



REGISTRAR OF COMPANIES

2017 - 2018

TONBRIDGE GRAMMAR SCHOOL

FRIDAY



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11/01/2019 #284
COMPANIES HOUSE

ANNUAL REPORT &
FINANCIAL STATEMENTS

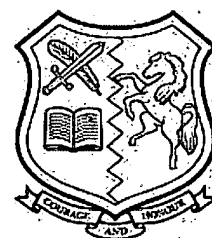
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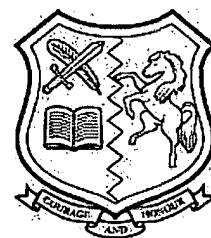


Annual Report and Financial Statements – Year Ended 31 August 2018

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 2017 to 31 August 2018. 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 2018 (1,164 at October 2017).

The financial statements have been prepared in accordance with the accounting policies set out on pages 59 to 63 of the attached financial statements and comply with the Academy's memorandum and articles of association, applicable laws and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102).



Annual Report and Financial Statements – Year Ended 31 August 2018

Reference and administrative information

Tonbridge Grammar School Governing Body

Sally Dyson	Chair of Governors	
Laura Acosta	Staff Governor	
Pippa Blackstone	Staff Governor	Appointed 29 September 2017
Mark Davis		
Ruth Davis	Staff Governor	Appointed 7 December 2017
Annette Doherty		
Steven Holdcroft		
Geraldine Hughes		Resigned 31 August 2018
Suzy Hughes		Appointed 1 September 2018
Julie Humphries		
Shami Iqbal		Appointed 11 December 2018
Rosemary Joyce	Head Teacher and Accounting Officer	
Michael Joyner		Resigned 24 November 2018
Mark Lavenstein		
Andrew Leale		
Claire Lindridge		Appointed 1 September 2018
Jose Parody		
Richard Pryce		Appointed 11 December 2018
Steve Seagrove		Resigned 16 October 2017
Andrea Senior		Resigned 31 August 2018
Nigel Stratton		Appointed 1 April 2018
Jeremy Timms		Appointed 5 March 2018
Julia Wheeler		

Members

All Governors are members of the Academy

Company Secretary

Alison Hook

Senior Leadership Team

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

Company Name

Tonbridge Grammar School

Company Registration Number 07455728 (England and Wales)

Principal and Registered Office Deakin Leas
Tonbridge
Kent
TN9 2JR

Independent Auditors

Buzzacott LLP
130 Wood Street
London
EC2V 6DL

Bankers

Lloyds Bank plc
121 High Street
Tonbridge
Kent TN9 1DB

Solicitors

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



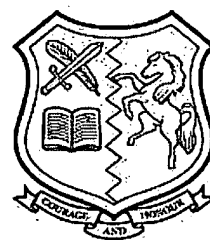
Foreword from the Chair of Governors and the Head Teacher

It gives us great pleasure to welcome you to our Annual Report. Tonbridge Grammar School is a vibrant and exciting learning environment where learning and wellbeing are equally valued and members of our community are nurtured and supported 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.

2017/18 was the second year of implementation of our new school vision launched in 2016. Fundamental to our vision is our belief that the education we provide should equip our students with skills that build confidence and resilience and support their development as responsible global citizens. Our students are encouraged to be active participants in their community both within the School and beyond and 2017/18 was no exception. Building on actions in the previous two years we launched a new leadership structure to our House system to further raise the profile of school Houses and support students in building a strong sense of community across all our age groups. A fresh approach to our School Council has widened opportunities for students to participate in school decision making including revisions to our Homework Charter and the school rewards system.

Once again the School celebrated outstanding academic attainment in the summer of 2018 with students in Year 13 and Year 11 achieving excellent IB Diploma and GCSE results. For our Year 11 students the examinations presented a further challenge this year with new 'reformed' GCSE examinations in most subjects for the first time (reformed GCSEs in English and Mathematics only were first examined in 2017). The reformed GCSEs introduce a new top grade of 9 which sits above the threshold for A*. Our results once again demonstrate that TGS students are more than capable of responding to this challenge, achieving really outstanding results despite the bar being raised. There is no doubt that 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 very 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 to be identified as the highest attaining state school in Kent and Sussex when the Department for Education released their analysis of school performance in October 2018. IB Diploma outcomes were once again very strong with students achieving an average Diploma score of 37.

Although justifiably proud of our academic reputation, the achievement of students measured by their academic progress and success is just a small part of what we are about. From the moment students join TGS we support each of them to be the best they can be, promoting and developing skills and qualities that underpin success in life. We are proud of our commitment to ensuring each of our students is 'real world' ready. When we see, through the experiences and opportunities available at TGS, that our students grow to be



Foreword from the Chair of Governors and the Head Teacher

independent learners who are curious, creative and critical thinkers; driven to make a difference in the world, we feel a great sense of accomplishment.

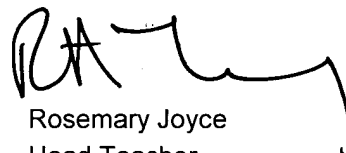
This sense of pride and accomplishment was reflected in our annual prizegiving ceremony held in November 2017 in the auditorium of the EM Forster Theatre at Tonbridge School. At this event the School not only recognised the academic achievements of students at GCSE and the IB Diploma in the summer of 2017, we also celebrated the rich and varied contribution made by students through their participation and engagement in music, sports, the arts and community service. We were delighted to welcome the award winning sports journalist, Sue Mott as our prizegiving speaker. Sue's speech reflected on her work in overcoming obstacles and the value of championing women's active participation in sport at all levels for personal and professional benefit.

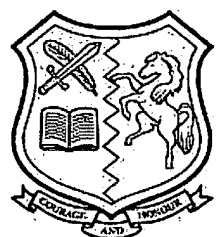
Recognising the value of team sports for women and girls was an important driver for the Governors in realising our long held ambition for an all weather pitch. We were delighted that Sophie Bray MBE and Laura Unsworth MBE were able to join Dame Helena Morrissey for the opening of this wonderful new facility at Tonbridge Grammar School in April 2018. The Team GB Hockey Olympic Gold medallists tested out our new pitch with members of the TGS Hockey team before joining Dame Helena for a question and answer session about personal motivation, leadership and teamwork.

The completion of the all weather pitch marked a significant moment for the School and visibly demonstrates that, alongside our commitment to providing an outstanding and nurturing learning environment for students, the Governors are committed to ensuring we continue to develop and improve facilities for current and future generations of students.

The strong sense of community we seek to foster and develop was further reflected in our annual Foundation Day celebration in July. The whole TGS community came together to participate in a cultural extravaganza culminating in the whole School performing a Bollywood dance led by a talented and intrepid group of Year 10 students.


Sally Dyson
Chair of Governors


Rosemary Joyce
Head Teacher



Governors' Report (including the Strategic Report)

Objects and Aims

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

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

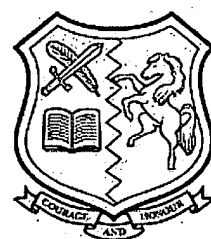
In accordance with the Articles of Association the Academy has adopted a 'Scheme of Governance' approved by the Secretary of State for Education.

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

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

Public Benefit

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



Governors' Report (including the Strategic Report)

Tonbridge Grammar School Strategic Vision 2016 - 2021

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

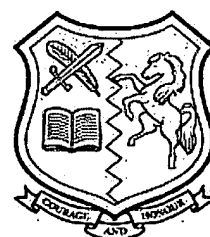
We are committed to:

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

Members of our community are nurtured to be:

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

Year 7 Camp - Year 7 camp has been some of the best days of my life so far. I have made new friends and made the bonds between my existing friends so much stronger. Camp opened many doors for me, from overcoming fears to becoming a more confident and self-assured person. Camp helped each and every one of us to become a family. The teachers and camp staff were very welcoming and reassured us in every way possible, meaning that when the time came not one of us wanted to leave. The rich variety of activities made sure that everyone had something new to try and a new challenge to overcome. Esther, Year 7



Governors' Report (including the Strategic Report)

TGS STRATEGIC PLAN 2016 – 21

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

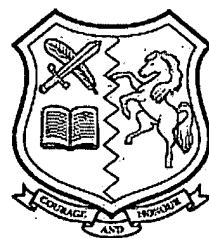
Enabling students to make healthy life choices, flourish and be happy

- 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



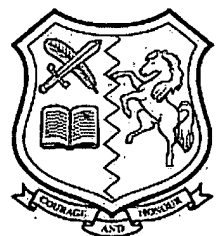
Governors' Report (including the Strategic Report)

Promote educational aspiration and social mobility <i>Make a positive difference to the life chances of students at and beyond the School</i>			
<ul style="list-style-type: none">• 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 <i>Promoting best practice locally, nationally and internationally</i>			
<ul style="list-style-type: none">• 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			
<ul style="list-style-type: none">• 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			

Barnardo's Carol Concert December 2017 - Singing at Southwark Cathedral was an amazing experience. The cathedral has been a place of Christian worship since 606, so to be part of that and to hear the voices of the Motet and Cantores choirs filling that space, was a real privilege. All of the hymns were beautifully sung, and the entire congregation participated in the carols. It was lovely to hear so many different choirs and voices, from a male barbershop quartet to a group of young drummers. I really enjoyed performing, and it was fantastic to know that we were helping to raise money for Barnardo's. Matilda, Year 9 Cantores member



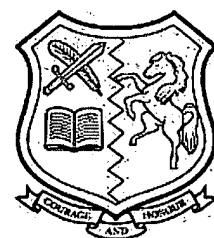
Governors' Report (including the Strategic Report)

Review of Strategic Objectives 2017 – 2018

Every Student to learn through real world engagement

Promoting collaboration, intellectual understanding and entrepreneurial endeavour

In its second 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. The Academy completed all developments and actions required to proceed to the accreditation phase for the Middle Years Programme (MYP). This has been confirmed by the International Baccalaureate Organisation (IBO) and the accreditation visit from the IBO is scheduled for January 2019. 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, all other subjects (excepting Drama and Design Technology) saw their first reformed GCSE examination outcomes in the summer of 2018. Outcomes in the reformed GCSEs were strong - demonstrating that staff and students rose very well to the challenge of these more rigorous examinations. 28% of our reformed GCSE entries were awarded a grade 9. Overall the results for our students were exceptionally strong. 46% of students gained 10 or more grades at 9 – 7 (or A*/A). 87% achieved 5 or more at these top grades. The average points per entry was 7.61 equivalent to a very strong grade A. Progress outcomes were 'well above' national average at 0.82 (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 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. This provided an authentic and powerful learning experience.



Governors' Report (including the Strategic Report)

Review of Strategic Objectives 2017 - 2018 (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. Resilience related learning in subjects identified in 2016/17 has been further developed by resilience leads in each subject who have planned, delivered and reviewed resilience focussed learning in the classroom. The health education programme continues to support health and wellbeing including mental health and stress management. Opportunities for students to develop mindfulness strategies has continued through the curriculum with further opportunities for staff and parents. The School has established a strong partnership with the Charity METRO to support and develop staff and student awareness and engagement with issues affecting LGBTQAI. The TGS student Inclusion and Diversity group (TIDE) has actively supported the identification and promotion of diversity and equalities issues amongst students at the School and supported the planning and delivery of an effective and successful mental health awareness week. Structural changes to the House system, Student Council and charities leadership made in the summer of 2017 have enabled the further development of student voice including student input into the review of the Homework Charter and the system of school rewards.

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. The new leadership structure for House and Charities supports increased engagement in House and Charity activities with an international focus. The annual Foundation Day held in July 2018 marked a year in the life of the school community through House based participation in a whole School celebration of cultural diversity that brought the whole school together. Engagement with parents through welcome events, experience evenings, written communications and surveys has been a key focus. Following feedback, this year saw the introduction of an evening for parents on supporting children's wellbeing with informative talks from experts in anxiety and self harm and drug and alcohol misuse with presentations tailored to different school phases. The introduction of parent forums to discuss key elements of school development including assessment arrangements has proved valuable. Outcomes of the parent survey were very positive, 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 2017 - 2018 (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 moved from the pilot phase to an established programme working with identified primary schools. The first year of the Pupil Premium admissions criteria within the School's Admissions Policy initiated a modest response with two of the ten Pupil Premium places allocated. Further work to promote this initiative is planned for the forthcoming year including promoting the 'Pupil Premium Entitlement' available to TGS students through communication with local primary schools. The Governing Body has continued to consider whether and how changes to governance might enable the Academy to further promote educational aspiration and social mobility to make a difference to the educational landscape beyond our School. TGS was pleased to celebrate the Outstanding Ofsted judgement of the local Pupil Referral Unit (PRU) supported by TGS over a number of years through the work of the Head Teacher at TGS as Chair of Governors of this alternative provision school.

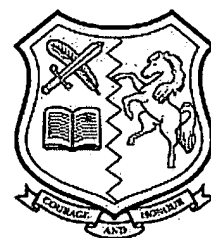
Invest in world class professional development

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 and Senior Leaders have successfully completed the National Professional Qualification for Senior Leadership (NPQSL) and the National Professional Qualification for Headship (NPQH). 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. The launch of Academy Days has enabled increased time available for collaboration and training including whole staff training in diversity working in partnership with the charity METRO.

"Desperate Journeys" part of Refugee week - a live interactive intercultural experience - *During the week, I was surprised by how many refugees there are in developing countries (84% as of 2017) where there is little hope of work opportunities even without being a refugee. I found the Desperate Journeys shocking because it was so real and raw - and that by going through that experience I was only living through a minuscule part of what the real refugees must be feeling as they make their way to a new start. I was in awe of all the organisations that I learned of who are fighting for the rights of refugees, particularly Empathy Action, who made Desperate Journeys - and the true stories behind it- public. I agree with the statement of inquiry- a person can't hope to get a job, work or accomplish things without food, or water, or somewhere safe to stay, as perceived in Maslow's Hierarchy of needs (also learned about during STEAM Week). The next step for me will be to share my experience with others and to try to change peoples' prejudices against refugees. Minna, Year 8*

Tonbridge Grammar School SAFE initiative - *In celebration of Anti Bullying Week, the students of TGS took part in an activity to decorate umbrellas with messages of kindness. Each umbrella was in the colour of a different TGS House and the little messages were pinned by safety clip to the umbrellas. Students of all year groups took part and the activity was coordinated by our 6th Form SAFE team. Students also marked World Kindness Day by giving a friend a compliments card and a sweet to say something kind to them. This was a heartfelt activity enjoyed by all! SAFE Team*



Governors' Report (including the Strategic Report)

Review of Strategic Objectives 2017 - 2018 (continued)

Be entrepreneurial in securing resources to realise our aspirations

In April the Academy celebrated the completion of the all weather pitch and associated facilities at the heart of our 'Big Outdoors' strategy. The facility was opened by Dame Helena Morrissey supported by the GB Hockey players Sophie Bray MBE and Laura Unsworth MBE. After years of fundraising and the generosity of our benefactor, the PTA and parents, the facility has brought immediate and significant improvement to sporting access and opportunity at TGS including enabling the School to run the first ever 'Wimbledon' Tennis competition over the summer. The Pavilion, the final element of the Big Outdoors project is yet to be realised. Fundraising through the Development Fund and from the PTA to support significant improvements to the School Library has resulted in the recruitment of a qualified Librarian and significant enhancements to the book stock for fiction and non fiction to reflect the needs and interests of TGS students. After applying unsuccessfully for grants from the Condition Improvement Fund (CIF) for critical maintenance in 2016/17 the Academy's 2017/18 applications for CIF funding for fire safety and window replacement were successful with the further award of energy efficiency 'SEEF' loan to replace all lighting with energy saving alternatives across the School. Window and lighting projects were completed during August with the final elements of the fire safety (fire escapes) completed early in Autumn 2018. The total value of the three projects amounts to almost £1,000,000.



Governors' Report (including the Strategic Report)

Performance and Achievements

GCSE and IB Diploma outcomes for students were once again outstanding this year. Year 11 achievements were exceptionally strong in a year which has seen the roll out of the reformed, and more rigorous, numeric graded GCSEs in all subjects other than Drama and Design Technology. The new top grade of 9, which sits above the threshold for A*, is tough to achieve. Our results show that TGS students are more than capable of responding to this challenge with 28% of our reformed GCSE entries awarded a grade 9. Overall the results for our students were exceptionally strong. 46% of students gained 10 or more 9 - 7 (A*/A) grades with 87% achieving 5 or more GCSEs at these top grades. Overall 57% of all GCSE results were at grade 9/8/A* and 81% at 9/8/7/A*/A with the average points per entry of 7.61 (equivalent to a strong grade A).

Mathematics results were once again exceptional with 84% of students achieving a grade 9 - 7 and 81% achieving grades 9 - 7 in at least one of their two English GCSEs.

Students also achieved exceptionally high grades in GCSE Sciences and Modern Foreign Languages with the following figures reflecting the number of 9 - 7 grades in each discipline; French 89%, Spanish 85%, Biology 88%, Physics 85% and Chemistry 89%.

56 students completed the challenging AS equivalent Free Standing Mathematics Qualification (FSMQ) in addition to their GCSE Mathematics achieving a 99% pass rate with 52% of grades achieving the top A grade.

The Diploma outcomes for our sixth all-IB Sixth Form cohort are once again exceptionally strong. One student achieved the maximum Diploma score of 45, an accolade achieved by only 59 students in the UK and 259 world wide. Two students achieved 44 points with 38 students (29%) achieving a score of 40 or more. 43% of our students achieved 38 points or more. Overall the average Diploma score was 37 which exceeds the UK (35) and worldwide average (31). 70% of individual subject grades were at a grade 7 or 6 with the average grade being just below a 6 (5.86).

Attainment 8: 77.9
Progress 8: 0.82
5 9 - 5 / A* - C GCSE: 98%
5 + 9 - 7 / A* - A: 87%
10+ 9 - 7 A* - A: 46%
Maths Progress: 0.50
English Progress: 0.62
Ebacc Progress: 1.14

129 students awarded IB Diploma

Diploma pts Range: 24 - 45

Average Diploma pts: 37

29% achieved 40 + pts
43% achieved 38 + pts
73% achieved 35 + pts

1 student awarded 45 pts
2 students awarded 44 pts

92% gained university places

89% placed at firm choice university

75% placed at Russell Group universities

8 students to Oxbridge

13 students to Medicine

Most Popular University Destinations

Exeter (21) Bristol (10) Durham (7) Birmingham (6) Nottingham (6) Bath (5) UEA (5) King's College (5) York (5) Cambridge (4) Oxford (4) Leeds (3) Oxford Brookes (3) Manchester (3) St Andrew's (3) Warwick (3)



Governors' Report (including the Strategic Report)

Performance and Achievements (continued)

Performance Measures

This is the third year of the new GCSE performance measures. **Attainment 8** measures GCSE attainment across 8 GCSEs including English, Mathematics and Science. **Progress 8** takes account of the progress of each student from Key Stage 2 to GCSE outcomes comparing students to others nationally with the same start point. Tonbridge Grammar School has performed exceptionally well in both measures. Attainment 8 is 77.9*, an increase from 77.7 in 2017. TGS was rated top out of Kent Schools for Attainment 8. Progress 8 is once again 'well above average' at 0.82*. Progress in English, Maths and the Ebacc is also well above average with scores of 0.50*, 0.62* and 1.15* 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 44.06 which is the equivalent** of a high 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

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

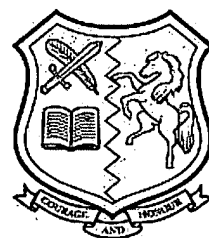
A positive value added for all Pupil Premium students of 0.78 (average) against a full cohort positive value added average of 0.79.

An Attainment 8 outcome of 73.5* for all four Pupil Premium students against a full cohort attainment 8 outcome of 77.9*.

A Progress 8 outcome of -0.22* for the two disadvantaged** Pupil Premium students against a full cohort Progress 8 outcome of 0.82*.

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

***Disadvantaged Progress 8 calculations exclude 2 Pupil Premium students one for whom there is no Key Stage 2 data and the other who is not classed as disadvantaged (Armed Services Pupil Premium).*



Governors' Report (including the Strategic Report)

Performance and Achievements (continued)

Enrichment Opportunities

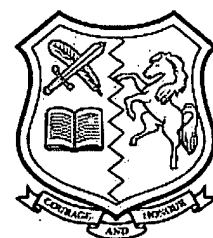
The Academy continues to ensure a wide range of extra-curricular enrichment opportunities are available to students to support and enhance the curriculum so that students have a real world context to learning that extends beyond subject areas and offers an authentic international perspective. In addition to a significant number of sports, music and enrichment clubs held at lunchtimes throughout the year, 'Action' in Years 7 and 8 continues to thrive with all students participating in a wide range of enrichment opportunities on Wednesday afternoons including film making, arts and crafts, bridge, sports coaching, dance, first aid certification and circus skills. All Year 7 students complete a programme of mindfulness as part of their Action in Year 7 to help support their personal development and wellbeing. Overall the 2017/18 Action programme provided 41 clubs run by professional providers and TGS Sixth Form students with Year 7 and 8 students taking up 240 places on food based courses, 1,039 places in arts and crafts and 519 places in sports. 63 students became first aiders and 88 had an amazing animal encounter!

A wide range of residential trips have been 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 and over 100 students in Years 8 and 10 participated in our annual ski trip. Student learning in Geography, Latin and the Arts was enriched through trips to Iceland and Italy respectively, with day and residential field trips enhancing learning in Geography and Biology. In the summer two teams of Year 12 students travelled to Malawi as part of the annual Inspire Humanitarian project. The students raised over £20,000 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. The Duke of Edinburgh Bronze Award continues to be exceptionally popular. Almost every Year 10 student participated and successfully completed the award. 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 15 residential and 78 day trips offered to TGS students, our students filled over 260 seats at the theatre, more than 423 travelled abroad with the School and 1,175 students took up places on our residential trips.

Food into Fun workshop - I really enjoyed taking part in the ready steady cook display. I thought it was a very valuable experience and I took on board some very valuable advice. Firstly, when we entered the hall at the start of the display we were given a very interesting lecture about how important it was to have breakfast because it supplied you with all your energy for the day. Also, I learnt how one of your five a day only counts if it fits in a cupped hand. I also really appreciated the way that the event was presented, getting volunteers up on stage to help with the explanations really helped the fun atmosphere. When I was first picked to take part I didn't really know what it was, or what I had been asked to do. When I found out I was petrified about going up to cook (an area where I have not much expertise) in front of the whole of Year 8. However, the reality was really fun and the Chartwells staff were so nice and helpful. I learnt how to fold a burrito! It was a really fun and useful experience that I am really grateful I had the opportunity to take part in. Cordy, Year 8

Under 16 County Netball Champions - 4th Year in a row - The County Finals are always highly competitive and there is no such thing as an easy game. The squad played some fantastic netball, showing real strength in determination when we had to come from behind a couple of times to finish the day on top. Thanks to all our supporters from the bench and the side line who gave us the momentum to perform to our best. Emily, Captain

Under 12 Kent College Hockey Champions - The team did very well in all the matches and kept going all the way through. I look forward to future matches and can't wait for the astro-turf to be finished so that we can play and train more often as a team. Anna, Captain

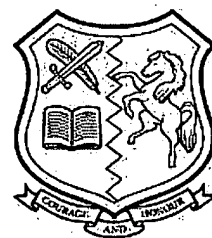


Governors' Report (including the Strategic Report)

Performance and Achievements (continued)

Sporting Success

2017/18 was a successful sporting year for the Academy with considerable success locally, regionally and nationally for individual competitors and teams. Our U16 Netball team were the undefeated Kent County champions, winning for the fourth year running. They represented Kent in the South East regional finals coming 3rd. The U13 Netball team were a narrow second on goal difference in the Kent County Tournament with the U12's runners up. TGS swimmers were 2nd in the Kent School Swimming Relay freestyle and 12th across the country in the National Schools Swimming Competition. TGS equestrian team members were successful in dressage and jumping competitions in the region and in the summer our Year 7 Tennis team won the County Tournament. The elite gymnasts were successful in regional competitions and represented the region at national gymnastic, acrobatic and tumbling competitions winning a range of medals. Despite much of our outdoor sports facilities being out of action for most of the year due to the construction of our new sports facilities, the U12 Hockey team won the Kent College tournament. In addition to competitive sport, all students in Years 7 – 11 participated in a range of inter house sports competitions including gymnastics and netball. The School converted its new pitch into tennis courts in the summer to run the inaugural 'Wimbledon' tennis championship. Sports Day, held at Tonbridge School was a great success with record breaking performances.



Governors' Report (including the Strategic Report)

Performance and Achievements (continued)

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. This year the six senior TGS students who entered the Biology Olympiad were all medallists with one achieving gold and another silver. 25 Year 10 students were awarded a bronze medal in the Physics Olympiad with a further five awarded silver and one gold. Students participated in the UKMT Maths Challenge with TGS hosting the event for other schools including local primary schools. Our TGS team won through to the national finals coming 78th in the country from an original entry of over 2,000 schools. The molecular biologist Richard Henderson CH, FRS, FMedSci, HonFRSC, who received the Nobel Prize for Chemistry in 2017 for his pioneering work on electron microscopy, visited the School to talk to GCSE and Diploma students about his work and Year 12 Psychology students visited the Neurology Centre at UCL. The School's commitment to developing creativity within STEM was reflected in the Year 8 STEAM week based around the theme of refugees. Students applied their learning in Science, Design Technology, Mathematics and Art to solve problems facing refugees. All students participated in a live interactive intercultural experience 'Desperate Journeys', exploring the global refugee crisis by tracking the journey of a family forced from their home in a war torn country. This challenging experience, rooted firmly in facts, helped students to reflect on how they could use their understanding and skills to solve problems and support refugees.

Psychology visit to University College London - *The Year 12 visit was very enjoyable and impressive; we had the amazing opportunity to have a guided tour of the Neurology Centre. The researchers showed us an MEG and MRI (fMRI) scanner as well as giving a full explanation of their purpose and way they function. This allowed us to understand exactly what we had learned in our Psychology lessons, because we could see them in practice as well as see the software used and real examples of the imaging technology. We watched a person in the MEG scanner and saw live data being transmitted to a nearby computer where what was happening was explained. The same happened with the MRI machine where we learnt how doctors and psychologists use this hardware to run tests and analysis on their patients. During this visit they used a pineapple to show us the structural aspect of how an MRI works, alongside previously taken brain scans in both an MRI and fMRI format. Learning the ways the analysts controlled and viewed the different types of data was very interesting. Lucie, Year 12*

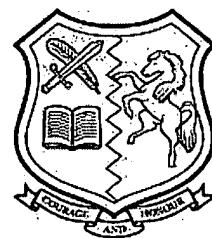


Governors' Report (including the Strategic Report)

Performance and Achievements (continued)

TGS and the Arts

Music, Art and Drama continued to provide a rich and vibrant backdrop to the year. Alongside examination Drama performances 'disco fever' hit the Academy with an exuberant school production of 'Disco Inferno' bringing the music, dance, drama and clothes of the 1970s to TGS in 2018. The popularity of recreational dance at TGS continues to grow with the four dance companies taking part in competitions and showcasing their achievements at school events. The School held highly impressive exhibitions for GCSE and IB Diploma Art, taking over retail space in Tunbridge Wells to bring our art exhibitions 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 and the London Chamber Orchestra in support of the Music Junction Project continues to thrive and our students benefit from mentoring less confident musicians who find formal learning more challenging as well as developing their own musical proficiency alongside members of a professional orchestra. In March we were delighted to welcome the London Chamber Orchestra and participants in the Music Junction project from other schools to our annual Spring Concert held at Tonbridge School Chapel which provided a truly magnificent and uplifting musical experience for all. In December the Cantores and Motet Choirs featured at the Barnardo's annual carol concert held at Southwark Cathedral and Motet were finalists in the Music for Youth National Competition. Our summer concert once again took place within Foundation Day alongside 'TOG Fest' which included a range of individual and group performances on our open air stage culminating in the whole School coming together to perform a Bollywood 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 and amongst the highest outcomes for schools nationally/internationally. 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 other than Drama and Design Technology for the first time in all but English Language, English Literature and Mathematics. Progress in English, Maths and the Ebacc is also well above average with scores of 0.50*, 0.62* and 1.15* respectively. Attainment outcomes for Diploma students were exceptionally high with an average point score of 37 and a Diploma range of 24 – 45. Attainment outcomes once again exceeded world and national averages at 31 and 35 respectively. Tracking progress against prior attainment for Diploma students shows that, on average, students achieve at or above expected level of progress. The exceptionally strong attainment outcomes for our students meant that 89% (81% 2017) of students gained a place at their first choice university with 75% (71% 2017) of students taking up places at Russell Group universities (including Oxbridge and medicine).



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 2017/18 was 96.6% (96.7% 2016/17). 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, 0.4% across Years 7 – 13 and includes absence for unauthorised holiday. 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 wellbeing 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 a two day induction for prospective students at the end of Year 11. For September 2018 entry these activities have supported the Academy to retain 60% of the Year 11 cohort along with 40 new joiners to the School. The retention figure shows a slight decrease from 2017 although the first of the larger cohort of students reaching Year 11 means the total number of students retained from Year 11 into the Sixth Form has increased. The slight percentage 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. This means that the market for sixth form recruitment is highly competitive. 34% 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 resulting in a reduced number of new joiners (40 in 2018 against 51 in 2017). The School is reviewing existing recruitment strategies and 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. For 2017 entry the Academy exceeded its Year 12 target of 140 students. For year 2018 entry the target of 150 has been missed with 142 students on roll.



Governors' Report (including the Strategic Report)

Key Performance Indicators (continued)

- ◆ Financial Planning In line with its growth strategy launched in 2013 in order to accommodate increasing student numbers, the Academy may need to set deficit budgets. The Academy has a policy that budgeted revenue deficits should be no more than the difference between the funding for lagged and actual student numbers, reflecting the fact that Department for Education funding is calculated each year on a lagged basis of student numbers at the start of the preceding school year.
- ◆ The Academy monitors student teacher ratios, average class sizes, contact ratios, average teaching salary and the percentage of GAG spent on teaching.

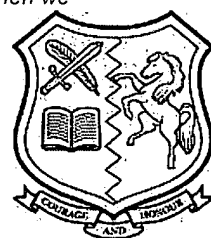
Extracts from the Malawi Blog

Team 1 - Today has been another great day, where we've all worked our socks off. The building is really coming on and it's nice to feel like we've all put a little bit of ourselves into helping the community. Cement mixing was gruelling – Tamara, Holly and Ingrid sweated buckets. We dug holes with all 17 hoes and planted some trees which made us again feel like we've made our stamp on the community. This trip has been full of new experiences and challenges that we've had to overcome. James and Tamara

We were lucky enough to visit a feeding centre today, which was very emotional but also so interesting to see the children receive their one meal for the day. All the young children were so friendly and loved singing and playing with us and they taught us all so many new words and dances. Katie and Lucy

Team 2 - Today we had a full day of project work. The work consisted of pointing and moving dirt again along with a little bit of painting. It was incredible to see the entire community working together on the project site, even the tiny kids were hoeing and running wheelbarrows up and down! The building is starting to look very professional with all the pointing being completed as well as the flood barriers looking super. Alice and Lucy

This afternoon we met with the youth group... what an eye opener. We played some games of ninja with them and then we exchanged information about each other's cultures. It was really humbling to see how different their lives are in comparison to ours. We met this 17 year old girl called Maggie, she wants to be a doctor. She is currently living in the village with her older sister and her English is incredible. Tash



Governors' Report (including the Strategic Report)

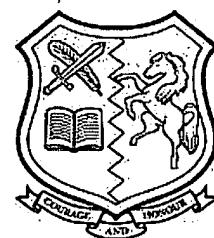
Financial Review

During the year ended 31 August 2018, total income was £8,062,000 (2017: £6,979,000) and total expenditure was £7,531,000 (2017: £6,772,000), giving net income before gains and losses on investment assets of £531,000 (2017: £207,000). After taking into account £2,000 gains on the revaluation of investments (2017: £4,000) and £393,000 actuarial gain on defined benefit pension fund (2017: £345,000), the surplus for the year was £926,000 (2017: £556,000), resulting in an increase in net assets from £10,831,000 at the end of 2017 to £11,757,000 at 31 August 2018. The result for the year excluding £1,150,000 legacy was a deficit of £224,000.

General Annual Grant ("GAG") income was £5,040,000 (2017: £5,152,000) and expenditure was £5,154,000 (2017: £5,048,000) giving net expenditure of £114,000 (2017: net income £104,000). The decrease in GAG income reflects that whilst pupil roll was broadly similar, the Minimum Funding Guarantee of -1.5% for 11-16 year olds resulted in £57,000 decrease in GAG funding and the withdrawal of the Education Services Grant, whilst partially protected in 2017/18, resulted in £51,000 decrease in GAG funding. Costs were higher than last year mostly in staff and premises costs. £70,000 of GAG was spent on fixed assets and transferred to the restricted fixed asset fund resulting in £114,000 GAG deficit after taking into account GAG funds brought forward which was made good from unrestricted funds.

Capital income was £799,000 (2017: £670,000) reflecting £677,000 grants from the Condition Improvement Fund ("CIF"), £25,000 Devolved Formula Capital and £97,000 private donations for the School's project for an all-weather pitch. Capital expenditure was £1,301,000 (2017: £546,000) reflecting £794,000 spending on the CIF projects, of which £269,000 was self-funded, depreciation of £549,000 (up from £469,000 in 2017 as a result of capitalising the all-weather pitch) and energy efficient LED lighting which was installed and capitalised, funded by a Salix loan of £165,000; one of the CIF projects was partially funded by a £28,000 Salix loan.

Other restricted funds including Pupil Premium and other ESFA grants and Local Authority grants provided income of £954,000 (2017: £1,013,000), out of which spending was £823,000 (2017: £944,000). £68,000 of the income in other restricted funds was received to set up a student bursary fund.



Governors' Report (including the Strategic Report)

Financial Review (continued)

The pension reserve was a deficit of £1,489,000 at the end of 2018, a decrease of £178,000 since the end of 2017; of the £178,000 change in the deficit, £215,000 has been recognised in expenditure and £393,000 as actuarial gains. The movements in the pension liability over recent years are mostly due to movements in the discount rate based on 23-year corporate bonds (2018: 2.65%, 2017: 2.6%, 2016: 2.2%, 2015: 4.0%). 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 underwent its three-yearly valuation in 2016 and the employer contribution rate increased modestly from 19.8% to 20.0% from April 2017.

Income from unrestricted funds was £1,269,000 (2017: £144,000) of which £1,150,000 was received from a legacy and has been designated by the Governors to provide student bursaries, together with the £68,000 restricted donation received for that purpose, and other educational purposes. £38,000 (2017: £40,000) of unrestricted income was expended, mostly on staff 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 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 2018, the Academy's net assets were £11,757,000 (2017: £10,831,000).

Of these, restricted fixed assets funds were £11,140,000 (2017: £11,303,000), of which £11,068,000 (2017: £10,565,000) could only be realised by the disposal of intangible and tangible fixed assets, £(193,000) (2017: £nil) was the Salix loans and £265,000 (2017: £738,000) was held in cash restricted for fixed asset investment, including unspent CIF grants for which there were capital commitments of £177,000. The remaining £88,000 relates to donations given specifically for the all-weather pitch, the next phase of which is to build a pavilion, and unspent Devolved Formula Capital grants which the Governors propose to use in support of the December 2018 round of CIF bids.

GAG restricted reserves were £nil (2017: £70,000).

Other restricted reserves were £463,000 (2017: £330,000), of which £79,000 (2017: £76,000) belonged to Fayerman Scholarships and £68,000 (2017: £nil) was restricted to student bursaries and were not available for the Governors to use for the general purposes of the Academy. After allowing for amounts received in 2017/18 which are budgeted to be spent in 2018/19 and a 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 £205,000 on projects consistent with the restrictions with which the donations were made.

The pension deficit reserve was £1,489,000 (2017: £1,667,000); this does not mean that an immediate liability for this amount will crystallise but rather that a deficit position of the pension scheme would generally result in a cash flow effect for the Academy in the form of an increase in employers' pension contributions over a period of several years.

The value of unrestricted reserves held in general funds was £493,000 (2017: £795,000). Unrestricted general funds were used during the year to support CIF projects and to meet the deficit on GAG restricted fund. The unrestricted designated fund was £1,150,000 (2017: £nil) representing the legacy received in 2017/18 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 £956,000 (2017: £1,195,000) of which £79,000 belonged to Fayerman Scholarships and £68,000 was restricted for use for student bursaries, giving reserves which were available for the general purposes of the Academy of £809,000. The Governors consider that reserves are required for the following purposes:

- Budgets from 2018/19 to 2021/22 are expected to broadly balance. However a contingency is held to cover the uncertainty of the soft implementation of the National Funding Formula, the likelihood of increased public sector pay following School Teachers' Pay and Conditions Document 2018 and the extent of government funding towards these in the form of Teachers' Pay Grants and the unconfirmed employer's contribution rate to the Teachers' Pension Scheme from September 2019 and the extent of government funding towards this.
- Unforeseen emergency building repairs to keep the school open; this covers items such as boiler breakdown and the hire of temporary classrooms.
- General contingency for legal costs and fluctuations in Sixth Form numbers.
- A reserve for voluntary donations to allow ongoing school expenditure to be continued should voluntary donations subside.
- A reserve to find replacement hirers if significant hirers terminate their agreements.



Governors' Report (including the Strategic Report)

Reserves Policy (continued)

The Governors assessment of these amount to a reserve requirement of £600,000. The current level of available reserves is £209,000 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 the Pavilion.

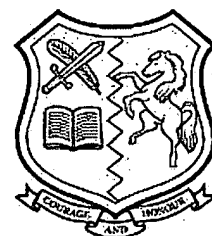
In addition to the above, the Academy was also holding net current assets of £265,000 in restricted fixed asset funds. This mostly relates to CIF projects which had not been completed by 31 August 2018 and for which there were capital commitments of £177,000. There were £51,000 residual funds from the School's fundraising campaign to improve its outdoor sports facilities, of which stage 1 (the building of an all-weather pitch) was completed in April 2018 and stage 2 (a pavilion incorporating teaching space) is planned for future years. The remaining £37,000 relates to unspent Devolved Formula Capital funding which will be used to address premises issues that have been identified as requiring attention over the next year, using these funds to support future CIF applications. 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 2018, £1,770,000 (2017: £555,000) was held in an instant access savings account with another major UK institution. This includes the £1,150,000 legacy received in the year. 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

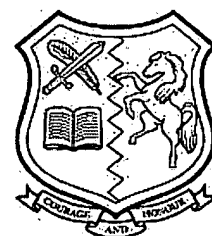
The primary objective of any academy is to deliver high quality education to students. There are a multitude of factors that can affect the achievement of this objective. Risk management is an essential part of managing any organisation and the ultimate responsibility for managing Academy risk rests 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 ten risks requiring their specific focus to mitigate risk and monitor impact. Following review in the summer 2018 the Governors removed from the highest risk category risks associated with the critical impact on the curriculum of failure to recruit and insufficient reserves as a result of the impact of mitigating action. Additional risks associated with the impact of banking failure and the new GDPR requirements were identified as a priority for 2018/19.

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. Financial risk associated with potential banking collapse;



Governors' Report (including the Strategic Report)

Principal Risks and Uncertainties (continued)

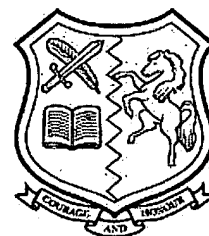
4. Impact on GAG income of insufficient recruitment of learners to the Sixth Form;
5. High dependency on one main income source (GAG):
 - i. Managing financial issues around lagged funding conditions during period of growth;
 - ii. GAG income insufficient to meet core educational need:
 1. GAG income fails to maintain with imposed cost of living pressures;
 2. Full National Funding Formula not passed on in entirety by LA to meet costs;
6. Increased safeguarding risks for students during trips and offsite activities;
7. Hirers of school facilities fail to comply with statutory duties regarding safeguarding and health and safety;
8. Contractor working at school in breach of safeguarding requirements;
9. School (staff) conduct in breach of disabilities and equalities legislation and statutory safeguarding requirements in respect of staff and or pupils;
10. Risk of exposure of staff / students to unacceptable health and safety risks or hazards when taking part in off site school sponsored activity.

Health and Safety – Fire (Risk 1)

To mitigate this risk the School 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 areas of the older school buildings not compliant with the latest fire safety expectations. The assessment reduced the capacity of the main school hall with consequent impact on curriculum delivery and opportunities for performance and assemblies. To mitigate immediate risk the School identified and addressed fire safety issues that posed a 'threat to life' and strictly adhered to fire capacity assessments for the school hall and other internal assembly areas. A CIF grant application to complete critical fire safety work was unsuccessful in 2016/17. A revised application was successful in 2017/18. Completion of the fire safety project, including additional fire escapes, was completed for the beginning of the academic year 2018/19. 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. Phase 2 fire safety grant application is planned for 2018/19.

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. An audit has been 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. All staff have been advised of GDPR requirements and their responsibilities. Staff training has commenced with a planned roll out for all staff based on assessment of priority. Practical actions have been taken to further mitigate risk of data breach including withdrawal of use of external drives and data sticks, introduction of secure staff laptops and new protocols around emailing and downloading documents that identify individual students or staff. The School has appointed an external data protection officer to ensure there is no conflict of interest.



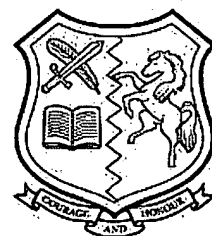
Governors' Report (including the Strategic Report)

Principal Risks and Uncertainties (continued)

Financial Risks (Risks 3-5)

To mitigate against the risk associated with banking collapse and the level of protection from loss of funds provided through the Financial Services Compensation Scheme, the Governors have determined to review the School's banking policy. To mitigate against risks four and five the Academy has an active student recruitment strategy for the Sixth Form and for Year 7 to support growth in student numbers over a five year period. From September 2013 numbers from Year 7 have increased by one form of entry.

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. 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 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.



Governors' Report (including the Strategic Report)

Principal Risks and Uncertainties (continued)

The Academy reviews the cost of curriculum provision annually prior to determining the curriculum offer and identifies 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 from September 2016 to secure greater efficiency.

The School undertakes a full analysis of income and expenditure projections over a five year period to determine projected shortfalls in funding over this time in order to plan for further income reductions. 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 is planned for September 2019.

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

The new National Funding Formula minimum funding guarantee increases the per pupil income the School receives from September 2018, confirming that the School has previously been underfunded. The local decision to retain £100.00 per pupil funding to support LA need in 2018/19 and 2019/20 has reduced the amount of GAG income the School was due to receive in accordance with National Funding arrangements. To mitigate this risk the School has planned its curriculum need and managed staffing costs carefully projecting income on the basis of what it expects to receive.

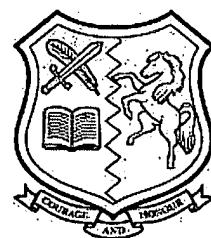


Governors' Report (including the Strategic Report)

Principal Risks and Uncertainties (continued)

Safeguarding and Health and Safety – Trips and Outside Activities (Risks 6 and 10)

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 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.



Governors' Report (including the Strategic Report)

Principal Risks and Uncertainties (continued)

Safeguarding and the External Use of School Facilities (Risk 7)

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 8)

To mitigate the risk of contractors being unaware of the safeguarding requirements whilst working on the School 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 School 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 School 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 School 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.

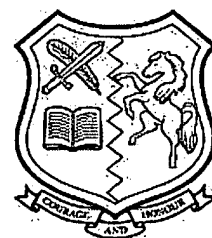


Governors' Report (including the Strategic Report)

Principal Risks and Uncertainties (continued)

School / Staff breach statutory legislation related to Disabilities, Equalities and Safeguarding (Risk 9)

The Governors recognise the wealth of legislation in place to secure and protect staff welfare including legislation to protect staff against discrimination on the grounds of disability. Actions in place to mitigate the risk of intentional or unintentional breach of compliance include contracting the services of a specialist Human Resources legal consultancy service to offer advice and guidance to the School on a case by case basis alongside regular updates on legal compliance and online training related to Human Resources. The risk is further mitigated through an HR team approach and the judicious use of Occupational Health referral and advice. Robust up to date policies are in place and updated on a regular basis, in consultation with the HR legal advisors, taking account of changes in legislation and the needs of the organisation. To mitigate the risk of breach of statutory requirements for staff safeguarding, including safer recruitment, the DSL with responsibility for safe recruitment ensures that policy and practice is fully compliant and the DBS process is in place and fully applied to all posts. An appointed safeguarding governor maintains a regular review to ensure in school processes reflect policy and statutory requirements.



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.



Governors' Report (including the Strategic Report)

Plans for Future Periods

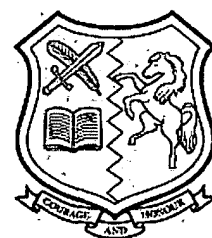
Strategic objectives for the forthcoming year include:

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
Students learn through authentic engagement with tasks that are relevant, challenge skills and thinking and building resilience to set backs.
Learning is driven by collaborative enquiry building emotional intelligence and social, communication and research skills.
Students become self directed learners through interaction with purposeful feedback and development of their self management skills.
Students understand the importance of real world learning locally and globally.
Consistent Learning Experience
The quality of students' teaching and learning experience is consistent across the School.
A high standard of behaviours for learning is expected and upheld.
Every Student Counts
A consistent and differentiated approach to monitoring, tracking and intervention is embedded across the School from Year 7 to 13.
All students feel that they are part of the school community and have an opportunity to contribute to its success.
Curriculum Implementation
The curriculum is selected, designed and implemented to ensure a coherent 7 year experience in which approaches to learning, learner profile skills and knowledge are developed in order to increase life chances and opportunities for every student.
Enriching the Curriculum Experience
Co curriculum enhances taught curriculum.
Societies for Sport, Arts, STEM, Humanities and Languages.
Inclusive and sustainable extra curricular opportunities support school vision including focus on entrepreneurial skills and a wider understanding of, and participation with, the work of the world.

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.

Establish and embed a sustainable and holistic school-wide approach to resilience
Embed resilience practice within the classroom.
Ensure the wider curriculum experience creates opportunities for students to take risk and develop resilience.
Create opportunities for students to develop digital resilience: making the right choices online.
Develop and embed opportunities for student decision making to ensure all students have a voice
Create opportunities for students to participate in the evaluation and design of their learning experience.
Create structures to empower students to support each other
Develop opportunities for students to make an active contribution to building resilience through HSEE delivery.
Development of peer mentoring.



Governors' Report (including the Strategic Report)

Strand Three: Strengthen our community – securing strong collaborative relationships with parents, alumni and the wider community.

TGS Community Network
Strengthen long term engagement with the School through the development of the TGS Community Network.
Deepen real world understanding by learning first hand from the experts in their field and first hand learning experiences.
Communications
Celebrate TGS experience within and beyond school community.
Improve communications within our school community through the effective use of technology.
Service Learning
Increase student contribution to the community.
Parental Engagement
HSEE support to parents.
Embed parent voice in school self-review and decision making.
Theme Weeks
Develop the whole school community through the introduction of co-ordinated whole school themes.

Strand Four: Promote educational aspiration and social mobility – making a positive difference to the life chances of students at and beyond the School.

Embed Pupil Premium admissions Years 7 – 11.
Develop and embed in school Pupil Premium strategy.
Embed and develop sustainable approach to support aspiration to grammar school.
Develop access to Sixth Form for social mobility.
Governance leadership strategy supporting educational excellence and opportunity beyond TGS.

Strand Five: Invest in world class professional development – promoting best practice locally, nationally and internationally.

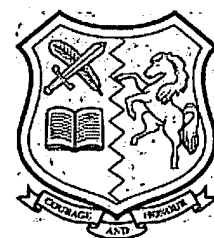
Leadership
Establish structure of leadership development to support aspiration to middle and senior leadership.
Provide professional development strategies to ensure consistency in middle leadership practice.
Pedagogy and Student Wellbeing
Establish TGS approach to pedagogical and wellbeing professional development that is informed by sound educational research.
Ensure training opportunities that support SEN and diversity.
Academic Knowledge
Invest in IB training for greatest impact and best value.
Develop leadership and engagement in IB networks.
Create professional development opportunities for GCSE success.
Compliance and Administration
Ensure staff have a full understanding of their responsibilities related to GDPR.
Develop staff digital literacy to support and develop efficient and collaborative working practices, effective communication and compliance.
Promote support staff training opportunities beyond TGS.
Ensure full programme of safeguarding training.



Governors' Report (including the Strategic Report)

Strand Six: Be entrepreneurial in securing resources to realise our aspirations.

Income Generation
Further develop and embed sustainable school fund strategy and funding.
Develop a sustainable lettings strategy.
Develop Debney Endowment Fund.
Increase corporate sponsorship.
Capital Development
Secure CIF funding.
Complete Big Outdoors Project.
Determine future capital development priorities.



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.

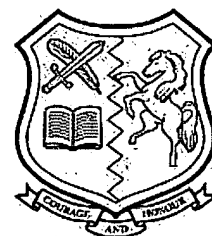
Details of the Governors who served during the year are included in the reference and administrative details on page 4.

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.



Governors' Report (including the Strategic Report)

Structure, Governance and Management (continued)

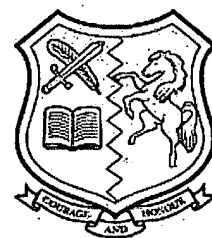
Method of Recruitment and Appointment or Election of Governors

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 the KCC new Governor training induction and any further training is provided as required; this is both in-house and using external providers. All Governors are provided with the information needed (including terms of reference, policy documentation, minutes, budgets etc.) to undertake their role. All this documentation is also held in the secure electronic Governor area for ease of reference. In addition to training in accordance with individual needs, the Academy arranges whole Governor training annually (including safeguarding training) and members of the Governing Body access local and national governor training provided by the Academy's legal support, accountants and through networks including the Local Authority, National Governance Association and Confederation of School Trusts. Over the last year Governors have received in-house training in Safeguarding, Post 16 options beyond Higher Education, Equality and Diversity, and use of the new online Governors platform. In addition Governors have attended external courses dealing with GDPR, Moral Leadership in a complex system, Social Mobility, Ethical Accountability and Income Generation. During the annual strategy day Governors received a presentation from Tony Moffatt of the National Governance Association about forming or joining a Multi Academy Trust and the issues to consider.



Governors' Report (including the Strategic Report)

Structure, Governance and Management (continued)

The Governors have been involved in planning groups, student enrichment and other School activities that occur during the School day. These have included student forums, musical performances, alumni celebrations, discussing admission arrangements, health and safety and travel plans and working on the building development project. An additional 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 try and recruit some Governors who had no previous link to the School. This was achieved by approaching local businesses. Governors also participated in a self-effectiveness survey and a skills audit. The outcomes of these initiatives were reported back to the Governing Board and will inform the recruitment, training needs, deployment of personnel and strategy day session during the forthcoming year. The Chair of Governors forum, initiated during the last academic year, has continued to provide a very good platform for exchange of ideas, collaboration and opportunities for building community networks.

Organisational Structure

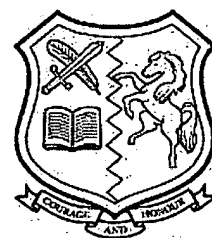
Upon conversion, the management structure that had served the predecessor school well was adopted to enable continued improvement in the way the Academy is run. The structure consists of:

- ◆ 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 2017/18 had three committees:

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



Governors' Report (including the Strategic Report)

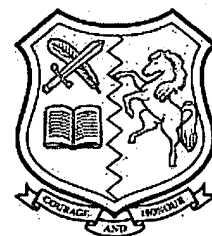
Structure, Governance and Management (continued)

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 consists of the Head Teacher, Deputy Head Teachers and four Assistant Head Teachers. The Strategy Group controls the Academy at executive level and implements the Academy's strategic plans and policy. Each member of the Strategy Group has a clearly defined range of responsibilities to support the implementation of the Academy's strategic plans, quality assuring teaching and learning, maintaining and improving standards, 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.



Governors' Report (including the Strategic Report)

Structure, Governance and Management (continued)

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 2018 (further details can be found in note 25 to the financial statements):

Expenditure Related Party Transactions

In 2017/18, the Academy engaged Richard Bellord of Calford Seaden LLP to prepare a Planned and Preventative Maintenance programme for the Academy. The agreed fee was £1,600 (2017: £nil) and there were no amounts outstanding at 31 August 2018 (2017: £nil). Calford Seaden LLP is a related party as Jose Parody, a Governor, is a partner of Calford Seaden LLP. Mr Parody has an interest of around 9% in Calford Seaden LLP.

During the year, the Academy paid Lucy Blackstone £83 for administration support for a newsletter. Miss Blackstone is a related party as her parent Pippa Blackstone is a Governor. There were no amounts outstanding at 31 August 2018.

Income Related Party Transactions

During the year, sponsorship for the Careers Fair of £250 (2017: £250) and a letting of £180 (2017: £nil) 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 2018 (2017: £nil).

The aggregate value of donations from Governors was £4,099 including gift aid (2017: £6,532).



Governors' Report (including the Strategic Report)

Structure, Governance and Management (continued)

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 2017 to 2018. 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 2018 were £79,000 and its income for the year ended 31 August 2018 was £1,000. There were no liabilities and no expenditure.

Funds Held as Custodian Trustee on behalf of Others

There were no funds held on behalf of others.

Auditor

In so far as the Governors are aware:

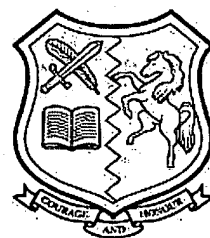
- ♦ there is no relevant audit information of which the charitable company's auditor is unaware; and
- ♦ the Governors have taken all steps that they ought to have taken to make themselves aware of any relevant audit information and to establish that the auditor is aware of that information.

Governors' report, incorporating a strategic report, was approved by order of the Board of Governors, as the company directors, on 11 December 2018 and signed on its behalf by:



Sally Dyson
Chair of Governors

Date: 11 December 2018



Governance Statement

Scope of Responsibility

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

The Board of Governors has delegated the day-to-day responsibility to the Head Teacher, as Accounting Officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between the Academy and the Secretary of State for Education. The Head Teacher is also responsible for reporting to the Board of Governors any material weaknesses or breakdowns in internal control.

Governance

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

Governor	Meetings attended	Out of a possible
Sally Dyson (Chair of Governors)	5	5
Laura Acosta	4	5
Pippa Blackstone (appointed 29 September 2017)	4	4
Mark Davis	5	5
Ruth Davis (appointed 7 December 2017)	1	2
Annette Doherty	4	5
Steven Holdcroft	2	5
Geraldine Hughes (resigned 31 August 2018)	3	5
Julie Humphries	3	5
Rosemary Joyce (Head Teacher and Accounting Officer)	5	5
Michael Joyner (resigned 24 November 2018)	5	5
Mark Lavenstein	5	5
Andrew Leale	3	5
Jose Parody	4	5
Steve Seagrove (resigned 16 October 2017)	1	1
Andrea Senior (resigned 31 August 2018)	2	5
Nigel Stratton (appointed 1 April 2018)	1	1
Jeremy Timms (appointed 5 March 2018)	1	2
Julia Wheeler	5	5

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



Annual Report and Financial Statements – Year Ended 31 August 2018

Governance Statement

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

Governor	Meetings attended	Out of a possible
Sally Dyson (Chair of Governors)	7	7
Pippa Blackstone (appointed 29 September 2017)	5	5
Geraldine Hughes (Responsible Officer) (resigned 31 August 2018)	4	7
Julie Humphries	4	7
Rosemary Joyce (Head Teacher and Accounting Officer)	7	7
Michael Joyner (resigned 24 November 2018)	7	7
Andrew Leale (Chair F&GP)	7	7
Jose Parody	2	7
Steve Seagrove (resigned 16 October 2017)	1	1
Nigel Stratton (appointed 1 April 2018)	1	1

Review of Value for Money

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

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

- The Academy delivers excellent academic results and value added as shown by its examination results.
- The Academy has taken steps to improve financial efficiency to meet rising costs from staff incremental pay increases, pay settlement increases, rising social security costs and pension costs. In 2017/18 it reduced the substantive level of its Senior Leadership Team and announced a further reduction in senior leadership in future years. It continued its ongoing review of courses offered, curriculum timetabling, optimum class sizes and contact ratios. It seeks a balance of offering a broad curriculum in line with its IB principles, balancing staff workload and being cost effective without a detrimental impact on teaching and learning.
- The Academy installed LED lighting throughout the school in August 2018 with the assistance of a Salix loan under the SEEF scheme. It is already witnessing energy efficiencies which will be used to pay back the £165,000 interest free loan over eight years.
- 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.
- The Academy joined the Risk Protection Arrangement in September 2015 which it has found provides a value for money alternative to insurance cover and saves third party brokerage costs.
- During the year the following contracts were tendered or renegotiated: payroll services, hygiene supplies and multi-functional devices. The latter contract was arranged under Crown Commercial Service Framework RM3781 Lot 2.



Governance Statement

The Purpose of the System of Internal Control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can therefore only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of the Academy's policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place at the Academy for the year ended 31 August 2018 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 2018 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Governors.

The Risk and Control Framework

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

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

In 2017/18, the Board of Governors considered the need for a specific internal audit function and decided not to appoint an internal auditor. However the Governors appointed Mrs G Hughes, a Governor, to carry out a programme of internal checks.

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

- ◆ Purchasing;
- ◆ Payroll, including the transition to the new provider;
- ◆ Income, including gift aid claims and supporting records.

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



Governance Statement

Mrs G Hughes retired as a Governor on 31 August 2018 and the Finance and General Purposes Committee recommended the appointment of an external accountancy firm to provide internal assurance in 2018/19.

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:

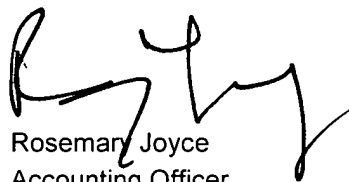
- ◆ the internal checks carried out by the appointed governor;
- ◆ the work of the external auditor;
- ◆ the financial management and governance self-assessment process;
- ◆ the work of the executive managers within the Academy who have responsibility for the development and maintenance of the internal 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 11 December 2018 and signed on its behalf by:



Sally Dyson
Chair of Governors



Rosemary Joyce
Accounting Officer




Annual Report and Financial Statements – Year Ended 31 August 2018

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 2017.

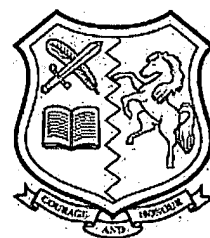
I confirm that I and the Academy Board of Governors are able to identify any material irregular or improper use of funds by the Academy, or material non-compliance with the terms and conditions of funding under the Academy's funding agreement and the Academies Financial Handbook 2017.

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: 11 December 2018



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 2017 to 2018;
- ◆ 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.

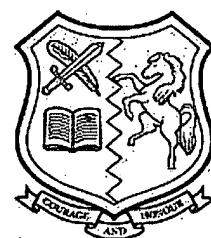
The Governors are responsible for ensuring that in its conduct and operation the charitable company applies financial and other controls, which conform with the requirements both of propriety and of good financial management. They are also responsible for ensuring grants received from the ESFA/DfE have 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 11 December 2018 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 2018 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 2017 to 2018.

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 2018 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 2017 to 2018.

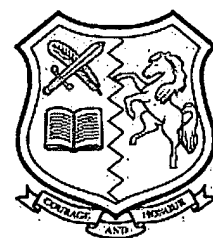
Basis for opinion

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

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

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

We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

In our opinion, based on the work undertaken in the course of the audit:

- ◆ the information given in the Governors' report including the strategic report for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- ◆ the Governors' report including the strategic report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Governors' report including the strategic report.

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 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.

Buzzacott LLP 13 December 2018

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



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 2017 to 2018, 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 2017 to 31 August 2018 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 2017, 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 2017 to 2018. 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 2017 to 31 August 2018 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

Approach

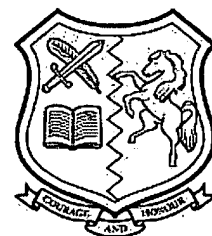
We conducted our engagement in accordance with the Academies Accounts Direction 2017 to 2018 issued by the ESFA. We performed a limited assurance engagement as defined in our engagement letter.

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

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

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

The work undertaken to draw to our conclusion includes:



Annual Report and Financial Statements – Year Ended 31 August 2018

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

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

Conclusion

In the course of our work, nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the period from 1 September 2017 to 31 August 2018 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Buzzacott LLP 13 December 2018

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



Annual Report and Financial Statements – Year Ended 31 August 2018

Statement of financial activities for the year ended 31 August 2018 (including income and expenditure account)

	Notes	Unrestricted general fund £'000	Restricted Funds		2018 Total funds £'000	2017 Total funds £'000
			General £'000	Fixed assets fund £'000		
Income from:						
Donations and capital grants	1	1,150	895	799	2,844	1,610
Charitable activities:						
Funding for the Academy's educational operations	2	68	5,097	-	5,165	5,300
Other trading activities	3	46	-	-	46	64
Investments	4	5	2	-	7	5
Total income		1,269	5,994	799	8,062	6,979
Expenditure on:						
Raising funds		-	7	-	7	7
Charitable activities:						
Academy's educational operations		38	6,185	1,301	7,524	6,765
Total expenditure	5	38	6,192	1,301	7,531	6,772
Net income (expenditure) before investment gains		1,231	(198)	(502)	531	207
Net gains on investment assets		-	2	-	2	4
Net income (expenditure) before transfers		1,231	(196)	(502)	533	211
Gross transfers between funds	17	(383)	44	339	-	-
Net income (expenditure) for the year		848	(152)	(163)	533	211
Other recognised gains and losses						
Actuarial gains (losses) on defined benefit pension scheme	24	-	393	-	393	345
Net movement in funds		848	241	(163)	926	556
Reconciliation of funds						
Total fund balances brought forward at 1 September		795	(1,267)	11,303	10,831	10,275
Total fund balances carried forward at 31 August		1,643	(1,026)	11,140	11,757	10,831

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 2018

Balance sheet as at 31 August 2018

	Notes	2018 £'000	2018 £'000	2017 £'000	2017 £'000
Fixed assets					
Intangible fixed assets	11		15		-
Tangible fixed assets	12		11,053		10,565
			11,068		10,565
Current assets					
Debtors	13	485		149	
Investments	14	36		34	
Cash at bank and in hand		2,632		2,211	
		3,153		2,394	
Liabilities					
Creditors: amounts falling due within one year	15	(794)		(461)	
Net current assets			2,359		1,933
Total assets less current liabilities			13,427		12,498
Creditors: amounts falling due after more than one year	16		(181)		-
Net assets excluding pension liability			13,246		12,498
Defined benefit pension scheme liability	24		(1,489)		(1,667)
Total net assets			11,757		10,831
Funds of the Academy					
Restricted funds					
Fixed assets fund	17	11,140		11,303	
General fund	17	-		70	
Other restricted funds	17	463		330	
Pension reserve	17	(1,489)		(1,667)	
			10,114		10,036
Unrestricted funds					
General fund	17	493		795	
Designated fund	17	1,150		-	
			1,643		795
Total funds			11,757		10,831

The financial statements on pages 56 to 80 were approved by the Governors, and authorised for issue on 11 December 2018 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 2018

		2018 £'000	2017 £'000
Cash flows from operating activities			
Net cash provided by operating activities	A	341	167
Cash flows from investing activities	B	(113)	566
Cash flows from financing activities	C	193	-
Change in cash and cash equivalents in the year		421	733
Cash and cash equivalents at 1 September		2,211	1,478
Cash and cash equivalents at 31 August	D	2,632	2,211

A Reconciliation of net income to net cash flow from operating activities

	2018 £'000	2017 £'000
Net income for the year (as per the statement of financial activities)	533	211
Adjusted for:		
Depreciation (note 12)	549	469
Capital grants from DfE and other capital income	(799)	(670)
Interest receivable (note 4)	(7)	(5)
Net gains on investment assets	(2)	(4)
Defined benefit pension scheme cost less contributions payable (note 24)	173	154
Defined benefit pension scheme finance cost (note 24)	42	40
(Increase) decrease in debtors	(146)	97
Decrease in creditors	(2)	(125)
Net cash provided by operating activities	341	167

B Cash flows from investing activities

	2018 £'000	2017 £'000
Dividends, interest and rents from investments	7	5
Purchase of tangible fixed assets (net of debtors and creditors)	(714)	(109)
Purchase of intangible fixed assets	(15)	-
Capital grants from DfE/ESFA	512	24
Capital funding received from sponsors and others	97	646
Net cash (used in) provided by investing activities	(113)	566

C Cash flows from financing activities

	2018 £'000	2017 £'000
Cash inflows from new borrowing	193	-
Net cash provided by financing activities	193	-

D Analysis of cash and cash equivalents

	2018 £'000	2017 £'000
Cash at bank and in hand	2,632	2,211



Notes to the financial statements for the year ended 31 August 2018

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 2017 to 2018 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

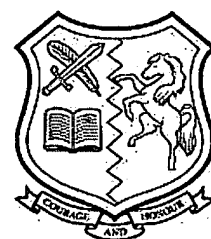
Grants are included in the statement of financial activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the balance sheet. Where income is received in advance of meeting any performance-related conditions 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 and legacies

Donations and legacies 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 2018

Other income

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

Donated fixed assets

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

Expenditure

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

◆ Expenditure on raising funds

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

◆ Charitable activities

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

All resources expended are inclusive of irrecoverable VAT.

Intangible fixed assets

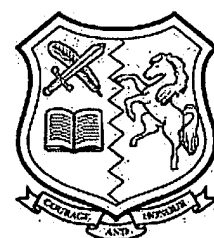
Intangible assets costing £5,000 or more are capitalised and recognised when future economic benefits are probable and the cost or value of the asset can be measured reliably. Intangible assets are initially recognised at cost and are subsequently measured at cost net of amortisation and any provision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



Annual Report and Financial Statements – Year Ended 31 August 2018

Notes to the financial statements for the year ended 31 August 2018

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
Fixtures and fittings	5 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.

Investments

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

Liabilities

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

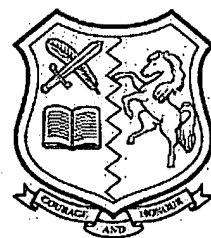
Leased assets

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

Financial instruments

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

Financial assets – trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 13. Prepayments are not financial instruments.



Notes to the financial statements for the year ended 31 August 2018

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.

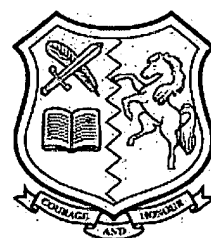
The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the Academy in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the 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.



Notes to the financial statements for the year ended 31 August 2018

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.

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.

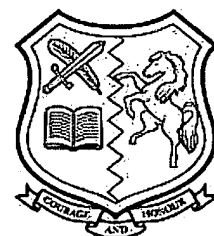
Critical accounting estimates and assumptions

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 2018. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.
- The charge in respect of depreciation of tangible fixed assets is derived after determining an estimate of an asset's expected useful life and the expected residual value at the end of its life. Increasing an asset's expected life or its residual value would result in a reduced depreciation charge in the statement of financial activities.
- The Academy is the residual beneficiary of a will, as disclosed in Note 21, under which it received £1,150,000 in the year ended 31 August 2018. The estate of the legator has not been finalised; no accrual has been made for any further amounts which may be receivable under the terms of the will as the amount cannot be measured reliably.
- 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 2018

1. Donations and capital grants

	Unrestricted funds £'000	Restricted funds £'000	2018 Total funds £'000	2017 Total funds £'000
Voluntary fund income	-	673	673	779
Other private donations	1,150	319	1,469	791
Donated fixed assets	-	-	-	16
Capital grants	-	702	702	24
	1,150	1,694	2,844	1,610

2. Funding for the Academy's educational operations

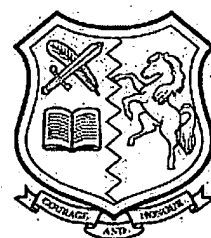
	Unrestricted funds £'000	Restricted funds £'000	2018 Total funds £'000	2017 Total funds £'000
DfE / ESFA revenue grants				
General annual grant (GAG)	-	5,040	5,040	5,152
Other DfE/ESFA grants	-	47	47	38
National College grants	-	-	-	33
	-	5,087	5,087	5,223
Other Government grants				
Local authority grants	-	6	6	5
	-	6	6	5
Other funds				
Other educational income	68	4	72	72
Total funding	68	5,097	5,165	5,300

3. Other trading activities

	Unrestricted funds £'000	Restricted funds £'000	2018 Total funds £'000	2017 Total funds £'000
Hire of facilities	46	-	46	64

4. Investment income

	Unrestricted funds £'000	Restricted funds £'000	2018 Total funds £'000	2017 Total funds £'000
Bank interest and COIF charity investment fund	5	2	7	5



Annual Report and Financial Statements – Year Ended 31 August 2018

Notes to the financial statements for the year ended 31 August 2018

5. Expenditure

	Staff costs £'000	Non pay expenditure		2018 Total funds £'000	2017 Total funds £'000
		Premises £'000	Other costs £'000		
Raising funds					
.. Direct costs	-	-	2	2	2
.. Allocated support costs	5	-	-	5	5
Academy's educational operations					
.. Direct costs	3,303	441	1,064	4,808	4,856
.. Allocated support costs	1,131	1,368	217	2,716	1,909
	4,439	1,809	1,278	7,531	6,772
2017 total funds	4,352	1,029	1,391	6,772	

Net income (expenditure) for the year includes:

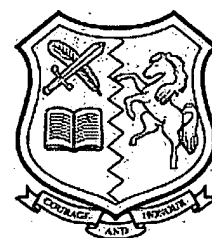
	2018 Total funds £'000	2017 Total funds £'000
Depreciation	549	469
Operating lease rentals	53	48
Fees payable to auditor		
Statutory audit	12	12
Other services	1	1

Included within expenditure are the following transactions:

	2018 Total funds £	2017 Total funds £
Gifts made by the Academy	-	49

6. Charitable activities - Academy's educational operations

	2018 Total funds £'000	2017 Total funds £'000
Direct costs	4,808	4,856
Support costs	2,716	1,909
	7,524	6,765



Notes to the financial statements for the year ended 31 August 2018

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

Analysis of support costs	2018 Total funds £'000	2017 Total funds £'000
Support staff costs	1,131	1,059
Depreciation	110	94
Technology costs	19	22
Premises costs	1,258	560
Other support costs	133	125
Governance costs	65	49
Total support costs	2,716	1,909

7. Comparative information

Analysis of income and expenditure in the year ended 31 August 2017 between restricted and unrestricted funds:

	Unrestricted general fund £'000	Restricted Funds		2017 Total funds £'000
		General £'000	Fixed assets fund £'000	
Income from:				
Donations and capital grants	6	934	670	1,610
Charitable activities:				
· Funding for the Academy's educational operations	71	5,229	-	5,300
Other trading activities	64	-	-	64
Investments	3	2	-	5
Total income	144	6,165	670	6,979
Expenditure on:				
Raising funds	-	7	-	7
Charitable activities:				
· Academy's educational operations	40	6,179	546	6,765
Total expenditure	40	6,186	546	6,772
Net income (expenditure) before investment gains	104	(21)	124	207
Net gains on investment assets	-	4	-	4
Net income (expenditure) before transfers	104	(17)	124	211
Gross transfers between funds	-	(34)	34	-
Net income (expenditure) for the year	104	(51)	158	211
Other recognised gains and losses				
Actuarial gains on defined benefit pension scheme	-	345	-	345
Net movement in funds	104	294	158	556



Notes to the financial statements for the year ended 31 August 2018

8. Staff

(a) Staff costs

Staff costs during the year were:

	2018 Total funds £'000	2017 Total funds £'000
Wages and salaries	3,327	3,303
Social security costs	328	327
Operating costs of defined benefit pension schemes	719	681
	4,374	4,311
Agency staff costs	13	41
Staff restructuring costs	52	-
	4,439	4,352

(b) Staff numbers

The average number of persons (including the Senior Leadership Team) employed by the charitable company during the year ended 31 August 2018 was as follows:

Charitable activities	2018 No.	2017 No.
Teachers	66	68
Administration and support	37	36
Management	7	7
	110	111

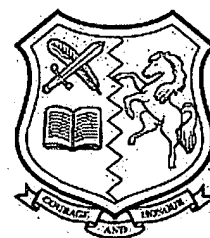
The average number of persons (including the Senior Leadership Team) employed by the charitable company during the year ended 31 August 2018 expressed as full-time equivalents was as follows:

Charitable activities	2018 No.	2017 No.
Teachers	56	58
Administration and support	27	26
Management	7	7
	90	91

(c) Higher paid staff

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

	2018 No.	2017 No.
£60,001 - £70,000	4	3
£100,001 - £110,000	1	1



Notes to the financial statements for the year ended 31 August 2018

8. Staff (continued)

(d) Key management personnel

The key management personnel of the Academy comprise the Governors and the Senior Leadership Team as listed on page 4 and the Chief Financial Officer. The total amount of employee benefits (including employer pension contributions) received by key management personnel for their services to the Academy was £673,743 (2017: £655,335).

9. Related party transactions - Governors' remuneration and expenses

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

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

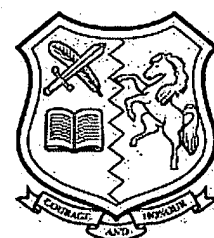
Mrs R A Joyce (Head Teacher and Governor)	
. Remuneration	£100,000-£105,000 (2017: £100,000-£105,000)
. Employer's pension contributions	£15,000-£20,000 (2017: £15,000-£20,000)
Ms L Acosta (Staff Governor)	
. Remuneration	£45,000-£50,000 (2017: £40,000-£45,000)
. Employer's pension contributions	£5,000-£10,000 (2017: £5,000-£10,000)
Mrs P Blackstone (Staff Governor)	
. Remuneration	£35,000-£40,000 (2017: N/A)
. Employer's pension contributions	£5,000-£10,000 (2017: N/A)
Mrs R Davis (Staff Governor)	
. Remuneration	£35,000-£40,000 (2017: N/A)
. Employer's pension contributions	£5,000-£10,000 (2017: N/A)
Mrs L Fraser (Staff Governor)	
. Remuneration	N/A (2017: £25,000-£30,000)
. Employer's pension contributions	N/A (2017: £0-£5,000)
Mrs M Gailey (Staff Governor)	
. Remuneration	N/A (2017: £25,000-£30,000)
. Employer's pension contributions	N/A (2017: £5,000-£10,000)

During the year ended 31 August 2018, travel and subsistence expenses totalling £1,327 (2017: £243) were reimbursed to five Governors (2017: three).

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

10. Governors' and officers' insurance

The Academy has opted into the Department for Education's risk protection arrangement (RPA), an alternative to insurance where UK government funds cover losses that arise. This scheme protects Governors and officers from claims arising from negligent acts, errors or omissions occurring whilst on Academy business, and provides cover up to £10,000,000. It is not possible to quantify the Governors and officers indemnity element from the overall cost of the RPA scheme.



Annual Report and Financial Statements – Year Ended 31 August 2018

Notes to the financial statements for the year ended 31 August 2018

11. Intangible fixed assets

	Computer software £'000	Total £'000
Cost/valuation		
At 1 September 2017	6	6
Additions	15	15
At 31 August 2018	21	21
Amortisation		
At 1 September 2017 and 31 August 2018	6	6
Carrying amount		
At 31 August 2018	15	15
At 31 August 2017	-	-

12. Tangible fixed assets

	Freehold land and buildings £'000	Assets under construction £'000	Furniture and fittings £'000	Plant and equipment £'000	Total £'000
Cost/valuation					
At 1 September 2017	11,850	-	482	264	12,596
Additions	761	24	207	45	1,037
At 31 August 2018	12,611	24	689	309	13,633
Depreciation					
At 1 September 2017	1,654	-	171	206	2,031
Charge in year	382	-	102	65	549
At 31 August 2018	2,036	-	273	271	2,580
Net book values					
At 31 August 2018	10,575	24	416	38	11,053
At 31 August 2017	10,196	-	311	58	10,565

13. Debtors

	2018 £'000	2017 £'000
Trade debtors	27	4
Prepayments and accrued income	300	120
VAT debtor	156	24
Other debtors	2	1
	485	149

14. Investments

	2018 £'000	2017 £'000
COIF Charities Investment Fund	36	34

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.



Notes to the financial statements for the year ended 31 August 2018

14. Investments (continued)

The investments, together with cash at bank of £43,000 (2017: £42,000), are consolidated in the Academy's financial statements as the Academy is the sole trustee and administers the charity. Fayerman Scholarships is therefore considered a connected charity under 8.3 of the Academies Accounts Direction 2017 to 2018. 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 2018 were £79,000 (2017: £76,000) and its income for the year ended 31 August 2018 was £1,000 (2017: £2,000). There were no liabilities and no expenditure.

15. Creditors: amounts falling due within one year

	2018 £'000	2017 £'000
Trade creditors	195	82
Other creditors	15	15
Accruals and deferred income	572	364
Salix loans (see note 16)	12	-
	794	461
Deferred income		
Deferred income at 1 September	252	214
Resources deferred in the year	274	252
Amounts released from previous years	(252)	(214)
Deferred income at 31 August	274	252

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 2018/19, lettings and income received in the year for school trips which had not yet taken place.

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

	2018 £'000	2017 £'000
Salix loans	181	-
	181	-
Analysis of loans		
Wholly repayable within ten years	193	-
Less: included in current liabilities (note 15)	(12)	-
Amounts included above	181	-
Loan maturity		
Debt due in one year or less	12	-
In more than one year but not more than five years	97	-
In more than five years	84	-
	193	-

During the year ended 31 August 2018, the Academy received Salix loans of £28,000 as a result of its Condition and Improvement Fund application and £165,000 as a result of its Schools Energy Efficiency Fund application. Both loans are interest free and are payable over 8 years from September 2018 from energy efficiency savings.



Annual Report and Financial Statements – Year Ended 31 August 2018

Notes to the financial statements for the year ended 31 August 2018

17. Funds

	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>

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 2018.

Pupil Premium

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

Other DfE/ESFA grants

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

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 2018

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. During the year ended 31 August 2018, the Academy received a legacy of £1,150,000 which the Governors have designated to provide student bursaries and other educational purposes.

Transfers of funds

Computer equipment purchases of £32,000, telephone system of £13,000, computer software of £15,000 and LED lighting installation of £10,000 were funded from GAG; these amounts have been transferred to the restricted fixed asset fund.

Own contributions towards CIF projects of £269,000 were funded from unrestricted general funds; this amount has been transferred to the restricted fixed asset fund.

£114,000 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 £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.

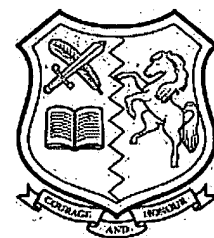


Notes to the financial statements for the year ended 31 August 2018

17. Funds (continued)

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

	Balance at 1 September 2016 £'000	Income £'000	Expenditure £'000	Gains, losses and transfers £'000	Balance at 31 August 2017 £'000
Restricted general funds					
. General annual grant (GAG)	-	5,152	(5,048)	(34)	70
. Pupil premium	12	23	(23)	-	12
. Other DfE/ ESFA grants	7	15	(12)	-	10
. Pension reserve	(1,818)	-	(194)	345	(1,667)
	<u>(1,799)</u>	<u>5,190</u>	<u>(5,277)</u>	<u>311</u>	<u>(1,575)</u>
Other restricted funds					
. Local authority grants	7	5	(4)	-	8
. Other restricted funds	231	970	(905)	4	300
	<u>238</u>	<u>975</u>	<u>(909)</u>	<u>4</u>	<u>308</u>
Restricted fixed assets funds					
. Transfer on conversion	8,070	-	(208)	-	7,862
. DfE Group capital grants	2,379	25	(140)	-	2,264
. Capital expenditure from GAG	45	-	(41)	34	38
. Private sector capital sponsorship	651	645	(157)	-	1,139
	<u>11,145</u>	<u>670</u>	<u>(546)</u>	<u>34</u>	<u>11,303</u>
Total restricted funds	<u>9,584</u>	<u>6,835</u>	<u>(6,732)</u>	<u>349</u>	<u>10,036</u>
Unrestricted funds					
. General fund	691	144	(40)	-	795
Total unrestricted funds	<u>691</u>	<u>144</u>	<u>(40)</u>	<u>-</u>	<u>795</u>
Total funds	<u>10,275</u>	<u>6,979</u>	<u>(6,772)</u>	<u>349</u>	<u>10,831</u>



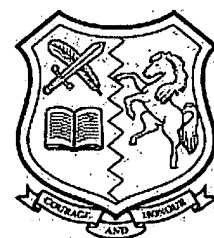
Annual Report and Financial Statements – Year Ended 31 August 2018

Notes to the financial statements for the year ended 31 August 2018

17. Funds (continued)

A current year 12 months and prior year 12 months combined position is as follows:

	Balance at 1 September 2016 £'000	Income £'000	Expenditure £'000	Gains, losses and transfers £'000	Balance at 31 August 2018 £'000
Restricted general funds					
. General annual grant (GAG)	-	10,192	(10,202)	10	-
. Pupil premium	12	45	(47)	-	10
. Other DfE/ ESFA grants	7	40	(41)	-	6
. Pension reserve	(1,818)	-	(409)	738	(1,489)
	<u>(1,799)</u>	<u>10,277</u>	<u>(10,699)</u>	<u>748</u>	<u>(1,473)</u>
Other restricted funds					
. Local authority grants	7	11	(6)	-	12
. Other restricted funds	231	1,871	(1,673)	6	435
	<u>238</u>	<u>1,882</u>	<u>(1,679)</u>	<u>6</u>	<u>447</u>
Restricted fixed assets funds					
. Transfer on conversion	8,070	-	(416)	-	7,654
. DfE Group capital grants	2,379	727	(725)	-	2,381
. Capital expenditure from GAG	45	-	(81)	104	68
. Private sector capital sponsorship	651	742	(625)	269	1,037
	<u>11,145</u>	<u>1,469</u>	<u>(1,847)</u>	<u>373</u>	<u>11,140</u>
Total restricted funds	<u>9,584</u>	<u>13,628</u>	<u>(14,225)</u>	<u>1,127</u>	<u>10,114</u>
Unrestricted funds					
. General fund	691	263	(78)	(383)	493
. Designated funds	-	1,150	-	-	1,150
Total unrestricted funds	<u>691</u>	<u>1,413</u>	<u>(78)</u>	<u>(383)</u>	<u>1,643</u>
Total funds	<u>10,275</u>	<u>15,041</u>	<u>(14,303)</u>	<u>744</u>	<u>11,757</u>



Notes to the financial statements for the year ended 31 August 2018

18. Analysis of net assets between funds

Fund balances at 31 August 2018 are represented by:

	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

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
Tangible fixed assets			10,565	10,565
Current assets	795	810	789	2,394
Current liabilities	-	(410)	(51)	(461)
Pension scheme liability	-	(1,667)	-	(1,667)
Total net assets	795	(1,267)	11,303	10,831

19. Capital commitments

	2018 £'000	2017 £'000
Contracted for, but not provided in the financial statements	177	-

At 31 August 2018, the Academy had contracted for works under CIF grants that had not been completed. The remaining works were £166,000 for the Fire project and £11,000 for the Windows project.



Notes to the financial statements for the year ended 31 August 2018

20. Commitments under operating leases

Operating leases

At 31 August 2018, the total of the Academy's future minimum lease payments under non-cancellable operating leases was as follows:

	2018 £'000	2017 £'000
Amounts due within one year	55	48
Amounts due between one and five years	51	46
	106	94

21. Contingent assets

The Academy is the residual beneficiary of the will of Miss Joy Debney, under which it received £1,150,000 in the year ended 31 August 2018. 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 £43,000 at 31 August 2018 (2017: £50,000). Should the Academy terminate the catering contract before the end of the term, the Academy will be liable to repay an amount equal to the net book value of these catering facilities, at the date of termination. 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.

23. Members' liability

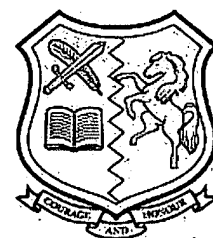
Each member of the charitable company undertakes to contribute to the assets of the company in the event of it being wound up while he/she is a member, or within one year after he/she ceases to be a member, such amount as may be required, not exceeding £10 for the debts and liabilities contracted before 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 2012 and of the LGPS 31 March 2016.

Contributions amounting to £15,000 were payable to the schemes at 31 August 2018 (2017: £15,000) and are included within creditors.



Notes to the financial statements for the year ended 31 August 2018

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. Retirement and other pension benefits are paid by public funds provided by Parliament.

Valuation of the Teachers' Pension Scheme

The Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the TPS in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury. The aim of the review is to specify the level of future contributions. Actuarial scheme valuations are dependent on assumptions about the value of future costs, design of benefits and many other factors. The latest actuarial valuation of the TPS was carried out as at 31 March 2012 and in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014. The valuation report was published by the Department for Education on 9 June 2014. The key elements of the valuation and subsequent consultation are:

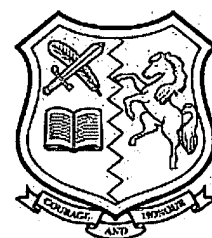
- ◆ employer contribution rates set at 16.48% of pensionable pay (including a 0.08% employer administration charge)
- ◆ total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £191,500 million, and notional assets (estimated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

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

The employer's pension costs paid to TPS in the period amounted to £404,000 (2017: £394,000).

A copy of the valuation report and supporting documentation is on the [Teachers' Pensions website](#).

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



Notes to the financial statements for the year ended 31 August 2018

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 2018 was £189,000 (2017: £179,000), of which employer's contributions totalled £143,000 (2017: £135,000) and employees' contributions totalled £46,000 (2017: £44,000). The agreed contribution rates for future years are 20.0% for employers and between 5.5% and 12.5% for employees.

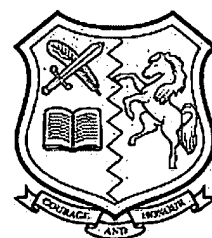
Parliament has agreed, at the request of the Secretary of State for Education, to a guarantee that, in the event of Academy closure, outstanding Local Government Pension Scheme liabilities would be met by the Department for Education. The guarantee came into force on 18 July 2013.

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

Principal Actuarial Assumptions	At 31 August 2018 %	At 31 August 2017 %
Rate of increase in salaries	3.80	4.20
Rate of increase for pensions in payment / inflation	2.30	2.70
Discount rate for scheme liabilities	2.65	2.60
Inflation assumption (CPI)	2.30	2.70
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 2018	At 31 August 2017
<i>Retiring today</i>		
Males	23.1	23.0
Females	25.2	25.1
<i>Retiring in 20 years</i>		
Males	25.3	25.2
Females	27.5	27.4



Annual Report and Financial Statements – Year Ended 31 August 2018

Notes to the financial statements for the year ended 31 August 2018

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:

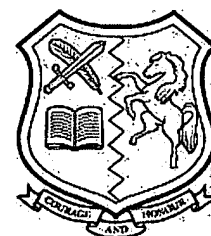
	At 31 August 2018 £'000	At 31 August 2017 £'000
Discount rate +0.1%	(79)	(78)
Discount rate -0.1%	81	80
Mortality assumption – 1 year increase	127	125
Mortality assumption – 1 year decrease	(122)	(120)
CPI rate +0.1%	75	71
CPI rate -0.1%	(73)	(69)

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 2018 £'000	Fair value at 31 August 2017 £'000
Equities	1,440	1,330
Gilts	16	13
Corporate bonds	188	182
Property	261	232
Cash and other liquid assets	65	60
Investment funds	143	72
Total market value of assets	2,113	1,889

The actual return on scheme assets was £88,000 (2017: £265,000).

Amounts recognised in statement of financial activities	2018 £'000	2017 £'000
Current service costs	316	289
Interest income	(51)	(35)
Interest cost	92	74
Administrative expenses	1	1
Total amount recognised in the SOFA	358	329



Annual Report and Financial Statements – Year Ended 31 August 2018

Notes to the financial statements for the year ended 31 August 2018

24. Pension and similar obligations (continued)

Local Government Pension Scheme (LGPS) (continued)

Changes in the present value of defined benefit obligations were as follows:	2018 £'000	2017 £'000
At 1 September	3,556	3,390
Current service cost	316	289
Interest cost	92	74
Employee contributions	46	44
Actuarial gain	(356)	(136)
Benefits paid	(52)	(105)
At 31 August	3,602	3,556
Changes in the fair value of the Academy's share of scheme assets:	2018 £'000	2017 £'000
At 1 September	1,889	1,572
Interest income	51	35
Actuarial gain	37	209
Administration expenses	(1)	(1)
Employer contributions	143	135
Employee contributions	46	44
Benefits paid	(52)	(105)
At 31 August	2,113	1,889

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 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:

Expenditure Related Party Transactions

In 2017/18, the Academy engaged Richard Bellord of Calford Seaden LLP to prepare a Planned and Preventative Maintenance programme for the Academy. The agreed fee was £1,600 (2017: £nil) and there were no amounts outstanding at 31 August 2018 (2017: £nil). Calford Seaden LLP is a related party as Jose Parody, a Governor, is a partner of Calford Seaden LLP. Mr Parody has an interest of around 9% in Calford Seaden LLP.

During the year, the Academy paid Lucy Blackstone £83 for administration support for a newsletter. Miss Blackstone is a related party as her parent Pippa Blackstone is a Governor. There were no amounts outstanding at 31 August 2018.

Income Related Party Transactions

During the year, sponsorship for the Careers Fair of £250 (2017: £250) and a letting of £180 (2017: £nil) 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 2018 (2017: £nil).

The aggregate value of donations from Governors was £4,099 including gift aid (2017: £6,532).

