Local authority grants	8	6	(2)	-	12
· Other restricted funds	300	901	(768)	2	435
	<u>308</u>	<u>907</u>	<u>(770)</u>	<u>2</u>	<u>447</u>
Restricted fixed asset funds					
· Transfer on conversion	7,862	-	(208)	-	7,654
· DfE Group capital grants	2,264	702	(585)	-	2,381
· Capital expenditure from GAG	38	-	(40)	70	68
· Private sector capital sponsorship	1,139	97	(468)	269	1,037
	<u>11,303</u>	<u>799</u>	<u>(1,301)</u>	<u>339</u>	<u>11,140</u>
Total restricted funds	<u>10,036</u>	<u>6,793</u>	<u>(7,493)</u>	<u>778</u>	<u>10,114</u>
Unrestricted funds					
· General fund	795	119	(38)	(383)	493
· Designated funds	-	1,150	-	-	1,150
Total unrestricted funds	<u>795</u>	<u>1,269</u>	<u>(38)</u>	<u>(383)</u>	<u>1,643</u>
Total funds	<u>10,831</u>	<u>8,062</u>	<u>(7,531)</u>	<u>395</u>	<u>11,757</u>



Annual Report and Financial Statements – Year Ended 31 August 2019

Notes to the financial statements for the year ended 31 August 2019

18. Analysis of net assets between funds

Fund balances at 31 August 2019 are represented by:

	Unrestricted funds £'000	Restricted general funds £'000	Restricted fixed assets fund £'000	Total funds £'000
Intangible fixed assets	-	-	10	10
Tangible fixed assets	-	-	11,169	11,169
Current assets	1,732	877	679	3,288
Current liabilities	-	(447)	(499)	(946)
Non-current liabilities	-	-	(266)	(266)
Pension scheme liability	-	(2,050)	-	(2,050)
Total net assets	1,732	(1,620)	11,093	11,205

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

	Unrestricted funds £'000	Restricted general funds £'000	Restricted fixed assets fund £'000	Total funds £'000
Intangible fixed assets	-	-	15	15
Tangible fixed assets	-	-	11,053	11,053
Current assets	1,643	871	639	3,153
Current liabilities	-	(408)	(386)	(794)
Non-current liabilities	-	-	(181)	(181)
Pension scheme liability	-	(1,489)	-	(1,489)
Total net assets	1,643	(1,026)	11,140	11,757

19. Capital commitments

	2019 £'000	2018 £'000
Contracted for, but not provided in the financial statements	116	177

At 31 August 2019, the Academy had contracted for works under CIF grants that had not been completed. The remaining works were £111,000 for the Heating project and £5,000 for the Fire phase 2 project (2018: £177,000 for CIF projects).



Notes to the financial statements for the year ended 31 August 2019

20. Commitments under operating leases

Operating leases

At 31 August 2019, the total of the Academy's future minimum lease payments under non-cancellable operating leases was as follows:

	2019 £'000	2018 £'000
Amounts due within one year	23	55
Amounts due between one and five years	45	51
	68	106

All operating leases relate to equipment.

21. Contingent assets

The Academy is the residual beneficiary of the will of Miss Joy Debney, under which it received £39,500 in the year ended 31 August 2019 to add to the £1,150,000 during the previous year. As the residual beneficiary the Academy will receive the residue of the estate, however the estate has not been finalised. No accrual has been made as the amount cannot be measured reliably.

22. 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 £21,000 at 31 August 2019 (2018: £43,000). Should the Academy terminate the catering contract before the end of the term on 31 March 2022, the Academy will be liable to repay an amount equal to the net book value of these catering facilities, at the date of termination. On the basis of current and past performance under the contract, 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.

It is unclear whether there are any taxes arising from the estate of which the Academy is the residual beneficiary. No income taxes or capital gains taxes have been paid from the estate. The Academy is taking steps to ascertain the tax position.

23. Members' liability

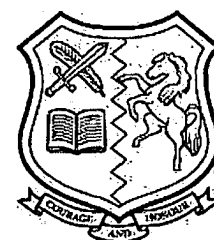
Each member of the charitable company undertakes to contribute to the assets of the company in the event of it being wound up while he/she is a member, or within one year after he/she ceases to be a member, such amount as may be required, not exceeding £10 for the debts and liabilities contracted before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

24. 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 2016 and of the LGPS 31 March 2016.

Contributions amounting to £17,000 were payable to the schemes at 31 August 2019 (2018: £15,000) and are included within creditors.



Notes to the financial statements for the year ended 31 August 2019

24. Pension and similar obligations (continued)

Teachers' Pension Scheme

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pensions 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 under arrangements governed by the above Act. Retirement and other pension benefits are paid by public funds provided by Parliament.

Under the definitions set out in FRS 102 (28.11), the TPS is a multi-employer pension plan. The Academy Trust is unable to identify its share of the underlying assets and liabilities of the plan.

Accordingly, the Academy has taken advantage of the exemption in FRS 102 and has accounted for its contributions to the scheme as if it were a defined-contribution plan. The Academy has set out above the information available on the plan and the implications for the Academy in terms of the anticipated contribution rates.

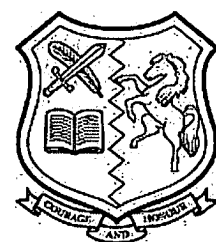
The valuation of the TPS is carried out in line with regulations made under the Public Service Pension Act 2013. Valuations credit the teachers' pension account with a real rate of return assuming funds are invested in notional investments that produce that real rate of return.

The latest actuarial review of the TPS was carried out as at 31 March 2016. The valuation report was published by the Department for Education (DfE) in April 2019. The valuation reported total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £218 billion, and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £196 billion, giving a notional past service deficit of £22 billion.

As a result of the valuation, new employer contribution rates were set at 23.68% of pensionable pay from September 2019 onwards (compared to 16.48% during 2018/19). The Department for Education has agreed to pay a teacher pension employer contribution grant to cover the additional costs during the 2019/20 academic year.

A full copy of the valuation report and supporting documentation can be found on the [Teachers' Pension Scheme website](#).

The employer's pension costs paid to TPS in the period amounted to £432,000 (2018: £404,000).



Notes to the financial statements for the year ended 31 August 2019

24. 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 2019 was £200,000 (2018: £189,000), of which employer's contributions totalled £152,000 (2018: £143,000) and employees' contributions totalled £48,000 (2018: £46,000). The agreed contribution rates to 31 March 2020 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 an academy trust closure, outstanding Local Government Pension Scheme liabilities would be met by the Department for Education. The guarantee came into force on 18 July 2013.

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 2019 %	At 31 August 2018 %
Rate of increase in salaries	3.70	3.80
Rate of increase for pensions in payment / inflation	2.20	2.30
Discount rate for scheme liabilities	1.85	2.65
Inflation assumption (CPI)	2.20	2.30
Commutation of pensions to lump sums	50.00	50.00

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 2019	At 31 August 2018
<i>Retiring today</i>		
Males	22.1	23.1
Females	24.0	25.2
<i>Retiring in 20 years</i>		
Males	23.7	25.3
Females	25.8	27.5



Notes to the financial statements for the year ended 31 August 2019

24. 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 2019 £'000	At 31 August 2018 £'000
Discount rate +0.1%	(98)	(79)
Discount rate -0.1%	100	81
Mortality assumption – 1 year increase	(161)	(127)
Mortality assumption – 1 year decrease	167	122
CPI rate +0.1%	92	75
CPI rate -0.1%	(90)	(73)

The Academy's share of the assets and liabilities in the scheme were less than 1% and were allocated as follows:

	Fair value at 31 August 2019 £'000	Fair value at 31 August 2018 £'000
Equities	1,626	1,440
Gilts	17	16
Corporate bonds	215	188
Property	278	261
Cash and other liquid assets	64	65
Investment funds	185	143
Total market value of assets	2,385	2,113

The actual return on scheme assets was £98,000 (2018: £88,000).

	2019 £'000	2018 £'000
Amounts recognised in statement of financial activities		
Current service costs	331	316
Interest income	(58)	(51)
Interest cost	96	92
Administrative expenses	1	1
Total amount recognised in the SOFA	370	358



Notes to the financial statements for the year ended 31 August 2019

24. Pension and similar obligations (continued)

Local Government Pension Scheme (LGPS) (continued)

Changes in the present value of defined benefit obligations were as follows:	2019 £'000	2018 £'000
At 1 September	3,602	3,556
Current service cost	292	316
Interest cost	96	92
Employee contributions	48	46
Actuarial gain	383	(356)
Benefits paid	(25)	(52)
Past service cost	39	-
At 31 August	4,435	3,602
Changes in the fair value of the Academy's share of scheme assets:	2019 £'000	2018 £'000
At 1 September	2,113	1,889
Interest income	58	51
Actuarial gain	40	37
Administration expenses	(1)	(1)
Employer contributions	152	143
Employee contributions	48	46
Benefits paid	(25)	(52)
At 31 August	2,385	2,113

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

The following related party transactions took place in the financial period:

Income Related Party Transactions

During the year, sponsorship for the Careers Fair of £250 (2018: £250 sponsorship and a letting of £180) were received from Warners Solicitors. Warners Solicitors is a related party as Mark Davis, a Governor, is a partner of Warners Solicitors. There were no amounts outstanding at 31 August 2019 (2018: £nil).

The aggregate value of donations from Governors was £3,858 including gift aid (2018: £4,099).

Expenditure Related Party Transactions

There were no expenditure related party transactions other than certain trustees' remuneration and expenses already disclosed in note 9.

