

KINGSLEIGH PRIMARY SCHOOL
(A company limited by guarantee)

TRUSTEES' REPORT AND FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016

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KINGSLEIGH PRIMARY SCHOOL
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REFERENCE AND ADMINISTRATIVE DETAILS OF THE ACADEMY, ITS TRUSTEES AND ADVISERS
FOR THE PERIOD ENDED 31 AUGUST 2016

Members	K Cutler (appointed 13 November 2015) J Glassborow (appointed 13 November 2015) H McKell (appointed 13 November 2015) R West (appointed 13 November 2015) Bournemouth Septenary Trust (appointed 13 November 2015)
Trustees	J Glassborow, Chair of Trustees (appointed 13 November 2015) N Leigh, Vice Chair (appointed 13 November 2015) R Gower, Head Teacher (appointed 13 November 2015) S Lissenden (appointed 13 November 2015) K Roberts (appointed 13 November 2015) R Cornish (appointed 13 November 2015) N Saywell (appointed 13 November 2015) M Cutler (appointed 13 November 2015) H McKell (appointed 13 November 2015) S Horwood (appointed 11 January 2016) L Ralph (appointed 11 January 2016)
Company registered number	09872178
Company name	Kingsleigh Primary School
Principal and registered office	Hadow Road Bournemouth Dorset BH10 5HT
Senior management team	R Gower, Headteacher V Monk, Deputy Headteacher H Graff, Assistant Headteacher K Bainton, School Business Manager
Independent auditors	Griffin Chartered Accountants 165 High Street Honiton Devon EX14 1LQ

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TRUSTEES' REPORT
FOR THE PERIOD ENDED 31 AUGUST 2016

The trustees present their annual report together with the financial statements and auditor's report of the charitable company for the period from 13 November to 31 August 2016. The annual report serves the purposes of both a trustees' report, and a directors' report under company law.

The trust operates an academy for pupils aged 3 to 11 serving a catchment area in Bournemouth and the locality with a high degree of deprivation. It has a pupil capacity of 820 and had a roll of 620 in the school census on May 2016. The school is expanding from a two form entry primary to a four form primary and will be at capacity for September 2019. The current intake in Reception for September 2016 is 109.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Constitution

The academy trust is a company limited by guarantee and an exempt charity. The charitable company's memorandum and articles of association are the primary governing documents of the academy trust. The trustees of Kingsleigh Primary School are also the directors of the charitable company for the purposes of company law. The charitable company is known as Kingsleigh Primary School.

Details of the trustees who served during the year are included in the Reference and Administrative Details on page 1.

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.

Trustees' Indemnities

In accordance with normal commercial practice the trust has insurance in place to protect Trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on Trust business. The limit of this indemnity is £10,000,000 and this cover is provided as part of the Risk Protection Arrangement offered by the Education Funding Agency.

Method of Recruitment and Appointment or Election of Trustees

Governors shall be appointed or elected, as the case may be, as set out in the Academy Trust's Article of Association and Funding Agreement.

The Headteacher shall be treated for all purposes as being an ex officio Governor.

The Parent Governor(s) shall be elected by parents of registered pupils at the Academy. A Parent Governor must be a parent of a pupil at the Academy at the time when they are elected. The Governing Body shall make all necessary arrangements for, and determine all other matters relating to, an election of Parent Governors, including any question of whether a person is a parent of a registered pupil at the Academy. Any election of Parent Governors, which is contested, shall be held by secret ballot. Where a vacancy for a Parent Governor is required to be filled by election, the Governing Body shall take such steps, as are reasonably practical, to secure that every person who is known to them to be a parent of a registered pupil at the Academy, is informed of the vacancy and that it is required to be filled by election, and given the opportunity to do so. The number of Parent Governors required, shall be made up by Parent Governors appointed by the Governing Body if the number of parents standing for election is less than the number of vacancies. In appointing a Parent Governor the Governing Body shall appoint a person who is the parent of a registered pupil at the Academy; or where it is not reasonably practical to do so, a person who is the parent of a child of compulsory school age.

The Staff Governors shall be elected by staff members at the Academy. A Staff Governor must be a staff member at the time when he is elected. If a Staff Governor ceases to be a staff member then s/he shall be deemed to have resigned and shall cease to be a Governor. The Governors shall make all necessary

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arrangements for, and determine all other matters relating to, an election of the Staff Governors, including any question of whether a person is a staff member. Any election of Staff Governors which is contested shall be held by secret ballot. Governors shall be appointed or elected, as the case may be, as set out in the Academy Trust's Articles of Association and Funding Agreement.

Policies and Procedures Adopted for the Induction and Training of Trustees

Governors undergo an induction and mentoring process. The training and induction provided for new Governors will depend upon their existing experience but would always include a tour of the Academy and a chance to meet staff and pupils. All Governors have access to copies of policies, procedures, minutes, accounts, budgets, plans and other documents that they will need to undertake their role as Governors. As there are normally only two or three new Governors a year, induction tends to be done informally and is tailored specifically to the individual. Advantage is taken of specific courses offered by the Local Authority and other bodies.

Organisational Structure

Kingsleigh Primary School has a Governing Body, the composition of which is set out in the Academy's Articles of Association. The Academy has two main Governor Committees: Curriculum and Finance, Staffing, Premises and Communication to which Governors are appointed. The Academy will also call on members of the Governing Body to sit on a Staff Dismissals Committee and Staff Dismissals Appeal Committee and a Pay and Salaries committee on an ad hoc basis should the committee be required. The Board of Governors normally meets at least five times every academic year. The Governing Body and its committees have Terms of Reference which are reviewed annually and contain details of compositions, responsibilities, delegated authorities and matters reserved for the Governing Body itself. The Board establishes an overall framework for the governance of the Academy and determines membership, terms of reference and procedures of Committees and other groups. It receives reports including policies from its Committees for ratification. It monitors the activities of the Committees through the minutes of their meetings. The Board may from time to time establish Working Groups to perform specific tasks over a limited timescale.

The following decisions are reserved to the Board of Governors:

- To consider any proposals for changes to the status or constitution of the Academy and its committee structure
- to appoint or remove the Chair and/or Vice Chair
- to appoint the Headteacher and Clerk to the Governors
- to approve the School Improvement Plan
- to approve the budget and variations to budget over £10,000
- to authorise expenditure/orders over £50,000 (excluding payroll)

The Trustees and Board of Governors have devolved responsibility for day-to-day management of the Academy to the Headteacher and Senior Leadership Team (SLT). The SLT comprises of: The Headteacher, the Deputy Headteacher, the Assistant Headteacher and the Phase Leader of each of the three phases in the school – Pre-School, Reception, Years 1 and 2, Years 3 and 4 and Years 5 and 6. Their roles and responsibilities are reviewed annually by the Governing Body as part of the School Improvement plan. This was last completed in July 2016. The SLT implement the policies laid down by the Governors and report back to them on performance. Our most recent Ofsted rated the school outstanding in Leadership and Management. Some spending control is devolved to Budget Holders which must be authorised in line with the Scheme of Delegation. The Headteacher is responsible for the appointment of staff, though appointment panels for senior teaching posts always include a Governor.

The Headteacher is the Accounting officer.

Arrangements for setting pay and remuneration of key management personnel

Pay and remuneration of key management personnel is set by the Pay and Salaries Committee. The Committee's decisions and use of its delegated responsibilities and powers support the SIP (School Improvement Plan).

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The Committee has delegated responsibilities as follows

- The Pay Committee has delegated powers to implement the Pay Policy for all school staff on behalf of the Governing Body to which it reports action taken.
- To ensure decisions on teachers' pay are communicated in writing by the Headteacher in accordance with the School Teachers' Pay and Conditions Document and by the Chairman of Governors, in writing, for the Headteacher.
- To consult school-based representatives of the teacher and support staff unions/associations on the Policy and its implementation.

The Committee has delegated powers as follows

- To develop and keep under review the Pay Policy for the whole school, including the use of discretionary pay provisions, and keep up to date with developments relating to staff pay with the necessary information being supplied by the Headteacher.
- To apply the aims of the Pay Policy in a fair and effective manner.
- To ensure that the Headteacher or Deputy Headteacher apply the criteria set out in the Pay Policy in determining the pay of each member of staff at the annual review.
- To maintain all statutory and contractual obligations especially those related to race, sex, disability, discrimination and equal pay.

Related Parties and other Connected Charities and Organisations

Kingsleigh Primary School is part of the Bournemouth Septenary Trust with 6 other local primary schools namely St Mark's CE Primary School, Kinson Primary School, Moordown St John's CE Primary School, Muscliff Community School, St. Michael's CE Primary School and Winton Primary School.

All seven schools have their unique ethos and are all striving to promote and secure outstanding school improvement and raise standards for the children in their schools. Each member school has recognised the value in coming together as a group of schools. The Bournemouth Septenary Trust promotes collaboration and the sharing of ideas. This works to strengthen each individual school through mutual respect and team work. Our shared vision enables our school staff to work together for staff inset and training. There are opportunities for professional challenge across the schools. The Trust encourages Governing Bodies to share ideas for school improvement. More importantly the Trust benefits our children through outreach projects. Across the seven schools there are opportunities for our children to work together in topic work and other activities. The Trust also benefits from economies of scale for purchasing and training. Further information is available on the Bournemouth Septenary Trust website

OBJECTIVES AND ACTIVITIES

Objects and Aims

Our vision statement is:

'Kingsleigh Primary School; where everyone can be great, not just good'.

Our values are:

Respect – Belonging - Aspiration

In setting our objectives and planning our activities the stakeholders including Governors have given careful consideration to our role as a centre for the community and in being a place where no single religion has sway and everyone is treated as an equal.

We achieve this through being a Rights Respecting School and adhering to the UN Convention of the Rights of a Child. The school places great emphasis on Rights and Responsibilities that lead to the three core values Respect, Belonging and Aspiration. This has led to a high standard of behaviour and a high degree of pupil engagement in our school and local community.

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The school uses Growth Mindset as a way of developing grit and determination, alongside independent learning through 4 B4 Me. Within our curriculum we use Talk for Write, Challenge Maths and aspects of the Singapore Curriculum that we believe are effective; such as Bar Model method. These, alongside our belief that reading should be at the heart of all our teaching, ensure that our children receive an exciting curriculum that stimulates and challenges them.

Legal framework:

The characteristics of the Academy as set down in section 482 (2) of the Education Act 1996, substituted by the Education Act 2002, are that the school: should have a broad curriculum with an emphasis on a particular subject area, or particular subject areas, specified in the Funding Agreement; and, should provide education for pupils and who are wholly or mainly drawn from the area in which the school is situated.

In order to strengthen and enrich the community of the school all children should have a fair and equal chance to participate in all the activities of the school and should ideally live within the vicinity. The Governing Body will provide the strategic vision for the school independent of any personal interest and hold the school accountable for the enactment of the vision.

The Strategic Vision and Principles for Kingsleigh Primary School

The purpose of Kingsleigh Primary School is to provide an outstanding education helping all pupils to access a learning environment that is fulfilling, exciting and challenging. This will help prepare them for life in their community and our aim is to assist the pupils in being a 'well-rounded' child. In order to achieve the academic standards necessary the school will have an integrated and connected outstanding teaching and learning programme from the outset.

The school will support extra-curricular activities, residential visits and other clubs to build skills, leadership and confidence. These activities will form an integral part of the school and will be offered to all children.

OBJECTIVES, STRATEGIES AND ACTIVITIES

Leadership and management:

The leadership team are ambitious for the school and we have a clear understanding of its strengths and areas that need to be improved. The Headteacher has high expectations of pupils' progress and behaviour and this is communicated well to staff so that all work together to achieve these aims. The move into the new buildings has been well managed so that learning has not been disrupted.

The quality of teaching is monitored regularly. The school has put in place effective performance management systems. These are directly linked to the quality of teaching, pupils' progress and the national Teachers' Standards. Leaders and governors ensure that teachers' pay rises are directly dependent on pupils making good progress. Newly qualified teachers are well supported.

The Headteacher has acted decisively to tackle some weaknesses in the teaching which led to underachievement in 2013. Achievement improved strongly in 2014 and this has continued through 2015 and the last results had Kingsleigh primary above national average.

There are rigorous checks on the progress of each pupil. Staff provide extra support where there are any concerns.

Additional money to improve pupils' participation and ability in sport has been used well. Teachers' confidence and skills in the teaching of physical education has improved. Pupils take a more active part in a wider range of sports during school time, in after-school clubs and in competitions between schools. Family learning events have improved attitudes toward health and fitness.

Pupil premium funding is used to good effect to support the large number of disadvantaged pupils. As a result, they make good progress during their time at the school.

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Pupils' spiritual, moral, social and cultural development is a strength of the school. It is embedded in the school's values, beliefs and subjects taught so that tolerance and other British values are promoted well. Assemblies and displays around the school provide opportunities for pupils to reflect on and consider important values.

The curriculum is organised around various themes which provides good opportunities for promoting pupils' reading, writing and mathematical skills. It is enriched through a range of educational visits, inviting visitors into the school and getting pupils involved in activities beyond the school, for example by producing a video and writing about a captive elephant. The school further enhances pupils' experiences by providing art weeks, themed days, residential visits and a high number of clubs. Events such as concerts and strong links with the local area develop the community aspects of the school well. During the inspection, many parents came to see the school's Christmas productions.

There is strong emphasis on valuing others and their cultures so that pupils are well prepared for life in modern Britain. This ensures that good relationships are promoted successfully. The school also ensures equality of opportunity and that there is no discrimination.

The school's child protection and safeguarding systems are effective and meet all statutory requirements. There are robust systems for checking pupils' attendance closely and providing extra help to those pupils who may need it.

The school has clear guidelines for behaviour. The school works well with parents to ensure that these are consistently enforced. Consequently, pupils' behaviour is good.

The correct priorities for improvement have been identified in the school development plan and there is clear information about what actions are being taken to ensure that improvements are being made.

Progress towards achieving objectives is regularly checked by leaders and governors. Leaders' effective response to issues identified in the previous inspection report and the improvements in teaching show their capacity for further improvement.

Middle leaders in charge of year groups have developed their role strongly since the previous inspection. They have a good knowledge of the strengths and weaknesses of their areas, the progress of pupils and the quality of teaching.

The school works well with a group of local schools. Together, they check the accuracy of teachers' assessments of pupils' work, and combine for teacher training and assessments for the new curriculum.

The local authority gives good support to the school through regular visits and support for developing the skills of new middle leaders and governors. It also helps to confirm the accuracy of the school's own view of its effectiveness.

Governors combine analytical skills with seasoned experience. The governing body has a clear understanding of the school's strengths and areas for development. In striving for improvement it has identified the right priorities. Together with school leaders, governors are actively involved in the future planning of the school. The governing body supports the school well, but provides constructive challenge in order to hold leaders to account for the school's performance.

Governors are competent in their analysis and interpretation of data on progress and attainment so are able to direct informed questions on the school's performance to the headteacher and other leaders.

The governors know what the quality of teaching is across the school. They make sure that staff promotion and salary increases reflect the progress that pupils make. As a result, arrangements for performance management have a positive impact on teaching.

Governors check that the pupil premium is used effectively. They question leaders closely to confirm its impact

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on the achievement of disadvantaged pupils. They are particularly vigilant in ensuring the school is preparing all pupils well for life in modern Britain. Governors ensure that all safeguarding procedures meet requirements.

Public Benefit

The trustees confirm that they have complied with the duty in Section (5) of the Charities Act 2011 to have due regard to the Charity Commission's general guidance on public benefit in exercising their powers or duties. They have referred to this guidance when reviewing the academy's aims and objectives and in planning its future activities.

The academy provides an inclusive curriculum for the pupils within their local community.

STRATEGIC REPORT

Achievements and Performance

The behaviour of pupils is good. In almost all lessons, pupils concentrate well, showing positive attitudes and a readiness to learn. Most pupils, staff and parents feel that behaviour is good in school. Pupils' positive behaviour in lessons and around the school helps them to learn well and develop a sense of responsibility.

All parents who completed the online survey stated that the school makes sure that pupils are well behaved. Inspection findings confirmed parents' positive views, while the school's own records show that behaviour is typically good.

Pupils enjoy taking responsibilities. Roles such as house captains, prefects, peer mediators and school councillors have a good effect on their personal development. Pupils understand their rights and responsibilities well. They rightly believe that leaders including governors listen to their views.

Pupils new to the school are quickly integrated into the life of the school and community. Provision for pupils' welfare, including their personal, social and emotional development, is a strength of the school. Pupils show a keen interest in their learning and participate well in the activities provided. They talk enthusiastically about the school's wide range of clubs and visits. Just occasionally, pupils' attitudes to learning and their behaviour are less positive when the teaching does not fully engage and challenge them.

The school is highly inclusive. A parent said, 'Staff do their utmost to support pupils.' For example, the school manages very well the challenging behaviours of a few pupils with behavioural difficulties. The pupils benefit from individual attention and support so that their behaviour improves as they move through the school. Strong links with other educational and health professionals ensure timely additional support for pupils and their families. The attendance of pupils is average. It is improving because it is well monitored and any absences are followed up quickly.

The school's work to keep pupils safe and secure is good. The Headteacher provides strong leadership on safeguarding matters. He and the staff take every step possible to ensure that all pupils, particularly the most vulnerable, are very well cared for and protected. Case studies of the care and support for individual pupils provide powerful evidence of the school's effectiveness in safeguarding pupils.

The many parents who completed the Parent View survey are confident that their children are happy at school and feel safe. Parents' very positive views reflect those expressed by the pupils themselves, and were confirmed by inspection findings.

Discussions with pupils revealed that they have a clear understanding of bullying and its different forms, including cyber-bullying and persistent name-calling. Pupils stated that there was very little bullying in their school. They were equally confident that should any bullying occur, it would be quickly sorted out by staff.

The robust systems for checking and recording safety matters ensure that any concerns are swiftly dealt with and important points are not missed. All staff are rigorously checked prior to their appointment. Staff and governors are highly vigilant in carrying out regular risk assessments and make sure that the school is a very safe place for pupils to be. Leaders ensure that access to the school is secure.

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Pupils demonstrate how to keep themselves safe at school, at home and in the local community. They have a thorough understanding of internet safety.

The quality of teaching

Pupils' books and rates of progress show that teaching is typically good over time. Teachers have good subject knowledge and expertise. They use these effectively to provide a wide range of activities that promote pupils' literacy, reading and numeracy skills well.

Staff have established a calm and orderly learning environment which helps pupils to make good progress. Displays are used well to celebrate pupils' work and to support or extend learning. Teachers plan activities which develop skills rapidly and ask probing questions to make pupils think carefully. This helps pupils to learn well because they are able to share and develop their ideas. For example, in Year 2 English, pupils were confident to complete 'text maps' following the teacher's introduction of the story 'Elf For A Day'. The vocabulary and the structure allowed all groups to be successful in their writing.

Staff use the rewards system well to ensure that pupils take pride in their achievement and behaviour. In most lessons, teachers set work which demands much of all groups of pupils. As a result, almost all pupils are well challenged, sustain interest and make good progress in gaining knowledge and in deepening their understanding. In a few cases, the work set is not sufficiently challenging for the most able (this has now been addressed through Challenge Maths and new English curriculum). When this happens, the most able do not learn as well as they should because they find the work too easy, which they do not find easy now.

Teaching assistants make a very positive contribution to the learning of pupils of all abilities. They are highly skilled and complement the work of the teachers. They receive training in a range of support programmes that enable the pupils they work with to make good progress.

The new curriculum and topics, such as the Vikings, are providing an interesting range of opportunities for pupils to practise and develop their writing. First-hand experiences, vocabulary and 'text maps' give pupils the structure before writing. Pupils receive good guidance and demonstration from staff in writing. The recent emphasis on talk before writing and more relevant reasons for writing are all improving pupils' standards in writing.

The teaching of reading skills, including phonics (sounds and corresponding letters), has strengthened. This improved practice has a positive impact on pupils' progress in reading throughout the school. Reading is further promoted through 'extreme reading', which encourages pupils to take pictures of themselves reading in unusual places. It has also been strengthened via the use of real texts, modelling reading, the use of RIC to enable good punctuation skills to develop.

Mathematics is taught well and enables pupils to advance their skills and confidence in the subject. The additional challenge and group work for the most-able pupils ensure that they make rapid progress to reach the highest levels.

Scrutiny of pupils' work shows that teachers' marking of pupils' work has improved over time. Where written comments recognise success and provide guidance for pupils on how they can improve their work, marking moves pupils on in their learning. However, the marking is not always as effective because pupils do not routinely respond to the advice they are given and improve their work. This has also been improved upon in the last two years, with time given for pupils to respond, almost instant up-levelling opportunities and consistent use of marking schemes etc.

Pupils needing extra help, such as disabled pupils, those who have special educational needs and those who are learning English as an additional language, are given well-targeted support outside the classroom so that they can catch up with their classmates. They make good progress in these sessions. Homework is used in all year groups to encourage pupils to practise basic skills.

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Achievements

Achievements at the end of Reception and in Years 2 and 6 show an improving picture. Although attainment at the end of Year 6 has risen to its highest level for five years, it is still below national levels. A higher percentage of pupils reached the higher Level 5 in writing and mathematics than previously. Although attainment rose at the end of Year 2, results were below national levels. However, pupils' progress from their starting points at the end of Reception showed that they had made good progress across Years 1 and 2.

Rapid progress in reading, writing and mathematics in 2015/16 has resulted in improved standards in all classes.

Most children join the Reception class with knowledge and skills with low levels of skills, particularly in language and personal skills. In 2015 and 2016 most children started school at a very low level of development. Children settle quickly and form good relationships with their classmates and adults. All children make good progress from their starting points. In 2015/16 over two thirds of them achieved a good level of development by the end of the year. This means that they were well prepared for their learning in Year 1.

All groups of pupils, including those from minority ethnic groups and those learning English as an additional language, learn well. The vast majority of pupils make good progress throughout Key Stages 1 and 2. Pupils who join the school at times other than at the beginning of the Early Years Foundation Stage make similar progress to their classmates, but often do not reach similar standards because their starting points are lower.

The most-able pupils achieve well overall and make good progress. However, there are occasions in some classes where the work set for the most able is not demanding enough to ensure that they make more rapid progress. This has been addressed through Challenge Maths and higher level questioning in reading.

Pupils' progress in writing, although now good, is not as strong as in mathematics and reading. This is because pupils do not always use the knowledge they have of spelling, phonics and punctuation in their work. At times, work is not presented well enough. Observations during inspection show that the school's strategies of more-focused grammar lessons and opportunities to write at length have improved standards rapidly, particularly in Years 1 and 2.

Although most pupils show a good knowledge of phonics in discussion and when reading to inspectors, they did not achieve as well as pupils nationally in the Year 1 phonics check in 2014, but in 2015/16 pupils achieved above national averages.

Pupils talk with great enthusiasm about reading. They understand their reading and know how to use books and the internet to find information. Guided reading groups focus on stretching pupils' ability to understand text through teachers' challenging questions. Standards of reading are improving throughout the school. Pupils who do not read regularly outside school are supported well.

Disabled pupils and those who have special educational needs make good progress because work in lessons and results from assessments are used to check on how well they are learning and to adapt their tasks whenever necessary.

Disadvantaged pupils make good progress in their learning. At the end of Year 6 in 2016, the gap between the attainment of disadvantaged pupils and their classmates in the school was equivalent to one term behind in mathematics and half a term behind in reading and writing. They were one and a half terms behind pupils nationally in mathematics and writing and two terms behind in reading. Their progress was above that of others pupils in the school in reading and writing, and the same in mathematics. Over the last three years, the gap in attainment between disadvantaged pupils and others has been narrowing. The school is working to close the remaining gaps in attainment for pupils currently in the school.

Key Performance Indicators

Based on Oct 2015 census date, the proportion of pupils known to be eligible for free school meals is 32.8% compared to 14.5% nationally. The proportion of disabled pupils and those with special educational needs is high at 18.6%. Around 4.9% of pupils are from minority ethnic groups (with 18 different mother tongues) with 5%

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having a first language not believed to be English (many of whom are in our younger classes). The school has a high level of turbulence especially in Reception and Year 1 where we act as a "safety valve" for over-subscription in other areas of the Borough. Only half of our pupils are "in catchment" and the school has many pupils whose parents have chosen us above more local schools.

The school serves a wide area with a relatively high deprivation; around 40% of our pupils qualify for Pupil Premium. A significant percentage of our pupils enter our school via our Pre-school provision, which is of a high standard; however there are a significant proportion that have never been to school before attending our school. Attendance and punctuality are in line with national averages and above similar schools. Both permanent and fixed term exclusions are low especially when compared to similar schools nationally.

We are very pleased with our headline results this year.

- EYFS GLD's: 67% (in line with national average of 67%). 75% of pupils who were with us from September achieved GLD.
- Yr 1 phonics: in line with national at 78%
- Yr2 combined at expected standard was just below national at 55%
- Yr6 results were very good.
- Combined Reading, Writing and Maths was above national at 59%
- Progress scores were very good at +3.0 scale points on average.

In general terms, our pupils have made good progress over their time with us and many have reached a very good standard in English and Maths.

The most recent Ofsted Inspection outcomes can be found on our website.

DfE Performance Tables Information since becoming an academy on 1 December 2015 can be found at <https://www.compare-school-performance.service.gov.uk/school/>

DfE Performance Tables Performance data and KS2 results before becoming an academy on 1 December 2015 can be found at <https://www.compare-school-performance.service.gov.uk/school/>

Going Concern

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

Financial Review

Most of the academy's income is obtained from the DfE via the EFA in the form of recurrent grants, the use of which is restricted to particular purposes. The grants received from the DfE during the period ended 31 August 2016 and the associated expenditure are shown as Restricted Funds in the Statement of Financial Activities.

The academy also receives grants for fixed assets from the DfE which are shown in the Statement of Financial Activities as restricted income in the Fixed Asset Fund. The Restricted Fixed Asset fund balance is reduced by annual depreciation charges over the useful economic life of the assets concerned, as defined in the academy's accounting policies.

During the period ended 31 August 2016, the academy received total income of £2,299,138 (excluding the transfer of fixed assets and the pension liability on conversion) and incurred total expenditure of £2,308,792. £331,649 was transferred to the academy as a surplus on conversion on 1 December 2015. As at 31 August the funds carried forward as unspent were £161,963 of unrestricted funds and £251 of unspent start up grant. Therefore, there was a deficit in the period of £169,435.

Kingsleigh Primary School is an expanding school. Bournemouth Borough Council asked us to expand from two

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TRUSTEES' REPORT (continued)
FOR THE PERIOD ENDED 31 AUGUST 2016

classes per year group to four classes per year group from 2012 onwards. The Council paid for a major building project to accommodate all the extra children and we took on extra staff to cope with the increase in roll numbers and additional buildings, but we have not received the corresponding funding as the roll numbers did not increase anywhere near their predictions. In 2012, we expected 120 new pupils to join us in Reception but we only received 75 which was only an increase of 15 from 2011. This meant that we had to set up and staff a whole extra class to accommodate only half a class' worth of pupils. Over the following years, our roll number has been increasing slowly and steadily but we are always a year behind funding-wise because each year we are funded for the lower amount of pupils on roll in the previous year. Pupil numbers rose by over 100 between Sept 2015 and Sept 2016.

We have been very thrifty and held onto our reserves as much as possible because we anticipated these funding issues. Unfortunately, our reserves are now dwindling and are being used to fund an in-year deficit. We have taken every possible precaution to rectify this situation, including employing 39 members of staff on fixed-term contracts (rather than permanent ones) and launching a major marketing campaign to increase numbers ourselves. Our Board of trustees is completely aware of the situation and strictly monitor and scrutinise financial data at every finance committee meeting.

Kingsleigh Primary School converted to academy status on 1 December 2015. The land, buildings and other assets were transferred to the academy on conversion. Land and buildings were professionally valued at £5,792,000. Other assets have been included in the financial statements at a best estimate, taking into account purchase price and remaining useful lives.

The academy has taken on the deficit in the Local Government Pension Scheme in respect of its non teaching staff transferred on conversion. The deficit is incorporated within the statement of Financial Activity with details in Note 21.

At 31 August 2016, the academy had total funds of £162,214, excluding the Fixed Asset and Pension Funds. This represents the amount of reserves the academy has to carry forward to support it in future periods.

Key financial policies adopted in the year include the Financial Procedures and Scheme of Delegation, which sets out the framework for financial management, including financial responsibilities of the board, principal, senior leadership team and other staff, as well as delegated authority for spending. Other policies reviewed and updated included Reserves Policy, Depreciation Policy and Insurance.

Reserves Policy

It is the Board of Director's view that there should be reserves to support Kingsleigh Primary School to achieve their outcomes for today's children and not hold reserves unnecessarily. The Board will review the reserve levels of the Academy annually.

The Board require the school to work towards a reserve of one months' staffing cost. This, they believe, will give the school a working capital buffer and the ability to make decisions that meet the outcomes for the pupils both in the short term and longer term.

This review encompasses the nature of income and expenditure streams, the need to match income with commitments and the nature of reserves. The Board take into consideration the future plans of the school, the uncertainty over future income streams and other key risks identified during the risk review.

The Board have determined that the appropriate level of free cash reserves should be approximately £180,000. The reason for this is to provide sufficient working capital to cover delays between spending and receipt of grants and to provide a cushion to deal with unexpected emergencies such as urgent maintenance or to maintain staffing levels in the event of a reduction in funding. The reserves on academy conversion (1st December 2015) were £331,649. The level of free reserves as at 31 August 2016 were £161,963.

The governors have reviewed the future plans of the Academy and are aiming to have free reserves of £180,000 over four years.

KINGSLEIGH PRIMARY SCHOOL
(A company limited by guarantee)

TRUSTEES' REPORT (continued)
FOR THE PERIOD ENDED 31 AUGUST 2016

Principal Risks and Uncertainties

The Governors consider the accuracy and appropriateness of the risk policy and register as part of its audit deliberations each year. It reports on this as part of the annual report. The annual accounts will include an assessment, agreed by the Board of Governors, of the principle risks faced by the School. The Auditor and the Finance Committee will be asked to review the risk policy and register as part of their annual examination of the Schools finances. Their conclusions will be reported to the Board of Governors.

The principal risks to the school are based around the large turn-over of pupils and our increasing roll; these mean that financial predictions are difficult to make with any form of real accuracy. The catch up of budget with rising rolls means that we appear to have a deficit, when in fact we do not.

The school is also undertaking a large insurance claim concerning the damage to the main server and this has already been a major drain on finance and good will.

Plans for future periods

Kingsleigh Primary School will continue to grow over the next three years and in all probability will reach around 700 pupils. The Net Capacity will be for 840 pupils in September 2019. The expansion of the school will be the main focus for the Directors and senior staff, ensuring that pupils are not "lost" in a big school and that we continue to recruit the best staff possible.

Kingsleigh Primary School will continue to work closely with other schools in the Septenary Trust as well as developing strong ties with Bourne Academy and Canford School.

Funds Held as Custodian on Behalf of Others

No funds are held as custodian on behalf of others.

Auditor

In so far as the trustees are aware:

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

The auditors, Griffin, are willing to continue in office and a resolution to appoint them will be proposed at the annual general meeting.

Trustees' report, incorporating a strategic report, was approved by order of the board of trustees, as the company directors, on 1 December 2016 on the board's behalf by:

J. Glassborow

1-12-16

J Glassborow
Chair of Trustees

KINGSLEIGH PRIMARY SCHOOL
(A company limited by guarantee)

GOVERNANCE STATEMENT

SCOPE OF RESPONSIBILITY

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

The board of trustees has delegated the day-to-day responsibility to the Principal, 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 Kingsleigh Primary School and the Secretary of State for Education. They are also responsible for reporting to the board of trustees any material weaknesses or breakdowns in internal control.

GOVERNANCE

The information on governance included here supplements that described in the Trustees' report and in the Statement of Trustees' responsibilities. The board of trustees has formally met 5 times during the period. Attendance during the period at meetings of the board of trustees was as follows:

Trustee	Meetings attended	Out of a possible
J Glassborow, Chair of Trustees	4	5
N Leigh, Vice Chair	5	5
R Gower, Head Teacher	5	5
S Lissenden	4	5
K Roberts	4	5
R Cornish	4	5
N Saywell	4	5
M Cutler	4	5
H McKell	5	5
S Horwood	4	4
L Ralph	4	4

Upon incorporation, the existing governors of the school were appointed as directors of Kingsleigh Primary School. The composition of the board is as per Articles 48 and 49 of the Articles of Association of the Trust.

The Finance, Staffing & Premises Committee is a sub-committee of the main board of trustees. It meets at least once a term, but more frequent meetings are arranged if necessary. The main responsibilities are detailed in written terms of reference which have been authorised by the Board of Trustees and include:

- the initial review and authorisation of the annual budget;
- the regular monitoring of actual expenditure and income against budget;
- ensuring the annual accounts are produced in accordance with the requirements of the Companies Act 2006 and the DfE guidance issued to academies;
- authorising the award of contracts over £7,500;
- authorising changes to the personnel establishment;
- reviewing the internal audit reports on the effectiveness of the financial procedures and controls (these reports must also be reported to the full Board of Trustees);
- authority to approve disposal of assets between the values of £1,001 and £6,000 at any one time; and
- authority to approve capital expenditure provided it can be contained within the annual capital budget or approved capital programme.

KINGSLEIGH PRIMARY SCHOOL
(A company limited by guarantee)

GOVERNANCE STATEMENT (continued)

Attendance at meetings in the period was as follows:

Trustee	Meetings attended	Out of a possible
J Glassborow	3	4
N Leigh	4	4
R Gower	3	4
N Saywell	4	4
H Mckell	4	4
S Horwood	3	4
M Cutler	4	4

The academy considers annually its governance arrangements to ensure the effectiveness of the board of trustees. The review includes consideration of the composition of the board, membership of committees and their terms of reference. It also looks to identify any skill gaps where the recruitment of new trustees would be beneficial.

REVIEW OF VALUE FOR MONEY

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

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

Achieving value for money (VFM) means obtaining the maximum benefit from goods and services within available resources. It is the relationship between the cost of services and the quality of services. It involves economy, efficiency and effectiveness. VFM measures cost, quality, fitness for purpose, timeliness and convenience.

The Directors of Kingsleigh Primary School are committed to achieving VFM in all decisions made. We use the principles of VFM as they apply to securing continuous improvement in this school and will:

- Regularly review the functions of the school, challenging how and why services are provided and setting targets and performance indicators for improvement;
- Monitor outcomes and compare performance with similar schools and within the school;
- Consult appropriate stakeholders before major decisions are made and promote fair competition through quotations and tenders to ensure that goods and services are secured in the most economic, efficient and effective way

We will strive to ensure that the school is using its resources effectively to meet the needs of pupils.

VFM will also be assessed as the educational and societal outcomes achieved in return for the taxpayer resources used to fund the system. In particular:

- The increase in educational standards and other societal outcomes achieved given the taxpayer resources used to fund the system
- Whether the value of all of the relevant outcomes (both those directly related to education and the wider economic and social outcomes) outweighs the cost of delivering them; and
- Whether the adopted approach is the most cost-effective way of achieving our objectives.

KINGSLEIGH PRIMARY SCHOOL
(A company limited by guarantee)

GOVERNANCE STATEMENT (continued)

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 academy policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in Kingsleigh Primary School for the period 13 November 2015 to 31 August 2016 and up to the date of approval of the annual report and financial statements.

CAPACITY TO HANDLE RISK

The board of trustees has reviewed the key 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 trustees 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 period 13 November 2015 to 31 August 2016 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the board of trustees.

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 trustees;
- regular reviews by the Finance, Staffing & Premises Committee of reports which indicate financial performance against the forecasts and of major purchase plans, capital works and expenditure programmes;
- setting targets to measure financial and other performance;
- clearly defined purchasing (asset purchase or capital investment) guidelines.
- delegation of authority and segregation of duties;
- identification and management of risks.

The board of trustees has considered the need for a specific internal audit function and has decided not to appoint an internal auditor. However, the Trustees have appointed Griffin, the external auditors, to perform additional checks.

The auditors' role includes giving advice on financial matters and performing a range of checks on the academy's financial systems. On a semi-annual basis, the auditors report to the board of trustees on the operation of the systems of control and on the discharge of the board of trustees' financial responsibilities.

The checks carried out in the current period included:

- Purchases and cash payments
- Payroll
- Income and cash receipts
- Fixed assets - acquisition and disposal
- Financial budgeting and monitoring
- Regularity
- Governance
- Risk management

The internal auditor delivered their schedule of work as intended and a plan is in place to address weaknesses and ensure continuous improvement.

KINGSLEIGH PRIMARY SCHOOL
(A company limited by guarantee)

GOVERNANCE STATEMENT (continued)

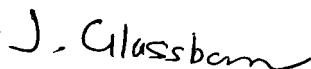
REVIEW OF EFFECTIVENESS

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

- the work of the external auditors;
- 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 the result of their review of the system of internal control by the Finance, Staffing & Premises Committee and a plan to address weaknesses and ensure continuous improvement of the system is in place.

Approved by order of the members of the board of trustees on 1 December 2016 and signed on their behalf, by:



1-12-16

J Glassborow
Chair of Trustees



R Gower
Accounting Officer

KINGSLEIGH PRIMARY SCHOOL
(A company limited by guarantee)

STATEMENT ON REGULARITY, PROPRIETY AND COMPLIANCE

As Accounting Officer of Kingsleigh Primary School I have considered my responsibility to notify the academy trust board of trustees and the Education Funding Agency of material irregularity, impropriety and non-compliance with EFA terms and conditions of funding, under the funding agreement in place between the academy trust and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academies Financial Handbook 2015.

I confirm that I and the academy trust board of trustees are able to identify any material irregular or improper use of funds by the academy trust, or material non-compliance with the terms and conditions of funding under the academy trust's funding agreement and the Academies Financial Handbook 2015.

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 trustees and EFA.



R Gower
Accounting Officer

Date: 1 December 2016

KINGSLEIGH PRIMARY SCHOOL
(A company limited by guarantee)

STATEMENT OF TRUSTEES' RESPONSIBILITIES
FOR THE PERIOD ENDED 31 AUGUST 2016

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

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

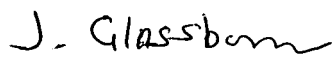
- select suitable accounting policies and then apply them consistently;
- observe the methods and principles of the Charities SORP 2015 and the Academies' Accounts Direction 2015 to 2016;
- make judgments and accounting estimates that are reasonable and prudent;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

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

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

The Trustees are responsible for the maintenance and integrity of the corporate and financial information included on the charitable company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Approved by order of the members of the board of trustees on 1 December 2016 and signed on its behalf by:


1-12-16

J Glassborow
Chair of Trustees

KINGSLEIGH PRIMARY SCHOOL
(A company limited by guarantee)

**INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF
KINGSLEIGH PRIMARY SCHOOL**

We have audited the financial statements of Kingsleigh Primary School for the period ended 31 August 2016 which comprise the Statement of financial activities incorporating income and expenditure account, the Balance sheet, the Statement of cash flows and the related notes. The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) including FRS 102 "The Financial Reporting Standard applicable in the UK and Republic of Ireland" and the Academies Accounts Direction 2015 to 2016 issued by the Education Funding Agency.

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

RESPECTIVE RESPONSIBILITIES OF TRUSTEES AND AUDITORS

As explained more fully in the Statement of Trustees' responsibilities, the Trustees (who are also the directors of the academy for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view.

Our responsibility is to audit and express an opinion on the financial statements in accordance with applicable law and International Standards on Auditing (UK and Ireland). Those standards require us to comply with the Auditing Practices Board's Ethical Standards for Auditors.

SCOPE OF THE AUDIT OF THE FINANCIAL STATEMENTS

An audit involves obtaining evidence about the amounts and disclosures in the financial statements sufficient to give reasonable assurance that the financial statements are free from material misstatement, whether caused by fraud or error. This includes an assessment of: whether the accounting policies are appropriate to the academy's circumstances and have been consistently applied and adequately disclosed; the reasonableness of significant accounting estimates made by the Trustees; and the overall presentation of the financial statements. In addition, we read all the financial and non-financial information in the Trustees' report to identify material inconsistencies with the audited financial statements and to identify any information that is apparently materially incorrect based on, or materially inconsistent with, the knowledge acquired by us in the course of performing the audit. If we become aware of any apparent material misstatements or inconsistencies we consider the implications for our report.

OPINION ON FINANCIAL STATEMENTS

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 2016 and of its incoming resources and application of resources, including its income and expenditure, for the period then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006, the Charities SORP 2015 and the Academies Accounts Direction 2015 to 2016 issued by the Education Funding Agency.

KINGSLEIGH PRIMARY SCHOOL
(A company limited by guarantee)

**INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF
KINGSLEIGH PRIMARY SCHOOL**

OPINION ON OTHER MATTER PRESCRIBED BY THE COMPANIES ACT 2006

In our opinion the information given in the Trustees' report, incorporating the Strategic report, for the financial period for which the financial statements are prepared is consistent with the financial statements.

MATTERS ON WHICH WE ARE REQUIRED TO REPORT BY EXCEPTION

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

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



Misty Nickells FCA (Senior statutory auditor)

for and on behalf of

Griffin

Chartered Accountants
Statutory Auditors

165 High Street
Honiton
Devon
EX14 1LQ
Date:

KINGSLEIGH PRIMARY SCHOOL
(A company limited by guarantee)

**INDEPENDENT REPORTING ACCOUNTANTS' ASSURANCE REPORT ON REGULARITY TO KINGSLEIGH
PRIMARY SCHOOL AND THE EDUCATION FUNDING AGENCY**

In accordance with the terms of our engagement letter dated 17 November 2015 and further to the requirements of the Education Funding Agency (EFA) as included in the Academies Accounts Direction 2015 to 2016, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Kingsleigh Primary School during the period 13 November 2015 to 31 August 2016 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 Kingsleigh Primary School and the EFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Kingsleigh Primary School and the EFA 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 Kingsleigh Primary School and the EFA, for our work, for this report, or for the conclusion we have formed.

**RESPECTIVE RESPONSIBILITIES OF KINGSLEIGH PRIMARY SCHOOL'S ACCOUNTING OFFICER AND
THE REPORTING ACCOUNTANT**

The accounting officer is responsible, under the requirements of Kingsleigh Primary School's funding agreement with the Secretary of State for Education dated 1 December 2015, and the Academies Financial Handbook extant from 1 September 2015, 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 2015 to 2016. 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 13 November 2015 to 31 August 2016 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 2015 to 2016 issued by the EFA. 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.

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 13 November 2015 to 31 August 2016 have not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.



Misty Nickells FCA

Griffin

Chartered Accountants
Statutory Auditors

165 High Street
Honiton
Devon
EX14 1LQ

Date:

KINGSLEIGH PRIMARY SCHOOL
(A company limited by guarantee)

**STATEMENT OF FINANCIAL ACTIVITIES INCORPORATING INCOME AND EXPENDITURE ACCOUNT
FOR THE PERIOD ENDED 31 AUGUST 2016**

		Unrestricted funds 2016 £	Restricted funds 2016 £	Restricted fixed asset funds 2016 £	Total funds 2016 £
	Note				
INCOME FROM:					
Donations & capital grants:					
Transfer from local authority on conversion	2	331,649	(935,000)	5,842,912	5,239,561
Other donations and capital grants	2	13,950	1,246	12,241	27,437
Charitable activities	3	10,437	1,886,064	-	1,896,501
Other trading activities	4	43,255	-	-	43,255
Investments	5	296	-	-	296
TOTAL INCOME		399,587	952,310	5,855,153	7,207,050
EXPENDITURE ON:					
Raising funds		36,726	-	-	36,726
Charitable activities		200,898	1,971,998	99,170	2,272,066
TOTAL EXPENDITURE	6	237,624	1,971,998	99,170	2,308,792
NET INCOME / (EXPENDITURE) BEFORE TRANSFERS		161,963	(1,019,688)	5,755,983	4,898,258
Transfers between Funds	16	-	(11,061)	11,061	-
NET INCOME / (EXPENDITURE) BEFORE OTHER RECOGNISED GAINS AND LOSSES		161,963	(1,030,749)	5,767,044	4,898,258
Actuarial losses on defined benefit pension schemes	21	-	(701,000)	-	(701,000)
NET MOVEMENT IN FUNDS		161,963	(1,731,749)	5,767,044	4,197,258
RECONCILIATION OF FUNDS:					
Total funds brought forward		-	-	-	-
TOTAL FUNDS CARRIED FORWARD		161,963	(1,731,749)	5,767,044	4,197,258

All of the academy's activities derive from acquisitions in the current financial period.

KINGSLEIGH PRIMARY SCHOOL
(A company limited by guarantee)
REGISTERED NUMBER: 09872178

BALANCE SHEET
AS AT 31 AUGUST 2016

	Note	£	2016 £
FIXED ASSETS			
Tangible assets	13		5,767,044
CURRENT ASSETS			
Debtors	14	72,953	
Cash at bank and in hand		325,131	
		<u>398,084</u>	
CREDITORS: amounts falling due within one year	15	<u>(235,870)</u>	
NET CURRENT ASSETS			<u>162,214</u>
TOTAL ASSETS LESS CURRENT LIABILITIES			<u>5,929,258</u>
Defined benefit pension scheme liability	21		<u>(1,732,000)</u>
NET ASSETS INCLUDING PENSION SCHEME LIABILITIES			<u><u>4,197,258</u></u>
FUNDS OF THE ACADEMY			
Restricted income funds:			
Restricted income funds	16	251	
Restricted fixed asset funds	16	5,767,044	
		<u>5,767,295</u>	
Restricted income funds excluding pension liability		5,767,295	
Pension reserve		<u>(1,732,000)</u>	
Total restricted income funds			<u>4,035,295</u>
Unrestricted income funds	16		<u>161,963</u>
TOTAL FUNDS			<u><u>4,197,258</u></u>

The financial statements were approved by the Trustees, and authorised for issue, on 1 December 2016 and are signed on their behalf, by:

J. Glassborow

1-12-16

J Glassborow
Chair of Trustees

The notes on pages 26 to 46 form part of these financial statements.

KINGSLEIGH PRIMARY SCHOOL
(A company limited by guarantee)

STATEMENT OF CASH FLOWS
FOR THE PERIOD ENDED 31 AUGUST 2016

	Note	2016 £
Cash flows from operating activities		
Net cash provided by operating activities	18	4,432
Cash flows from investing activities:		
Dividends, interest and rents from investments		296
Purchase of tangible fixed assets		(23,891)
Capital grants from DfE/EFA		9,391
Capital funding received from sponsors and others		3,254
Net cash used in investing activities		(10,950)
Cash transferred on conversion to an academy trust		
Transferred from local authority		331,649
Net cash provided by financing activities		331,649
Change in cash and cash equivalents in the period		325,131
Cash and cash equivalents brought forward		-
Cash and cash equivalents carried forward	19	325,131

All of the cash flows are derived from acquisitions in the current financial period.

KINGSLEIGH PRIMARY SCHOOL
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016

1. 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.

1.1 Basis of preparation of financial statements

The financial statements of the academy trust, which is a public benefit entity under FRS 102, have been prepared under the historical cost convention 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 accounts 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 2015 to 2016 issued by EFA, the Charities Act 2011 and the Companies Act 2006.

Kingsleigh Primary School constitutes a public benefit entity as defined by FRS 102.

1.2 Fund accounting

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

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

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

KINGSLEIGH PRIMARY SCHOOL
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016

1. ACCOUNTING POLICIES (continued)

1.3 Income

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

Grants are included in the Statement of financial activities incorporating income and expenditure account 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 entitlement of receipt, its recognition is deferred and included in creditors as deferred income. Where entitlement occurs before income is received, the income is accrued.

General Annual Grant is recognised in full in the Statement of financial activities incorporating income and expenditure account 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 when there is entitlement and are not deferred over the life of the asset on which they are expended. Unspent amounts of capital grant are reflected in the balance in the restricted fixed asset fund.

Sponsorship income provided to the academy which amounts to a donation is recognised in the Statement of financial activities incorporating income and expenditure account in the period in which it is receivable, where there is certainty of receipt and it is measurable.

Donations are recognised on a receivable basis where there is certainty of receipt and the amount can be reliably measured.

Other income, including the hire of facilities, is recognised in the period in which it is receivable and to the extent the goods have been provided or on completion of the service.

1.4 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.

Costs of generating funds are costs incurred in attracting voluntary income, and those incurred in trading activities that raise funds.

Charitable activities and Governance costs 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.

KINGSLEIGH PRIMARY SCHOOL
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016

1. ACCOUNTING POLICIES (continued)

1.5 Going concern

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

1.6 Tangible fixed assets and depreciation

All assets costing more than £1,000 are capitalised.

Where tangible fixed assets have been acquired with the aid of specific grants, either from the government or from the private sector, they are included in the Balance sheet at cost and depreciated over their expected useful economic life. Where there are specific conditions attached to the funding requiring the continued use of the asset, the related grants are credited to a restricted fixed asset fund in the Statement of financial activities incorporating income and expenditure account and carried forward in the Balance sheet. Depreciation on the relevant assets is charged directly to the restricted fixed asset fund in the Statement of financial activities incorporating income and expenditure account. Where tangible fixed assets have been acquired with unrestricted funds, depreciation on such assets is charged to the unrestricted fund.

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 incorporating income and expenditure account.

Tangible fixed assets are carried at cost, net of depreciation and any provision for impairment. Depreciation is provided at rates calculated to write off the cost of fixed assets, less their estimated residual value, over their expected useful lives on the following bases:

Land	-	125 years straight line
Long-term leasehold property	-	50 years straight line
Fixtures and fittings	-	7 years straight line
Computer equipment	-	4 years straight line

1.7 Interest receivable

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the academy; this is normally upon notification of the interest paid or payable by the Bank.

1.8 Operating leases

Rentals under operating leases are charged to the Statement of financial activities incorporating income and expenditure account on a straight line basis over the lease term.

KINGSLEIGH PRIMARY SCHOOL
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016

1. ACCOUNTING POLICIES (continued)

1.9 Debtors

Trade and other debtors are recognised at the settlement amount after any trade discount offered. Prepayments are valued at the amount prepaid net of any trade discounts due.

1.10 Cash at Bank and in hand

Cash at bank and in hand includes cash and short term highly liquid investments with a short maturity of three months or less from the date of acquisition or opening of the deposit or similar account.

1.11 Liabilities and provisions

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. Provisions are measured at the best estimate of the amounts required to settle the obligation. Where the effect of the time value of money is material, the provision is based on the present value of those amounts, discounted at the pre-tax discount rate that reflects the risks specific to the liability. The unwinding of the discount is recognised within interest payable and similar charges.

1.12 Financial instruments

The academy only has financial assets and financial liabilities of a kind that qualify as basic financial instruments. Basic financial instruments are initially recognised at transaction value and subsequently measured at their settlement value with the exception of bank loans which are subsequently measured at amortised cost using the effective interest method.

1.13 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.

KINGSLEIGH PRIMARY SCHOOL
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016

1. ACCOUNTING POLICIES (continued)

1.14 Pensions

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 and the assets are held separately from those of the academy.

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 21, the TPS is a multi-employer scheme and there is insufficient information available to use defined benefit accounting. The TPS is therefore treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

The LGPS is a funded scheme and the assets are held separately from those of the academy trust 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 incorporating income and expenditure account 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

1.15 Conversion to an academy trust

The conversion from a state maintained school to an academy trust involved the transfer of identifiable assets and liabilities and the operation of the school for £NIL consideration. The substance of the transfer is that of a gift and it has been accounted for on that basis as set out below.

The assets and liabilities transferred on conversion from Kingsleigh Primary School to an academy trust have been valued at their fair value. The fair value has been derived based on that of equivalent items. The amounts have been recognised under the appropriate balance sheet categories, with a corresponding amount recognised in Donations - transfer from local authority on conversion in the Statement of financial activities incorporating income and expenditure account and analysed under unrestricted funds, restricted general funds and restricted fixed asset funds.

Further details of the transaction are set out in note 20.

KINGSLEIGH PRIMARY SCHOOL
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016

1. ACCOUNTING POLICIES (continued)

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

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost (income) for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 21, 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 2013 has been used by the actuary in valuing the pensions liability at 31 August 2016. 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.

Critical areas of judgment:

The Academy obtains use of fixed assets as a lessee. The classification of such leases as operating or finance lease requires the Academy to determine, based on an evaluation of the terms and conditions of the arrangements, whether it retains or acquires the significant risks and rewards of ownership of these assets and accordingly whether the lease requires an asset and liability to be recognised in the Balance Sheet.

2. INCOME FROM DONATIONS AND CAPITAL GRANTS

	Unrestricted funds 2016 £	Restricted funds 2016 £	Restricted fixed asset funds 2016 £	Total funds 2016 £
Transfer from local authority on conversion	331,649	(935,000)	5,842,912	5,239,561
Donations	13,950	1,246	2,850	18,046
Capital Grants	-	-	9,391	9,391
Subtotal	13,950	1,246	12,241	27,437
Total donations and capital grants	345,599	(933,754)	5,855,153	5,266,998

KINGSLEIGH PRIMARY SCHOOL
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016

3. FUNDING FOR ACADEMY'S EDUCATIONAL OPERATIONS

	Unrestricted funds 2016 £	Restricted funds 2016 £	Total funds 2016 £
DfE/EFA grants			
General Annual Grant	-	1,395,134	1,395,134
Pupil Premium	-	179,267	179,267
Start Up Grants	-	25,000	25,000
Other DfE/EFA Grants	-	48,727	48,727
	<u>-</u>	<u>1,648,128</u>	<u>1,648,128</u>
Other government grants			
Higher Needs	-	59,433	59,433
Nursery income funded	-	107,192	107,192
Local authority grants	-	71,311	71,311
	<u>-</u>	<u>237,936</u>	<u>237,936</u>
Other funding			
Other income from the academy trust's educational operations	10,437	-	10,437
	<u>10,437</u>	<u>-</u>	<u>10,437</u>
	<u>10,437</u>	<u>1,886,064</u>	<u>1,896,501</u>

4. OTHER TRADING ACTIVITIES

	Unrestricted funds 2016 £	Restricted funds 2016 £	Total funds 2016 £
Hire of facilities	12,419	-	12,419
Other	11,459	-	11,459
After school clubs	19,377	-	19,377
	<u>43,255</u>	<u>-</u>	<u>43,255</u>

KINGSLEIGH PRIMARY SCHOOL
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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016**

5. INVESTMENT INCOME

	Unrestricted funds 2016 £	Restricted funds 2016 £	Total funds 2016 £
Bank interest	296	-	296

6. EXPENDITURE

	Staff costs 2016 £	Premises 2016 £	Other costs 2016 £	Total 2016 £
Expenditure on raising voluntary income	-	-	18,509	18,509
Expenditure on fundraising trading	16,593	-	1,624	18,217
Education:				
Direct costs	1,441,351	60,740	77,391	1,579,482
Support costs	387,157	99,710	205,717	692,584
	<u>1,845,101</u>	<u>160,450</u>	<u>303,241</u>	<u>2,308,792</u>

KINGSLEIGH PRIMARY SCHOOL
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016

7. CHARITABLE ACTIVITIES

	Total funds 2016 £
DIRECT COSTS - EDUCATIONAL OPERATIONS	
Wages and salaries	1,103,970
National insurance	83,138
Pension cost	172,816
Depreciation	77,469
Educational supplies	23,237
Staff development	14,175
Other costs	21,530
Supply teachers	81,427
Technology costs	1,720
	<hr/> 1,579,482 <hr/>
SUPPORT COSTS - EDUCATIONAL OPERATIONS	
Wages and salaries	257,224
National insurance	15,976
Pension cost	113,957
Depreciation	21,701
Pension income	26,000
Other costs	3,252
Maintenance of premises and equipment	20,683
Cleaning	7,956
Rent and rates	20,820
Heat and light	33,237
Insurance	16,378
Security and transport	5,521
Catering	70,556
Technology costs	23,888
Office overheads	24,695
Legal and professional	19,498
Bank interest and charges	581
Governance costs	10,661
	<hr/> 692,584 <hr/>
	<hr/> 2,272,066 <hr/>

KINGSLEIGH PRIMARY SCHOOL
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016

8. NET INCOMING RESOURCES/(RESOURCES EXPENDED)

This is stated after charging:

	2016
	£
Depreciation of tangible fixed assets:	
- owned by the charity	99,170
Auditors' remuneration - audit	2,800
Auditors' remuneration - other services	2,400
Operating lease rentals	2,013
	<hr/> <hr/>

KINGSLEIGH PRIMARY SCHOOL
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016

9. STAFF COSTS

Staff costs were as follows:

	2016 £
Wages and salaries	1,372,024
Social security costs	99,877
Operating costs of defined benefit pension schemes	286,773
	<hr/> 1,758,674
Supply teacher costs	81,427
Staff restructuring costs	5,000
	<hr/> <hr/> 1,845,101

Staff restructuring costs comprise:

Severance payments	5,000
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The average number of persons employed by the academy during the period was as follows:

	2016 No.
Management	3
Teachers	29
Admin & support staff	56
	<hr/> 88

Average headcount expressed as a full time equivalent:

	2016 No.
Management	3
Teachers	25
Admin & support	33
	<hr/> 61

No employee received remuneration amounting to more than £60,000 in either year.

Non-statutory/non-contractual staff severance payments

Included in staff restructuring costs was a non-statutory/non-contractual severance payment for £5,000.

Key management personnel

The key management personnel of the academy trust comprise the trustees and the senior management team as listed on page 1. The total amount of employee benefits (including employer pension contributions) received by key management personnel for their services to the academy trust was £177,245.

KINGSLEIGH PRIMARY SCHOOL
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016

10. TRUSTEES' REMUNERATION AND EXPENSES

One or more Trustees has been paid remuneration or has received other benefits from an employment with the academy trust. The Principal and other staff Trustees only receive remuneration in respect of services they provide undertaking the roles of principal and other staff members under their contracts of employment, and not in respect of their role as Trustees. The value of Trustees' remuneration and other benefits was as follows:

		2016
		£
R Gower	Remuneration	45,000-50,000
	Pension contributions paid	5,000-10,000
M Cutler	Remuneration	25,000-30,000

During the period, no Trustees received any reimbursement of expenses.

11. TRUSTEES' AND OFFICERS' INSURANCE

In accordance with normal commercial practice the trust has insurance in place to protect Trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on Trust business. The limit of this indemnity is £10,000,000 and this cover is provided as part of the Risk Protection Arrangement offered by the Education Funding Agency.

12. OTHER FINANCE INCOME

	2016
	£
Interest income on pension scheme assets	24,000
Interest on pension scheme liabilities	(50,000)
	<hr/>
	(26,000)
	<hr/>

KINGSLEIGH PRIMARY SCHOOL
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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016**

13. TANGIBLE FIXED ASSETS

	Long-term leasehold property £	Fixtures and fittings £	Computer equipment £	Total £
Cost				
Additions	-	23,891	-	23,891
Transfer on conversion	5,792,000	-	50,323	5,842,323
At 31 August 2016	5,792,000	23,891	50,323	5,866,214
Depreciation				
Charge for the period	77,754	3,455	17,961	99,170
At 31 August 2016	77,754	3,455	17,961	99,170
Net book value				
At 31 August 2016	5,714,246	20,436	32,362	5,767,044

14. DEBTORS

	2016 £
Trade debtors	5,862
VAT recoverable	21,119
Other debtors	1,868
Prepayments and accrued income	44,104
	72,953

15. CREDITORS: Amounts falling due within one year

	2016 £
Trade creditors	37,569
Other taxation and social security	35,737
Other creditors	90,553
Accruals and deferred income	72,011
	235,870
	£
Deferred income	
Deferred income at 13 November 2015	-
Resources deferred during the year	67,211

KINGSLEIGH PRIMARY SCHOOL
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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016**

15. CREDITORS: Amounts falling due within one year (continued)

At the balance sheet date the academy was holding funds received in advance of the 2016/17 financial year.

16. STATEMENT OF FUNDS

	Brought Forward £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Carried Forward £
Unrestricted funds						
General funds	-	399,587	(237,624)	-	-	161,963
Restricted funds						
General Annual Grant (GAG)	-	1,395,134	(1,384,073)	(11,061)	-	-
Pupil Premium	-	179,267	(179,267)	-	-	-
Higher Needs	-	59,433	(59,433)	-	-	-
Growth funding	-	68,425	(68,425)	-	-	-
Early years funding	-	107,192	(107,192)	-	-	-
Other grants	-	52,859	(52,859)	-	-	-
Start up grant	-	25,000	(24,749)	-	-	251
Pension reserve	-	(935,000)	(96,000)	-	(701,000)	(1,732,000)
	-	952,310	(1,971,998)	(11,061)	(701,000)	(1,731,749)
Restricted fixed asset funds						
Transfer on conversion	-	5,842,912	(95,841)	-	-	5,747,071
DfE/EFA capital grants	-	9,391	(1,342)	-	-	8,049
Capital donations	-	2,850	(407)	-	-	2,443
Capital expenditure from GAG	-	-	(1,580)	11,061	-	9,481
	-	5,855,153	(99,170)	11,061	-	5,767,044
Total restricted funds	-	6,807,463	(2,071,168)	-	(701,000)	4,035,295
Total of funds	-	7,207,050	(2,308,792)	-	(701,000)	4,197,258

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

General Annual Grant (GAG)

Income from the EFA which is to be used for the normal running costs of the academy, including education and support costs.

KINGSLEIGH PRIMARY SCHOOL
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016

16. STATEMENT OF FUNDS (continued)

Pupil Premium

Funding received from the EFA for children that qualify for free school meals to enable the academy to address the current underlying inequalities between those children and their wealthier peers.

Higher Needs funding

Income received from the Local Authority to fund further support for pupils with additional needs.

Growth Funding

Income received from the Local Authority, to support schools that provide additional school places in order to meet basic need within the authority.

Early Years Funding

Funding received from the EFA for the provision of a pre school for 3 and 4 year olds.

Start Up Grant

Funding received from the EFA for the costs associated with conversion to an academy.

Pension Reserve

The academy's share of the assets and liabilities in the Local Government Pension Scheme. This is currently in deficit due to an excess of scheme liabilities over scheme assets which was inherited on conversion to an academy.

Other revenue grants include:

Universal Infant Free School Meals income provided by the EFA to fund a free school meal to every pupil in reception and years 1 and 2.

Fixed assets transferred on conversion

This represents the buildings and equipment donated to the school from the Local Authority on conversion to an academy.

DfE/EFA capital grants include:

Devolved Formula Capital funding from the EFA to cover the maintenance and purchase of the academy's assets.

Capital Expenditure from GAG

This represents funds transferred from the restricted GAG fund to purchase fixed assets.

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 2016.

KINGSLEIGH PRIMARY SCHOOL
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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016**

17. ANALYSIS OF NET ASSETS BETWEEN FUNDS

	Unrestricted funds 2016 £	Restricted funds 2016 £	Restricted fixed asset funds 2016 £	Total funds 2016 £
Tangible fixed assets	-	-	5,767,044	5,767,044
Current assets	395,833	2,251	-	398,084
Creditors due within one year	(233,870)	(2,000)	-	(235,870)
Provisions for liabilities and charges	-	(1,732,000)	-	(1,732,000)
	<u>161,963</u>	<u>(1,731,749)</u>	<u>5,767,044</u>	<u>4,197,258</u>

**18. RECONCILIATION OF NET MOVEMENT IN FUNDS TO NET CASH FLOW
FROM OPERATING ACTIVITIES**

	2016 £
Net income for the year (as per Statement of financial activities)	4,898,258
Adjustment for:	
Depreciation charges	99,170
Dividends, interest and rents from investments	(296)
Increase in debtors	(72,953)
Increase in creditors	235,870
Capital grants from DfE and other capital income	(12,645)
Defined benefit pension scheme obligation inherited	935,000
Defined benefit pension scheme cost less contributions payable	70,000
Defined benefit pension scheme finance cost	26,000
Fixed assets from local authority on conversion	(5,842,323)
Cash transferred on conversion	(331,649)
Net cash provided by operating activities	<u><u>4,432</u></u>

19. ANALYSIS OF CASH AND CASH EQUIVALENTS

	2016 £
Cash in hand	325,131
Total	<u><u>325,131</u></u>

KINGSLEIGH PRIMARY SCHOOL
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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016**

20. CONVERSION TO AN ACADEMY TRUST

On 1 December 2015 Kingsleigh Primary School converted to academy trust status under the Academies Act 2010 and all the operations and assets and liabilities were transferred to Kingsleigh Primary School from Bournemouth Borough Council for £NIL consideration.

The transfer has been accounted for as a combination that is in substance a gift. The assets and liabilities transferred were valued at their fair value and recognised in the Balance sheet under the appropriate headings with a corresponding net amount recognised as a net gain in the Statement of financial activities incorporating income and expenditure account as Donations - transfer from local authority on conversion

The following table sets out the fair values of the identifiable assets and liabilities transferred and an analysis of their recognition in the Statement of financial activities incorporating income and expenditure account.

	Unrestricted funds £	Restricted funds £	Restricted fixed asset funds £	Total funds £
Tangible fixed assets				
- Freehold/leasehold land and buildings	-	-	5,792,000	5,792,000
- Other tangible fixed assets	-	-	50,912	50,912
Budget surplus/(deficit) on LA funds	331,649	-	-	331,649
LGPS pension surplus/(deficit)	-	(935,000)	-	(935,000)
Net assets/(liabilities)	<u>331,649</u>	<u>(935,000)</u>	<u>5,842,912</u>	<u>5,239,561</u>

The above net assets include £331,649 that were transferred as cash.

21. PENSION COMMITMENTS

The academy's employees belong to two principal pension schemes: the Teacher's Pension Scheme for England and Wales (TPS) for academic and related staff; and the Local Government Pension Scheme (LGPS) for non-teaching staff, which is managed by Dorset County Council. Both are Multi-employer defined benefit pension schemes.

As described in note 20 the LGPS obligation relates to the employees of the academy trust, who were the employees transferred as part of the conversion from the maintained school and new employees who were eligible to, and did, join the Scheme in the period. The obligation in respect of employees who transferred on conversion represents their cumulative service at both the predecessor school and the academy trust at the balance sheet date.

The latest actuarial valuation of the TPS related to the period ended 31 March 2012 and of the LGPS 31 March 2013.

Contributions amounting to £34,726 were payable to the schemes at 31 August 2016 and are included within creditors.

KINGSLEIGH PRIMARY SCHOOL
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016

21. PENSION COMMITMENTS (continued)

Teachers' Pension Scheme

Introduction

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

The TPS is an unfunded scheme and members contribute on a 'pay as you go' basis – these contributions along with those made by employers are credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

Valuation of the Teachers' Pension Scheme

Not less than every four years 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 (currently 14.1%)
- total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £191,500 million, and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £176,600 million giving a notional past service deficit of £14,900 million
- an employer cost cap of 10.9% of pensionable pay will be applied to future valuations
- the assumed real rate of return is 3.0% in excess of prices and 2% in excess of earnings. The rate of real earnings growth is assumed to be 2.75%. The assumed nominal rate of return is 5.06%.

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

The employer's pension costs paid to TPS in the period amounted to £123,064.

A copy of the valuation report and supporting documentation is on the Teachers' Pensions website (www.teacherspensions.co.uk/news/employers/2014/06/publication-of-the-valuation-report.aspx).

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

Local Government Pension Scheme

The LGPS is a funded defined benefit scheme, with assets held in separate trustee-administered funds. The total contribution made for the period ended 31 August 2016 was £126,000., of which employer's

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016

21. PENSION COMMITMENTS (continued)

contributions totalled £94,000. and employees' contributions totalled £32,000.. The agreed contribution rates for future years are 17.4% for employers and 5.5-6.8% 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.

Principal actuarial assumptions:

	2016
Discount rate for scheme liabilities	2.20 %
Rate of increase in salaries	3.80 %
Rate of increase for pensions in payment / inflation	2.30 %
Inflation assumption (CPI)	2.30 %

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

	2016
Retiring today	
Males	22.9
Females	25.3
Retiring in 20 years	
Males	25.2
Females	27.7

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

	Fair value at 31 August 2016 £
Equities	591,000
Debt instruments	225,000
Property	121,000
Other - user input	10,000
Total market value of assets	947,000

The actual return on scheme assets was £77,000.

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NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016

21. PENSION COMMITMENTS (continued)

The amounts recognised in the Statement of financial activities incorporating income and expenditure account are as follows:

	2016 £
Current service cost (net of employee contributions)	(164,000)
Net interest cost	(26,000)
	<hr/>
Total	(190,000)
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Movements in the present value of the defined benefit obligation were as follows:

	2016 £
Upon conversion	1,709,000
Current service cost	164,000
Interest cost	50,000
Contributions by employees	32,000
Actuarial losses	754,000
Benefits paid	(30,000)
	<hr/>
Closing defined benefit obligation	2,679,000
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Movements in the fair value of the academy's share of scheme assets:

	2016 £
Upon conversion	774,000
Return on plan assets (excluding net interest on the net defined pension liability)	24,000
Actuarial gains and (losses)	53,000
Contributions by employer	94,000
Contributions by employees	32,000
Benefits paid	(30,000)
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Closing fair value of scheme assets	947,000
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 31 AUGUST 2016

22. OPERATING LEASE COMMITMENTS

At 31 August 2016 the total of the Academy trust's future minimum lease payments under non-cancellable operating leases was:

	2016
	£
Amounts payable:	
Within 1 year	2,684
Between 1 and 5 years	671
	<hr/>
Total	3,355
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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 £NIL for the debts and liabilities contracted before he/she ceases to be a member.

24. RELATED PARTY TRANSACTIONS

No related party transactions took place in the period of account, other than certain trustees' remuneration and expenses already disclosed in note 10.