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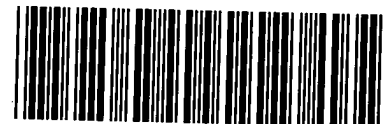
Platanos Trust

Consolidated Annual Report and Financial Statements

31 August 2014

Company Limited by Guarantee
Registration Number
07492094 (England and Wales)

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Reference and administrative information

Members	Mr Akin Alabi Mrs Agatha Domingo Mr Humroy Whyte
Trustees	Mr Akin Alabi Chair of Trustees Mrs Agatha Domingo Trustee Mr Humroy Whyte Trustee Mr Kevin McKenzie Trustee Mr DeJohn Francis Trustee Ms Judette Tapper/ Executive Headteacher and Chief Executive
Registered address	Platanos College Clapham Road London SW9 0AL
Company registration number	07492094 (England and Wales)
Chief executive officer	Ms Judette Tapper
Senior management team	Ms Judette Tapper Executive Headteacher and Chief Executive Ms Anne Phillips Associate Headteacher Ms Grace Baya-Tifu School Accountant
Bankers	HSBC Bank Plc 512 Brixton Road London SW9 8ER Lloyds TSB 25 Gresham Street London EC2V 7HN
Solicitors	Judicium Consulting Limited 25 Watling Street London EC4M 9BR
Independent Auditor	Buzzacott LLP 130 Wood Street London EC2V 6DL

Trustees' report Year to 31 August 2014

The Directors/Trustees of Platanos Trust ('the Trust') have pleasure in presenting their statutory report together with the financial statements of the charitable company for the year to 31 August 2014.

The financial statements have been prepared in accordance with the accounting policies set out on pages 56 to 59 of the attached financial statements and comply with the Trust's memorandum and articles of association, applicable laws, the requirements of the Statement of Recommended Practice "Accounting and Reporting by Charities" issued in March 2005 ('SORP 2005') and the Academies Accounts Direction 2013 - 2014.

STRUCTURE, GOVERNANCE AND MANAGEMENT

Constitution

The Trust is company limited by guarantee with no share capital (registration no 7492094)

The charitable company's Memorandum and Articles of Association are the primary governing documents of the Trust. The Articles of Association require the members to be responsible for the affairs of the company and the management of the schools within the Trust.

Members' liability

Every 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 period after he/she ceases to be a member, such amount as may be required, not exceeding £10 for the debts and liabilities contracted before he/she ceases to be a member.

Trustees' and Governors' Indemnities

The Directors/Trustees have purchased insurance to cover governors and officers from claims arising from negligent acts, errors or omissions occurring whilst on school business. Details of the costs can be found in note 11 to the financial statements.

Principal Activities

The Trust's principal activities are to advance for the public benefit of education in the United Kingdom, in particular but without prejudice to the generality of the foregoing by establishing, maintaining, carrying on, managing and developing schools offering a broad and balanced curriculum.

Structure, Governance and Management

The Trustees delegate authority to both the Governing Body and the Resources Committee, which are responsible for setting general policy, adopting an annual plan and budget, monitoring the Trust by use of budgets and making major decisions about the direction of the Trust, capital expenditure and senior staff appointments at the Trust and recommending these to the Trustees for approval.

STRUCTURE, GOVERNANCE AND MANAGEMENT (continued)

Recruitment of Governors

From our previous recruitment strategy we have in place an active list of prospective governors. In addition there are occasions when members of the wider community write to the Chair of Governors and or the Headteacher with requests to sit on the Governing Body. Such requests are acknowledged and filed for future reference.

New Governors undergo a comprehensive programme of induction covering a wide range of issues and topics. This enables new Governors to feel confident in order to fulfil their role. This is also an excellent investment and ensures that Governors are retained and can contribute effectively.

They are informally briefed by the senior staff and where appropriate are mentored by experienced Governors. They can choose the Committee they wish to join and are given extensive background information about the school such as Policies, Procedures and Plans. They are also encouraged to attend relevant training courses, especially those related to Safeguarding, finance and accountability. All Governors are given a copy of "The Law for Governors" with an introduction by Lord Nash and the most up-to-date guidance on Safeguarding.

Parent Governors vacancies are filled by writing to parents. We include Nomination Forms in our e-Newsletters to parents. Two new Parent Governors were appointed during the year.

Once per year, we review our 'skills set' to ensure that the right skills and expertise are reflected within the Governing Body. Governors continue to ensure that relevant training and development took place during the year. During the year, Governors received training on Multi-Academy Trust, Governance, the Role of Trustees, Dashboard Data and the new Ofsted Framework. Governors also received updated in-house training on lesson observations, performance management and SMSC.

Safeguarding remained at the heart of the work of Governors.

As a result of the training and development, Governors were able to monitor large parts of the school and set targets with staff. Governors observed lessons, monitored and reviewed the Pupil Premium Budget and related projects with considerable care as well as focus on Case Studies, progress data for key groups of pupils including the Most Able and those pupils with English as an Additional Language (EAL) and those with Special Needs.

Governors were able to discuss their findings about safety and lesson observations with each other and with senior staff. Governors also met a wide range of pupils to discuss their experience of the school, how they viewed their progress, and their plans for the future.

Governors are very confident about the monitoring of the school and about the use of data within the school. Governors believe that they know the school, the systems and especially the pupils. Experienced Governors were able to support the more inexperienced Governors throughout the training and development. Governors are very confident about their role, which is part of the leadership of the school.

STRUCTURE, GOVERNANCE AND MANAGEMENT (continued)

Recruitment of Governors (continued)

Organisational structure (continued)

The Trustees ensured, under the Scheme of Delegation, that the Schools under its control are sufficiently flexible to allow other schools to be added as appropriate.

The starting point is the Articles of Association of the Company which goes into a lot of detail about membership of the company and of the various committees, some of it mandatory and some of it optional. Trustees have tried to ensure that the company and the schools within it are seen to be run in an open, transparent and democratic way, whilst at the same time having safeguards to ensure that the company cannot be taken over by anyone with vested interests. The Nolan Principles of public life set out seven attributes required of anyone in a public office and all members of the Company Board, to the Local Governing Bodies and local subcommittees confirmed their commitment Nolan Principles

The Trust has a clear common Vision which sets out its values for all the schools in the Trust and the pupils within those schools. The aim is that every child that passes through any of the academies within the company will achieve their full potential and will emerge as confident, well rounded human beings. The means of achieving this may not however be identical in all schools and at all times. The pursuit of these goals is seen by Trustees as a continuum; differing schools may be at different stages along that continuum and hence may require a different approach at different stages in the process.

The Platanos Trust Board

There are six Directors with a broad range of skills to ensure diversity.

The responsibility for the operation and compliance of the schools within the Company ultimately rests with the Board.

The Platanos Trust Board is responsible for the matters detailed in the Platanos College Scheme of Delegation, for each of the academies under its control.

Minutes of all of the Local Governing Bodies, together with their sub-committees, are available to the Board of Directors for review. The budgets for each individual college should also be reviewed by the Board of Directors and actual figures monitored against the budgets.

Platanos College Local Governing Body (LGB)

The LGB includes a minimum of two parent governors. Parent governors are the parents of a pupil at Platanos College, with the Directors having the power to appoint Governors, should there be insufficient candidates for election to fill the number of vacancies. The Local Governing Body of Platanos College includes two Parent Governors. They oversee the running of the school and delegate to the subcommittees as appropriate. The LGB is responsible for reviewing risk within the Academy and reporting to the Directors/Trustees and the Risk Committee. The founding members also serve on the Platanos College Board.

STRUCTURE, GOVERNANCE AND MANAGEMENT (continued)

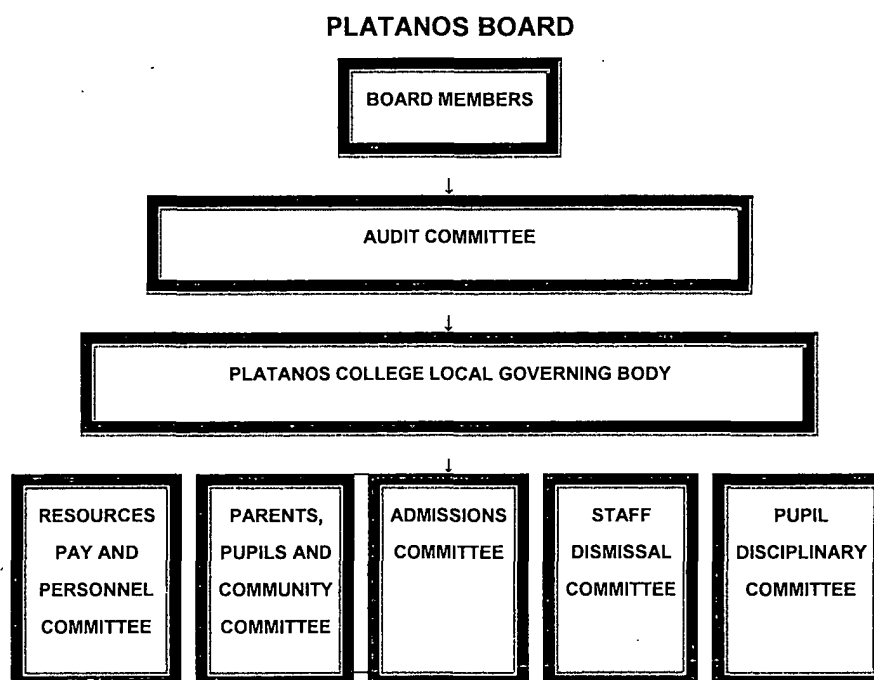
Platanos College Local Governing Body (LGB)

The Platanos College LGB will report to the Directors/Trustees on a regular basis and prepare papers for consideration by the Board as required.

Winterbourne Boys' Academy

In the short term, the Academy is managed by a Transition Board, which reports directly to the Directors of the Platanos Trust. The Transition Board developed a strategic plan to support the Academy setting out priorities and targets to enable Winterbourne Boys' Academy to move to a position where it fulfils the ethos and aims of the Trust.

In the future, Platanos Trust will seek to take responsibility for other schools. The Scheme of Delegation has been designed to allow for new schools to be added with a Committee structure that mirrors those for Platanos College.



All Schools acquired in future will have a similar Local Governing Body structure.

The Platanos Board of Directors will oversee all minutes and decisions of each Local Governing Body.

Winterbourne will be temporarily (April 1st 2014 – April 1st 2015) run by a Transition Board, supported by a Transformation Management Group.

The management structure of the school devolves decision making and consists of the Trustees, the Governors, the Executive Headteacher and the Headship Team (i.e. the Senior Management Team) and Middle Managers.

STRUCTURE, GOVERNANCE AND MANAGEMENT (continued)

Winterbourne Boys' Academy (continued)

The Directors/Trustees, Governors and Executive Headteacher are responsible for Policy and Procedures, the Budget, monitoring the school and making decisions about the school in relation to major capital expenditure and senior appointments.

The Executive Headteacher, Associate Headteacher and two deputy Headteachers control the school day to day. They are responsible for the authorisation of spending the agreed budget and the appointment of all staff, except staff appointment to the headship team (i.e. the Senior Management Team). The appointment of the latter must include a Governor or Trustee. Middle Managers have control of capitation budgets based on the number of pupils they teach across the curriculum. Spending above or outside capitation budgets is controlled by the Executive Headteacher, Associate Headteacher and Deputy Headteachers.

Connected Organisations

- a) The academy owns 100% of the issued ordinary shares of Platanos Development Ltd incorporated in England (registration no 08145335). The subsidiary started trading in April 2013. In the period to 31 August 2014 the subsidiary achieved a profit of £56,000, all of which was gifted under the covenant to the Academy. Further details regarding the subsidiary company are given in note 13 of the financial statements.
- b) A Charitable Foundation, Platanos Foundation (Registered Charity Number 1155531) was formed during the financial year as part of our vision to expand educational opportunities for pupils in our schools and the wider community. There were no charitable or financial activities during the period. However, it is our intention to establish a sound foundation of activities during the coming year.
- c) Platanos Innovation (Community Interest Company) was also formed during the financial year.

This company did not trade during the period but we intend to establish this company firmly within the local community for the good of those who attend our schools as well as those in the wider community.

Risk management

The Trustees carefully considered a specific internal audit function and appointed Virginia McCoy, a management accountant with over 24 years' experience as the Responsible Officer (RO). As Responsible Officer, Virginia McCoy provides financial advice and also performs a range of financial checks. She reports formally to the Resources Committee on the operation of the system of control as well as the discharge of the governing body's financial responsibilities. The Trustees accept these arrangements to provide reasonable, not absolute, assurance that assets are safeguarded and transactions are authorised and properly recorded and that internal errors or irregularities are either prevented or detected in a timely basis.

STRUCTURE, GOVERNANCE AND MANAGEMENT (continued)

Winterbourne Boys' Academy (continued)

Risk management (continued)

We appointed Baker-Tilly as our Internal Auditors to assess the effectiveness of internal controls with specific focus on income, petty cash, payroll and non-payroll expenditure. The reports from Baker-Tilly highlighted the effectiveness of our internal controls and procedures. Governors will monitor the implementation of the recommendations from the reports.

The Resources Committee conducted a formal risk management assessment and set out priorities in terms of potential risks and the mitigation of risks. A coherent action plan resulted from that discussion.

OBJECTIVES AND ACTIVITIES

Objects and aims

The principal object and activity of the charitable company is the operation of Platanos Trust to advance, for the public benefit, education for pupils of different abilities by establishing, maintaining, operating and developing education in both schools by offering a broad curriculum.

The main objectives of the schools during the year ended 31 August 2014 are summarised below:

- ◆ To ensure that every child enjoys the same high quality education in terms of resourcing, tuition and care;
- ◆ To raise the standard of educational achievement of all pupils;
- ◆ To improve the effectiveness of the school by keeping the curriculum and organisational structure under continual review;
- ◆ To provide value for money for the funds expended;
- ◆ To comply with all appropriate statutory and curriculum requirements;
- ◆ To maintain close links with industry and commerce and
- ◆ To conduct our business in accordance with the highest standards of integrity, probity and openness.
- ◆ To this end the activities provided included the following:
 - ◆ Learning and tuition opportunities for all pupils to attain appropriate academic qualifications;
 - ◆ A programme of community education for the local community;

OBJECTIVES AND ACTIVITIES (continued)

Objects and aims (continued)

- ◆ Training opportunities for all staff, and especially teaching staff;
- ◆ A programme of sporting and after school leisure activities for all pupils;
- ◆ A system of enrichment classes run after school to assist pupils in all areas of the curriculum;
- ◆ A system of intervention support for pupils who 'fall behind' and who need additional support and
- ◆ A careers advisory service to help pupils obtain employment or move on to further education.

Strategies and activities

The Trust's main strategy is encompassed in its Mission Statement which is:

We are proud of our inspirational environment which is at the heart of our community.

- ◆ The Trust exists and works for all pupils and learners. We have an unshakeable belief that we can make a difference. We are changing lives.
- ◆ We have high expectations of all in our community.
- ◆ We prepare pupils and learners to take advantage of learning opportunities throughout their lives and to rise to the demands of academic rigour, high standards of scholarship, further and higher education as well as opportunities in creative careers, the service industry and business, accountancy and finance.
- ◆ We believe that every pupil/learner can succeed and challenge and support them to reach their full potential. We offer all learners a rounded education to meet the challenges of an ever changing society.

We raise the aspiration of learners to ensure that they achieve beyond their expectations and play a valuable role in the world.

Public benefit

In setting the School's objectives and planning its activities, the Governing Body has given careful consideration to the Charity Commission's general guidance on public benefit.

STRATEGIC REPORT

Achievements and Performance of Schools within the Trust

Platanos College

During the year, Governors effectively led the strategic direction of the school from single academy to multi-academy status. Governors played a key role in building capacity and supporting this transformation.

Governors reflect the local community and were able to meet the challenges of a diverse and changing community.

- ◆ Extensive financial monitoring took place during the year.
- ◆ Governors regularly visit lessons, complete work-sampling and speak to pupils about their learning.
- ◆ Governors are fully conversant with the performance of the school, including the Dashboard Data and internal monitoring data. They are able to make judgements about teacher performance and the performance of different groups of pupils.
- ◆ Extensive financial monitoring of the school took place during the year including extensive review of the Pupil Premium. The Governors were able to monitor the performance of the Pupil Premium projects against stated aims and pupil performance outcomes as well as set the budget for the next year.

Governors also discussed and agreed new Policies and Procedures including those related to Safeguarding, Finance, Risk Management and the Scheme of Delegation.

- ◆ The average capped points score for GCSE subjects has improved strongly over the past three years, despite the school shifting from a vocational curriculum to one meeting tougher academic demands.
- ◆ In 2014, the indicators for attainment are above the national average. When the data is validated, there will be at least 70% of pupils achieving 5A*-C grades including Maths and English which is above the national average.
- ◆ There has been a steady improvement in English over time. Since 2010, there has been an upward trend in the average point scores in English. The percentage of pupils attaining A*/A grades rose sharply in 2014 to 27% from 9% in 2013.
- ◆ With the exception of a slight drop in 2014, there has been a steady increase in the average points score in Mathematics. In 2014, the percentage of pupils attaining A*/A grades in Mathematics, more than doubled to 27%.
- ◆ The school has remained significantly above the national average for the attainment threshold measure of 5A*-C grades including Maths and English. The percentage of pupils making the expected progress is high in relation to the national figures.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

- ◆ Internal data also shows that our pupils make outstanding progress. Where individual and groups of pupils do not make the appropriate progress, we employ a wide array of intervention strategies including classroom support, extra classes, holiday classes and one-to-one and or small group support.
- ◆ We have rightly started to raise expectations in Key Stage 3 by setting (even) higher targets. Pupils are expected to accelerate their progress in Key Stage 3.
- ◆ We continue to expand Literacy for all pupils.

Staffing Achievements 2013 – 2014

◆ **Continual Professional Development (CPD) Policy/Impact 2013 – 2014**

CPD is driven by the needs of our pupils and concerned with developing the knowledge and skills of our staff. Our CPD training includes work-based learning, with teachers coached and mentored 'on-the-job'; in-school learning, with team teaching activities and the observation of colleagues in high-performing departments; and external training. All CPD training is followed by rigorous monitoring—both of pupils' progress (e.g. through teacher assessment data) and staff's performance (e.g. through lesson observations)—in order to establish the extent of its success.

How does our CPD Training help pupils?

- By helping to narrow the attainment gaps between groups and individuals.
- By accelerating their progress—particularly in our focus group.
- By helping them to learn new concepts and decipher complex ideas previously taught unsuccessfully.
- By increasing the quality of their lessons so that they become increasingly motivated and participate fully in the classroom.
- By developing staff we enable the best possible outcomes for our pupils.

How does our CPD training help staff?

- By maintaining their competencies.
- By developing and widening their knowledge and skills.
- By keeping them up-to-date with current education research and subject initiatives.
- By developing the personal qualities necessary to perform their professional and technical duties.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Staffing Achievements 2013 – 2014 (continued)

♦ **Continual Professional Development (CPD) Policy/Impact 2013 – 2014** (continued)

- By helping them to employ a greater variety of strategies in their teaching, to ensure rapid pupil progress.
- By helping them to develop professionally.

How do we decide what training to organise?

- Whole school training is specifically aimed at achieving the high standards set in the School Improvement Plan (SIP).
- Training delivered to departments and individual staff is organised based on 'needs' analysis and performance management evaluations relating to teachers' performance and the progress of specific groups of pupils. This ensures that training is specifically tailored to staff and pupils' needs.
- Each year we have a 'focus group' of students and we organise specific staff training that directly relates to raising achievement and attainment in this cohort.

Training at Platanos College in 2013-14 has included the following:

Active Questioning, Teaching Standards, Use of Data, Behaviour for Learning and Pace in Lessons.

Governors Curriculum Policy 2013 – 2014

SCHOOL STATUS – Academy, Business and Enterprise College

As an Academy, Platanos College is not required to follow the National Curriculum. However, in line with Section 1(6) of the Academies Act 2010, we must:

- ♦ provide a 'broad and balanced curriculum'
- ♦ promote 'the spiritual, moral, cultural, mental and physical development of pupils'
- ♦ prepare pupils 'for the opportunities, responsibilities and experiences of later life'

Under the Funding Agreement we must teach English, mathematics, science, religious education (RE) and sex and relationship education (SRE). We are also required to organise a daily act of collective worship and secure access to independent, impartial careers advice for years 9-11.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Governors Curriculum Policy 2013 – 2014 (continued)

♦ **How our Curriculum meetings the legal requirements**

Platanos College recognises that the National Curriculum provides a coherent map which allows students to build their knowledge systematically and consistently. By combining the freedom that our Academy status affords us with a respect for the tenets of the National Curriculum, we provide a bespoke syllabus that meets the complex needs, aspirations and interests of each of our pupils. Our curriculum is benchmarked against the National Curriculum and is expressly built to accelerate pupils' progress over time. It also promotes good behaviour and safety, as well as the spiritual, moral, social and cultural development of all.

We wholeheartedly embrace the new changes to the National Curriculum, published September 2013, and view its more school-focused approach as providing greater scope for creativity in the design of school curriculums across the UK. We believe that the implementation of the new National Curriculum at Platanos College will help to accelerate our pupils' progress even further.

♦ **Our Vision**

We want to offer a curriculum that provides opportunities for all pupils to reach their full potential—irrespective of ability and social, economic, religious or cultural background. We believe that the skills they learn at Platanos College ought to encompass both academic and 'life' disciplines. Moreover, we wish to foster a positive attitude towards learning as embodied by our school motto, 'Attitude determines altitude'.

In order to fulfil this vision, we provide a safe and supportive environment where students can develop in numerous ways (academically, socially, and morally) and become confident, respectful and inquisitive citizens. Our dynamic, stimulating and relevant 'curriculum of opportunity' should prepare them for the next stage of their lives, post-16.

♦ **Aims**

Our curriculum:

- provides well-balanced but challenging learning opportunities for all pupils (including Most Able, Gifted and Talented pupils, middle-band learners and lower-ability learners)
- allows each pupil to work at his/her own pace
- ensures smooth transition between the Key Stages

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Governors Curriculum Policy 2013 – 2014 (continued)

♦ **Aims** (continued)

- offers additional literacy and numeracy learning opportunities
- develops life-long competencies that increase employability and contribute to each pupil's long-term wellbeing and success
- encourages parental involvement and support
- raises aspirations
- raises standards of achievement

♦ **Subjects**

At Platanos College we teach the following: English, Maths, Science, RE, History, Geography, Spanish, Latin, Information Communication Technology (ICT), Design and Technology (D&T), Media Studies, Film Studies, Business Studies, Art, Drama, Music and Physical Education (PE). For most subjects, teaching is structured as six-week modules that include assessment.

The English Baccalaureate (EBACC)

Platanos College believes that the EBACC measure (introduced in 2010) supports a broad KS4 curriculum, with a crucial focus on the core academic subjects of English, maths, the sciences (biology, chemistry, physics), the humanities (history, geography) and foreign languages.

The Supported Curriculum

Pupils in the Supported Curriculum are generally taught by the same teacher for all subjects. Pupils also remain in the same classroom with the same, single sex peer group. This consistency simulates a learning environment akin to that of primary school. Exceptions include when English and mathematics specialists join the Supported Curriculum to 'team-teach' lessons or when other rooms are used so that pupils have access to specialist equipment or resources (e.g. for PE or Art).

Portfolio for Life (PFL)

Portfolio for Life is an innovative and progressive programme that forms part of our work as a Business and Enterprise college. The programme provides pupils with a record of their successes and achievements across all areas of school life.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Governors Curriculum Policy 2013 – 2014 (continued)

♦ **Subjects** (continued)

Portfolio for Life (PFL) (continued)

The programme is built around two central elements (linked to the learning objectives of the National Curriculum):

1. 'Skills for Life', identified as being key for pupils' development if they are to be successful, employable and happy in the future.
2. Opportunities for additional accreditation beyond the conventional GCSE path. These are directly linked to ASDAN accreditation and programmes such as the Prince's Trust.

Home Languages

Many of our pupils' first language is not English—as such, we often enter pupils for public examinations in their home language as a way of accrediting these additional skills.

Independent Study

Our 'Independent Study' model has been operating for three years and allows a number of pupils to study GCSE subjects independently.

One such example is when pupils wish to study more than one subject in an 'option block'. Since this is not possible under normal timetable arrangements, pupils can choose to study the second subject in their own time. This independent learning is facilitated by a subject teacher who sets and marks the pupil's work, as well as seminars arranged at mutually convenient times. These pupils then join those studying the subject within normal timetable arrangements for controlled assessments. Pupils and teachers have managed this system increasingly well in the past few years, achieving impressive results.

This model of independent study has also enabled C band pupils to increase the number of qualifications they gain by the end of Year 11. Current arrangements for the C Band mean that they take additional literacy and numeracy in place of some of the Foundation subject GCSEs taken by bands A and B. As some pupils wanted to have the option of studying similar numbers of subjects to A and B bands pupils, we increased the KS4 offer for the C band by organising lessons off-timetable (i.e. after school, on weekends and during the holidays).

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Governors Curriculum Policy 2013 – 2014 (continued)

◆ **Subjects** (continued)

Independent Study (continued)

We now intend to extend our 'Independent Study' model to current Year 9 pupils in the C band, thus enabling them to study additional subjects whilst also benefiting the school's capped average point scores (APS).

The Hidden Curriculum

SMSC (Spiritual, Moral, Social, and Cultural) is embedded across the curriculum and develops pupils' social skills, morality, respect and tolerance for each other. It also enhances their ability to collaborate and fosters an understanding of other cultures. Furthermore, daily opportunities for collective worship are provided through both assemblies and tutor group time.

Extra-Curricular

Platanos College offers an extensive range of extra-curricular activities at lunchtimes and after school that enhance the curriculum and provide opportunities for our pupils to develop new skills.

Assessment and Evaluation

Platanos College considers active, consistent evaluation and assessment at all levels imperative to positive progression. Teacher assessment, pupil assessment, peer assessment and self-assessment are all required and encouraged.

- ◆ During KS3, pupils sit formal English, Mathematics and Science tests that are set and marked externally. These tests ensure that progress data is accurate, targets are sufficiently challenging and pupils are placed in the correct classes and/or band.
- ◆ Termly target setting days take place for parent(s)/carer(s) to discuss their child's progress.
- ◆ Core subject departments review pupils' targets bi-termly.
- ◆ All departments constantly review what is taught—and how it is taught—at both Key Stages. This includes the suitability of the courses offered, the pace of lessons and appropriate times/methods of assessment.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Pupil Involvement

Pupil leadership continues to be a strong feature within our school ethos. It shapes and prepares our pupils for the transition from Key Stage 3 to 4 and indeed to further education, and the world of work.

In addition, the transferrable skills which pupils obtain, supports their learning but also provides them with an array of skills that can be used throughout life. For example, organisation skills, communication skills, presentation skills as well as writing and research skills.

Pupil Leadership

There are various pupil leadership programmes throughout the school. In Key Stage 3 there are President/Vice Presidents, Ambassadors, Junior Leaders, Charity Committees as well as Business and Competition Committees.

Most recently, a new layer of pupil leadership was established. In the Autumn Term, after a Behaviour Learning Seminar, Behaviour Ambassadors were introduced to address behaviour for learning in lessons, in Years 7 – 10. This new initiative was the result of an Ofsted's focus on schools taking a different approach to low level disruption. In response, the school, looked at how to get a minority of pupils more involved in taking ownership of their behaviour for learning and improving their attitude to learning.

Behaviour Ambassadors represent tutor groups in Years 7 – 10. Each Ambassador has a Progress Book which is taken to lessons and any pupil who displays low level disruption is identified by the Behaviour Ambassador. The Ambassadors are overseen by a member of the Inclusion team and weekly meetings are held with the pupils to discuss progress and to identify any pupil who has demonstrated low level disruption. In turn, this is followed up by the Pastoral Managers and a letter is sent home. Also, information is held on the school's shared area to inform staff.

The impact has been very positive, from parents, pupils and teachers. Pupils gave feedback and stated that improved learning took place, once the disruptive pupil had been sanctioned. Parents have been supportive and have welcomed the communication between home and school. The immediate update enabled parents to monitor their child's progress and behaviour. Over time, the amount of pupils identified for low level disruption decreased.

For example in Year 8, twenty one (21) pupils were initially identified for disruptive behaviour but by the end of the year this decreased by half.

The next step will be to develop the process of identifying low level disruption by working closely with Curriculum Managers to ensure earlier identification of and support for such pupils.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Pupil Leadership (continued)

♦ **Presidents/vice Presidents, Junior Leaders, Ambassadors and Prefects**

In Key Stage 4 there are Peer Leaders (tutor group leaders), Trainee Leaders, Prefects, Senior Prefects, Deputy Head boy/girl and Head boy/girl. There are also Uniform Groups, Anti-Bullying Champions and the Children's University.

In addition, a new layer to the pupil leadership was introduced to raise the profile of Social, Moral, Spiritual and Cultural (SMSC) amongst pupils. As a result, there are now Equality Ambassadors who work with the Anti-bullying Champions to raise awareness about equality. All pupils across Key Stage 3 and 4 were involved in an Equality Workshop. The result was a cohort of pupils across key Stage 3 and 4 who act as Equality Ambassadors to raise awareness amongst their peers. All pupils underwent six weeks of training in order to prepare for the role of Equality Ambassador.

Assemblies continue to be the main event for pupil leaders to present informative assemblies and raise awareness.

As the Pupil Leadership expands, it continues to have a positive impact on the pupils, each receiving their own personal achievement from participating in the Leadership Programmes.

The next step is to continue to promote and support Pupil Leadership across the school to encourage pupils to take greater ownership of their year group by meeting regularly, leading assemblies and carrying out daily duties.

♦ **Equality Ambassadors**

This is a new addition to the Pupil Leadership Programme. It was developed in September 2013, as part of the school's Social, Moral, Spiritual and Cultural (SMSC) ethos.

To date, the Ambassadors have participated in training and presented assemblies in both Key Stage 3 and 4.

The impact has been positive with pupils taking a strong interest in equality. The aim in the new academic year is to expand upon the participants and work with Stonewall to promote a PHSE Curriculum Guide.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Pupil Leadership (continued)

♦ **Anti-Bullying Champions**

In September 2013, the school referred the Anti-Bullying Committee (ABC) into the Anti-Bullying Champions (ABC). Each year a group has a representative from the ABC whose role is to monitor and log bullying incidents.

In September 2013, all pupils in Key Stage 3 and 4 participated in a workshop on Anti-Bullying. This was combined with equality awareness workshops. In addition, the Anti-Bullying Champions attended six weeks of training with the newly appointed Equality Ambassadors.

The training enabled pupils to develop their skills, promote anti-bullying and equality in assemblies and support their peers.

The next step will see pupils continue to train and recruit from the new Year 7 intake. Equally, the pupils will endeavour to set up an Anti-Bullying website which will be monitored by the Anti-Bullying Co-ordinator.

♦ **The Business Committee**

The school re-launched the Seed Capital Project and Key Stage 3 pupils participated in a Dragons' Den style competition. The Business Committee helped to promote the event via assemblies and use of the plasma television. Adverts were placed on the noticeboards. Key Stage 4 Business Studies pupils supported the event as members of the Panel.

The winners were a Year 9 business named 'Vibes'. This business printed personalised t-shirts. Prior to trading, Vibes received weeks of preparation from an external judge. They were given a start-up funding of £80.00 and sold a total of £136.00 worth of t-shirts, giving them a profit of £56.00.

The runners up were a Year 7 group who offered to support our Anti-Bullying campaign by selling products to raise awareness. They will be given the opportunity to participate in the National Anti-Bullying Awareness week in September 2014.

The above event had a positive impact on Key Stage 3 and Year 11 pupils found the process a very positive work related experience.

The next step for the new academic year will involve the winners of Dragons' Den promoting and supporting the Seed Capital Project.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Pupil Leadership (continued)

◆ **The Charity Committee**

This year saw an increase in the mount of charity projects, supported by the Charity Committee.

The events raised pupils' awareness and promoted SMSC across the school. Equally, it has helped pupils to develop their knowledge of Spiritual, Moral, Social and Cultural experience of human experiences.

Service Units

◆ **Girl Guides**

The Girl Guides programme was, again, very successful this year. The Guides helped set up a new Rainbows and Brownies Unit locally. They have also completed a variety of badges, and the number of Guides has steadily increased.

- There was a 30% increase in membership.
- The Senior Section was successfully established.
- The Guides have become more involved in the local community. This year, they have helped another guiding unit in the district to complete fundraising, including fundraising for Sport Relief, and assisted with the opening of a local Rainbows and Brownie unit.
- 80% of the older Guides (Year 9 and 10) are involved in leadership roles within guiding and/or the school.
- Year 9 Guides are using badge work to obtain the Youth Challenge at the Silver division. They will be the first group of pupils in the school to achieve the award.
- Guides have developed a considerable amount of skills at the recognised Guide standard including, creativity, written and verbal communication, leadership, team work, team leading, fundraising, organisation, survival and cultural awareness.
- Year 7 Guides have successfully completed Crafts, Confectionery, World Cultures Badges, Healthy Lifestyles and Chocolate Badges.
- Year 8 Guides have completed the Take Your Toothbrush Go For It, Life Wise Go For It, Survival, Personal Safety and Confectionary Badges.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Service Units (continued)

◆ **Girl Guides** (continued)

- Year 9 Guides have completed the Team Player Badge and are still developing their new badges. They completed the Life Wise Go For It.
- Senior Section completed the Team Leaders' Badge, First Aid and Top Job Badge. They continue to meet on a Friday and lead their own sessions alongside supporting and assisting with the Guides.

◆ **The Scouts**

The Scouts have completed a range of badges. Ten scouts successfully completed their programme and are moving onto the Explorer Scouts section.

The Scouts have completed all the badges as planned. Through completing the badges, the Scouts have developed the following skills to the recognised standard: verbal and non-verbal communication, team work, basic first aid and leadership.

10 Scouts are graduating and moving onto the next section of the Scouting movement.

They have participated in two community events: Remembrance Day Parade and St George's Day Parade.

We had a total of 25 Scouts.

There are currently three adult Scout Leaders.

Scouts took part in the following community events:

- Remembrance Day Parade – Lambeth Town Hall.
- St George's Day Parade.
- Scouts Community Week – Scouts collaborated with Guides to raise £200 for local charity. The Scouts also volunteered for an evening with the charity, delivering food to the homeless.
- Scouts also participated in the annual school Parade Day in the Summer Term.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Service Units (continued)

♦ **St John Cadets**

Our St John Cadets have had a productive year. To date, they have participated in several fund raising events for St John Ambulance and attended several St John Ambulance duties at various major events.

- Cadets participated in 'Save a Life' September events, in which they delivered first aid demonstrations to the public and helped fundraise for the organisation.
- Two cadets have completed the Cadet Trainer 1 course. They currently assist delivering cadet subjects for the Grand Prior award.
- At the end of the year, 10 cadets will achieve 50 hours on duty.
- At the end of the year, 5 new members will complete their membership award.
- Cadets have completed two cadet subjects, Care on Duty and About You. These subjects have helped prepare the cadets for duty and also self-reflection and human relationships.

♦ **Army Cadets**

Our Army Cadets had a very successful year. Despite the exam commitments towards April/May, all scheduled training and parade activities have been completed. This included their first intensive field weekend in May, designed to train cadets to become competent members of the combined cadet force (CCF). The CCF has also proven to be an invaluable programme for the personal and professional development of our three adult leaders.

- All cadets have passed their 'Skill at Arms' test.
- All cadets have completed the Field Day and Field Weekend exercises.
- Positive feedback was received from St Dunstan's including feedback from section commanders and Major Davies.
- Positive feedback was received from parents/carers following a review. Both parents/carers and teachers have reported that pupils have become more organised, focused and disciplined.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Sporting Success

♦ **Arsenal Double Club Literacy Initiative**

The Arsenal Double Club is a literacy project subsidised by the FA. The aims are to use football as an inspiration and motivation for pupils to improve their literacy levels. Arsenal football club provide resources and incentives to support the programme. Platanos College PE department created a cross curricular link with the English department to identify pupils who would benefit most from a literacy intervention delivered through a football perspective as a means to further engage and enthuse pupils in their learning. The PE department taught the literacy and then coached football after the lesson, if pupils made sufficient progress during the lesson.

Although it is in its infancy, this project has already proved to be a success. Pupils demonstrated a keen and focused approach to their learning.

Arsenal will support us further by providing rewards, such as player cards and a tour of the Emirates Stadium. It is our intention to deliver the programme to a larger pupil audience. In addition we are keen to explore the possibility of establishing a similar numeracy football project with our Maths department.

♦ **Girls' Football**

This season has been a very successful area of development. There was a noticeable increase in the number of Year 7 girls who joined the team. For the second year the girls entered into the tournament, organised through AFC Wimbledon. This year our Year 7 and 8 girls won their group stage unbeaten, which consisted of 4 matches. They then progressed all the way to the final, which we lost 2-1.

The girls also competed in the South London Schools league. The girls performed exceptionally well and were crowned champions in May 2014. They convincingly won the league unbeaten.

After winning the league, the team has continued to demonstrate their commitment and dedication by continuing to attend football training every Thursday. Three of our Year 8 girls now play for Crystal Palace girls' team.

♦ **Boys' Football**

The Year 7 boys' football team were able to gel as a team and to understand each other's strengths and challenges, which had a positive impact. They quickly became more confident.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Sporting Success

♦ **Boys' Football** (continued)

Football had a major and positive impact on the Year 7 team. The PE department was able to offer small group and individual tuition to boys. It motivated the pupils, ensuring that they improved their behaviour and progress.

The Year 8 football team were focused and add new players to improve the squad. They had a good campaign and finished joint 2nd place in the South London Schools' League. Boys also actively representing their clubs outside school.

The Year 9 team produced some excellent results in cup tournaments and finished 3rd place in the South London competition. Halil Mehmet 9E made big strides. We expect great things from him in future. Hamed Timite has a four year contract with Norwich FC Academy.

♦ **Netball**

We introduced netball this year. As a result more girls developed their interest in Netball as an extra-curricular sport. It has inspired a group of girls to lead healthy and active lives. They train at every opportunity. In turn they have become fitter and more athletic which has helped them to further develop their transferable skills to other areas of the PE curriculum.

♦ **Royal Ballet**

The partnership with the Royal Ballet has been a success in its first year. We have provided the Royal Ballet with a forum to deliver and develop their 'Chance to Dance' programme. We have gained much from this partnership, such as a performance by the Royal Ballet at our school and raised awareness and interest in the affluent world of Ballet. It increased the cultural experience of our pupils.

The trip to the Royal Opera House helped enlighten pupils about the world of the Theatre and the life of a dancer. Pupils thoroughly enjoyed the backstage tour and the question and answer session with a ballerina. Pupils were also able to try on some of the costumes. Many pupils expressed a strong desire to know more about the career opportunities surrounding the world of a ballet. Work experience opportunities were discussed and will be explored in future. This trip also helped pupils to further extend their knowledge and understanding of the Romeo and Juliet play for their GCSE English Literature.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Sports Leadership

The PE department explored different opportunities to enable pupils to develop their leadership skills outside of their PE lessons. Elected year 10 pupils assisted with lunch time duties on the M.U.G.A and supervision of the Sports centre, as trainee Sports Leaders. Twenty Year 9 pupils were selected as Sports Leaders to assist with organising their Sports Day at Telferscot Primary School. Our sports leaders demonstrated excellent communication skills with the younger pupils, parents and primary school teachers. Their knowledge and understanding of the different aspects of PE were effectively demonstrated, as they simplified event stations appropriately to challenge the different age ranges and abilities. Our Sports Leaders were approachable, organised and worked effectively as a team of leaders or on their own to achieve a common aim. Their enthusiastic approach inspired the Primary school pupils to rise to the challenge. It was also a fun day.

Our partnership was successful in its second year. We believe it will continue to go from strength to strength and provide many more opportunities for our Sports Leaders to lead or host different sporting events.

♦ **Athletics**

Our recently painted 60m track lines enabled us to create a more realistic and conducive environment for sprinting. Pupils have been more receptive and enthusiastic when taking part in sprinting events during curriculum time.

Attending athletic events enabled our pupils, especially the Most Able, Gifted and Talented pupils to compete in a large arena against the best athletes within both Lambeth and London. Our pupils inspire each other to do their very best as they proudly and harmoniously cheer each other on when competing in the different athletic events.

Our Year 8 boys won the Lambeth Regional Sports Hall Athletics event and progressed to compete for Lambeth in the London Heathrow Youth games, where (they achieved 4th) out of 10 London Boroughs.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Sports Leadership (continued)

♦ **Athletics** (continued)

A total of 77 pupils between Years 7 and 10 were selected to represent Platanos College at the Lambeth Schools' Championships and record numbers of Year 8 pupils, represented Lambeth at the All London Schools Athletic Championship. Two pupils produced silver medallist performances, Jerome Anoché in the Junior Boys Javelin event and Phillip Thomas in the Inter Boys Triple Jump event and with an English Entry Standard performance. Phillip was automatically selected to represent London in Birmingham, at the All English Schools' National Championships. What is so remarkable about Phillip's performance, is that he is the first ever pupil in the history of the school to participate at national level, at this prestigious athletic championship which has been taking place since 1925. He chose to focus his GCSE PE Key Process C, coursework on analysing his technical ability and execution within the Triple Jump and achieved an A* for this component within his GCSE PE course.

Sadly, at the London Schools championships our exceptionally talented Rami Miller in Year 8, sustained a torn muscle injury while taking part in the 100m and was unable to complete his race. He was favourite to achieve either Silver or Gold in this event.

♦ **Dance**

Dance club has been regularly attended by a group of enthusiastic and committed girls. They have demonstrated a willingness not only to perform but to develop their creativity by choreographing routines and leading part of the club sessions. The group performed to the rest of the school and were well received. This inspired more pupils to join the club. The girls would relish more opportunities to perform and to develop their knowledge of dancing as a career option. We aim to take the pupils to see more dance performances of different styles of dance to expand their creative vocabulary.

The 'Dare to Dance' scheme will also be on offer to pupils next year.

♦ **Cricket**

The cricket team made an encouraging start this year which is reflected in the number of pupils across Year 7 to 10 who have expressed an interest in the sport. We were able to field an outdoor team for the first time.

The pupils are united in the vision of making cricket at Platanos stronger in membership, quality and depth of players. Cricket practices took place on Monday mornings throughout the year. The training sessions are currently being supported by a Surrey Cricket Coach. We are developing a link with Surrey Cricket by becoming a satellite club with funding from Sport England. This initiative has enabled 16 of our pupils to attend the Cricket Activator Course which enables them to coach and train younger pupils.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Sports Leadership (continued)

♦ **Table Tennis**

Table tennis has flourished this year across, all year groups. This was especially evident in the Inter-House competition, which Tagus House won, as well as the number of pupils who consistently attended the club.

The league ranking system worked extremely well, with the pupils taking ownership, ensuring that matches for ranking points were arranged. This encouraged good competition amongst the pupils. Francisco Ferreira ended the year as the top ranked pupil in Key Stage 3. A mention must be made of Ethan Ramirez-Lopez, who ended the year as the 3rd ranked player for the year. He has also been the most improved player this year, having grown immensely in playing ability and self-belief. He is truly a valued member of the Platanos family and personifies the school motto, "Attitude determines Altitude!"

Table tennis enabled bridges to be built amongst staff and pupils through competition. Pupils often relished the opportunity to play against and occasionally beat a staff member. We are currently investigating the possibility of extending the number of table tennis tables through donations.

♦ **Trampolining**

The PE department is fully qualified to teach this activity, which has led to an increase in the provision offered to pupils. As a result, participation has increased. This has had a particularly positive influence on the number of girls participating. There has been collaboration between GCSE PE and Key Stage 3 pupils, enabling GCSE pupils to gain experience and practice in coaching and mentoring younger pupils. Pupils have been working towards trampolining certificates.

The department aims to build upon this solid foundation and plans to offer pupils more opportunities to train and increase club sessions. We intend to develop a Key Stage 3 Trampolining team who will be entered for competitions, both within the school in the form of Inter House, and Inter School fixtures.

♦ **Girls' Basketball Programme**

This year has been one of the most successful years for the Girls' Basketball programme, since it started in 2011. More pupils participated in the programme this year. More than 30 girls play basketball at various levels and across all age groups.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Sports Leadership (continued)

♦ **Girls' Basketball Programme** (continued)

We have had our first England representation. Sarah Bello was selected for the Under 15's squad. Sarah has been training with the squad and made the final 12 who represented England at the Copenhagen international tournament in June 2014. Sarah's attitude both on and off court enabled her to secure her place in this squad.

The school has also had a big increase in the number of girls representing London, Lambeth and club teams at both the under 14 and under 16 age groups. Eight of the Platanos school team were selected to represent Lambeth in the London Youth Games and for the first time made it through to the finals, narrowly losing to Southwark in the semi- finals. Ademola Ogunnowo (Year 8) was also selected to play for London after impressing the regional coach at district trials.

Platanos College entered 4 national schools competitions this year at u13s, u14s, u15s, and u16s. The u13s team consisting of mainly Year 7 players did extremely well, winning 2 out of their 5 games. The u14s won the borough league progressing through to the next rounds where they reached the 3rd round before they were eliminated. The u15s team came 3rd in their league.

The u16s team won the Borough competition and progressed to the next rounds of the school youth games, where they made it to the final four. This is the first time that the u16s team made it this far in the National Schools' Competition. The team now competed against some of the biggest basketball schools in London (Barking Abbey, Grieg City and Battersea Park). The team finished 3rd overall.

This year has also been the first year that the Girls' Basketball programme has been on an International trip. Between the 7th and 15th July, the girls attended Bodioga basketball camp in Trebinje, Bosnia.

During the last 4 years, the girls have been developing their skills in school and club sessions in order to compete at this camp with some of the most talented players in Europe.

The camp runs for 8 days with 2 training sessions each day, plus competitions and games in the evenings. On the first evening, over one hundred players gather at a trial session where they are placed into ability groups for the rest of the camp. The girls performed well and were placed in appropriate groups. Training for the rest of the week therefore challenged and stretched them daily.

Despite severe problems with the weather, the girls trained extremely hard each day, pushing themselves to become better players, listening to coaches and learning from others around them.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Sports Leadership (continued)

◆ **Girls' Basketball Programme** (continued)

The girls perform extremely well on court as well as off the court. The aim of the camp is not solely to improve the basketball skills of the players but also to learn about other cultures, different environments and to make new friends from all across the world. On the last day, in between the rain showers the coaches of the camp took the players for a walk up to the local monastery, where the children got to see the town of Trebinje in its full beauty.

This truly was a very successful week for the girls who returned as better basketball players, but also with a greater understanding of different cultures. Girls also made friends from across the world.

◆ **Badminton**

An external coach for the badminton club, provided through Active Communities funding, helped to increase participation levels in the sport. Many more girls were involved this year. The club, originally for Key Stage 4 pupils, has been opened up to all pupils. Year 7 and 8 girls have shown the greatest determination and commitment to this club. Pupils' confidence has grown. They are able to express themselves freely and take more risks within their game.

The development of badminton will now continue into the next academic year as we have secured the services of the Lambeth Youth Games Coach for 8 weeks.

◆ **Sports Day**

Sports day in July 2014 was a success. The Year groups rotated on a carousel basis, across the 3 zones. Zone 1: Sports Hall (Fitness Challenge, Dodgeball, Circuit Training and Basketball); Zone 2: MUGA (High Jump, Long Jump, Netball, Shot Putt, 5 -a-side football and Table Tennis) and Zone 3: Playground (Volleyball, Tug o' War, Speed Bounce & 6 minute run).

All year groups (Year 7-9) had a boys' and girls' Captain for each House. They carried out their roles as House Captains diligently and enthusiastically, as they supported the PE department with the signing-up of participants for events.

All the events were closely contested as pupils tried their utmost to win their respective events. The added incentive this year were gold medals for athletes or teams who won their events.

All pupils participated with passion and drive with the desire to win. Pupils did not lose sight of the essence and importance of good sportsmanship.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Sports Leadership (continued)

♦ **Sports Day** (continued)

There was a highly successful staff 60 m sprint. Mr. Anyanwu showing pristine form, edged Mr. Wallace into second, who left Mr. Uddin and Mr. Hanafi in their wake.

The final result was yet again a closely contested affair. Nile House had a 3 point victory over Tagus House last year. However, the consistency shown by Indus House paid dividends as they beat Tagus House into second place by 7 points.

Educational Visits 2013 - 2014

Educational visits continue to play an important role in enhancing and enriching the experience of pupils at Platanos College. Educational trips provide pupils with opportunities to apply the knowledge they have gained in the classroom to different scenarios and environments and extend the pupils' knowledge beyond the school. The trips are also an opportunity for pupils to experience different environments and cultural situations to broaden their life experiences and skills.

♦ **The Range of Visits**

Educational visits have been arranged by various departments and across the Key Stages as per previous years. Departments using educational trips to enhance pupils' enjoyment and learning included Art, PE, English, Maths, Drama, Music, Science, Geography, History and Modern Foreign Languages. Most of these departments organised more than one trip throughout the year. Trips were also organised between departments and for whole year groups and tutor groups.

The number of trips arranged over the course of the year again reached over one hundred (179; highest so far recorded) and is an increase from the last academic year. The total pupil count that took part was 2,247 (also the highest figure so far recorded; note that some pupils would have attended more than one trip).

The department that arranged the most out-of-school activities is, unsurprisingly, the PE department. Our school teams are taking part in an ever increasing number of competitions with other schools and organisations. The increased success in sporting competitions has led to an increase in the number of competition rounds and in turn resulting in more trips. In the main these take place after school or at weekends. The school is also becoming a venue for trips as we are hosting more competitions and enabling other schools and organisations to take advantage of our new facilities. There has also been an increase in trips organised by other departments which have contributed to the overall increase in the total number of trips.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Educational Visits 2013 – 2014 (continued)

♦ **The Range of Visits** (continued)

During the last two weeks of term, Year 10 pupils were also on work experience enabling them to have a short, but first-hand, experience of the adult workplace in a range of industries.

♦ **Residential/Overseas Trips**

The benefit of trips can be enhanced when it involves a residential stay or international travel. There was an increase in the proportion of these trips this year, which were organised very successfully and was an expansion from last year.

We introduced the PGL multi-activity residential trips to Key Stage 3 pupils at the beginning of the academic year with the aim of assisting their transition to their new year group (particularly for our new pupils joining as new Year 7s). This served to develop their various personal skills. Similar residential trips for our older pupils were organised by SkillForce, a charity that works with young people through personal development. Other local residencies were organised as part of our service unit programmes (see section below).

Following on from the success of the residential overseas trip to Barcelona from

previous years, which were organised by the Modern Foreign Languages department, this was continued this year and two (2) trips to Barcelona took place in June/July 2014 for boys and girls separately. Both trips were again highly successful and were extremely enriching for the pupils who attended.

Further educational trips to Belgium and France were also organised. The Belgium trips were part of the History GCSE programme studying the First World War and the France trips took place at the end of the academic year as a positive reinforcement of our Behaviour Policy – pupils with a positive merit score were eligible for the trips.

Our wide range of trips was concluded with two further international trips in July as part of our sports/coaching provision. Two residential coaching (basketball) trips to Trebinje (Bosnia and Herzegovina) and Dubrovnik (Croatia) were organised in partnership with the charity, Greenhouse, for selected pupils (both boys and girls).

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Platanos College (continued)

Educational Visits 2013 – 2014 (continued)

◆ **Non-Subject Based Trips**

The number of non-subject based trips continues to form a significant part of the school's trips, and contributed to the overall increase in educational trips. The growth in these trips has arisen from the continued development of extra-curricular and community link programmes. A good example is our primary outreach which continues to go into local primary schools, for example the Anne Frank programme, which involved our pupils acting as ambassadors as it toured the local community and went into primary schools.

Other key extra-curricular programmes/service units that have been running strongly within the school over a number of years include our St. John Ambulance Cadets, Girl Guides, Scouts and Army Cadets, and these have provided the opportunity of residential camps to promote personal skills development and the completion of accredited awards.

◆ **Health and Safety**

This year we provided refresher risk assessment training for trips for many key members of staff. This ensured that staff are comfortable in carrying out comprehensive risk assessments. We can report that risk assessments were carried out for all trips that took place this year. Furthermore, risk assessments are obtained where another organisation was involved in the trip (e.g. a venue running an activity).

In conclusion, the 2013-2014 academic year saw a total pupil count of 2,247 on 179 educational trips. Throughout this duration there were no significant injuries or incidents that took place during the trips. It confirms the fact that children remained very safe whilst out on trips this year and sometimes statistically safer than in a home environment.

Winterbourne Boys' Academy

Winterbourne Boys' Junior School, converted to Academy status on 1st April 2014 and became part of the Platanos Trust. A Needs Analysis was carried out on 1st April 2014 which established that among teaching staff the starting-base in terms of quality of teaching was extremely low. There are, however, staff with enormous potential, but it was clear that the previous professional development that they had received had steered them towards putting on a performance for inspectors rather than addressing the individual needs of pupils through their teaching.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Winterbourne Boys' Academy (continued)

Our focus is on coaching staff and concentrating on outcomes which directly contribute to pupils' successful learning. Our support programme, led and implemented by an experienced Ofsted inspector and coach, began with observations to establish strengths and weaknesses followed by supported planning for subsequent lessons and the setting of targets for the teachers.

Team teaching was used where necessary, as well as modelling of good practice in teaching techniques. Further observations were used to judge the implementation of the targets in the form of daily learning walks by the acting head teacher. Where teachers had clearly made progress, the focus differed so that different professional skills could be concentrated on as needed, e.g. differentiation for more able pupils, effective use of group work and the teaching of writing.

Book scrutiny was carried out in order to spot weaknesses in pupils' literacy skills and to address the gaps which have an impact on the national curriculum levels which pupils can achieve. Planned interventions are being deployed to address the identified weaknesses. Targeted pupils have been taking part in a planned intervention programme in the run-up to end of Key Stage 2 assessment.

The programme of lesson observation with feedback is continuing, with the most successful teachers now able to set their own targets based on the discussions with the professional coach. The learning walks by the acting head teacher are used as a checking mechanism to see if the targets are being implemented. When targets have been observed being implemented three times, a change of targets can be triggered.

The outcome of the professional observations and coaching has been rapid improvement for most teachers. The next steps have started and include teaching resource development with teachers with the aim of a more effective use of teaching assistants. Teachers are now in a position to differentiate for the more able pupils so that they can start to work independently.

We have started to implement a programme of 'School-to-School' improvement. This involves mentoring for the senior leadership of the boys' academy. A number of examples of poor or negligent practice by the previous school have been exposed which have had to be addressed. For instance, there were two senior postholders with no teaching responsibilities at all; a member of the administrative staff was able to change staff salaries and book overtime for employees, sign cheques and manage finance, with no supervision or checks being carried out. Measures have been put into place to remedy these practices.

The new academy was launched by an assembly led by the Executive Headteacher and distribution of a Platanos Pack which included a satchel, reading books and other equipment. This was extremely well received by parents and pupils.

Training has been delivered on best practice in assessment and marking, with an emphasis on improving teachers' skills in the use of marking linked to planning.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Winterbourne Boys' Academy (continued)

A whole-school common lesson-plan has been introduced for staff, who are expected to plan their own lessons based on this professionally sound format.

All pupils have been tested in order to establish new baseline information. Standards were revealed to be lower than previously reported information indicated.

We have been addressing the use of data by staff as part of the teaching and learning programme.

Our Transformation Team have been brought in to support the new academy and next academic year will see specialists from Platanos College being brought in to work on Science, Art, PE and English to enhance skills.

At the start of the autumn term the school is fully staffed. Management targets have been set for the Interim Headteacher and for co-ordinators. These targets are linked with the priorities of the School Improvement Plan which has been further updated to cover the academic year 2014-2015:

Key Outcomes of the School Improvement Action Plan 2014-2015

For all pupils' progress to be good or better, with a target of achieving at least three levels of progress within the key stage.

Performance at Key Stage 2 to meet or to exceed national standards in 2015 with significant improvement in the standards of attainment by more able pupils and those groups currently identified as underperforming.

High quality learning and teaching for all pupils to an Ofsted standard of 'Good' or better within three terms.

Excellent lesson-planning, curriculum planning and CPD for staff in order to secure planned outcomes for pupils.

The implementation of a stimulating skills-based curriculum (in line with the new primary national curriculum to be introduced in autumn 2014) which is planned to be sufficiently flexible to meet the needs of pupils of all abilities and to challenge and stretch the most able.

For all pupils' progress to be good or better, with a target of achieving three levels of progress within the Key Stage.

For progress and attainment in Mathematics to equal or exceed national expectations

For progress and attainment in reading and writing to equal or exceed national expectations.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Winterbourne Boys' Academy (continued)

Key Outcomes of the School Improvement Action Plan 2014-2015 (continued)

For pupils with entitlement to pupil premium, those with special educational needs and pupils in previously underperforming groups to achieve standards which equal or exceed national expectations.

To ensure that ICT systems and equipment will support best practice in learning, teaching and sharing information.

To embed very effective use of assessment for learning, leading to secure assessment judgements by teachers, and increased understanding by pupils of what their next steps in learning should be.

All teachers and support staff will demonstrate that they have detailed understanding of the capabilities of pupils and high expectations which will result in appropriate, ambitious yet achievable targets being set.

Data will be accurate, regularly recorded and made full use of in planning, learning, teaching and communication with parents.

Pupils, staff and parents will understand, support and take pride in what is achieved each day.

Teaching and learning have begun on our new curriculum, which has been written for us by a specialist primary management company. It covers all aspects of the new national curriculum and much more for both pupils and staff. Further training for staff is taking place to ensure that both learning and teaching in the new curriculum are truly stimulating and rewarding.

Immediate improvements to the physical environment put into effect from April 2014 to August 2014

From the point of view of health, safety, security and environmental improvement, the programme of works carried out so far has prioritised health and safety of pupils and other site users. It included the installation of new lighting, refurbishment of the boys' toilets and the opening of nailed-up windows throughout the school to improve ventilation. Detailed inspection of the loft revealed an urgent priority for immediate action. This has been implemented: our builders have cleared out more than a metre of pigeon detritus, guano and decayed bird carcasses that had been allowed to accumulate unattended in the school loft over many years.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Winterbourne Boys' Academy (continued)

Immediate improvements to the physical environment put into effect from April 2014 to August 2014

In terms of restructuring the physical facilities of the school in order to support the quality of teaching and learning, our initial needs analysis revealed an urgent priority for more computer facilities for pupils, the previous IT suite having been decommissioned, and a new school library (restocked with books) and quiet reading area. Both of these priorities have been acted upon. Two new IT rooms are now in operation in a refurbished area on the top floor of the school, equipped with 60 computers. A new library and reading area have been established complete with new book-stock. The entrance and reception to the school have been re-modelled and relocated.

These environmental improvements, an initial but significant starting-point, have been commented on positively by pupils and parents.

Over the summer break the physical environment of the school has been further improved and is now brighter, lighter, cleaner and water-tight.

- ◆ The exterior has been painted
- ◆ The main hall has been painted
- ◆ Reception is now on the ground floor
- ◆ More classrooms have been refurbished
- ◆ All classrooms have new furniture
- ◆ The hut in the Year 3 playground has been completely refurbished for use as a classroom by the school, providing much-needed additional learning space.
- ◆ More of the old computer equipment has been upgraded
- ◆ The school has undergone a thorough cleaning.

Trustees' report Year to 31 August 2014

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Winterbourne Boys' Academy (continued)

Partnership with parents

◆ Feedback from parents' meetings and surveys carried out in June 2014

Parents' suggestion	School response	Progress to date
Develop boys' skills in English and Maths	Introduce setting in each year group.	Being implemented
	More focused planning by teachers.	Being implemented
Ensure behaviour for learning	CHABOP behaviour system introduced	Being implemented
More hands-on and practical learning in Science, Art and Technology	Part of the new curriculum planned for autumn 2014	Introduced 01/09/14
More educational visits and field trips	Part of the new curriculum planned for autumn 2014	Trip to Chelsea FC July 2014
Put the units of the curriculum on the learning platform for parents to help	Planned for autumn 2014	Planned for implementation October 2014
Regular tests, reports and targets so that parents know how their sons are doing	Introduced in summer term 2014	Implemented wef October 2014
More homework	Homework doubled in summer term 2014	Continued wef 03/09/14
More demanding work tasks in Maths and Comprehension	Part of the new curriculum planned for autumn 2014	WEF 03/09/14

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Winterbourne Boys' Academy (continued)

Partnership with parents

♦ **Feedback from parents' meetings and surveys carried out in June 2014** (continued)

Parents' suggestion	School response	Progress to date
Reading books to bring home and rewards for reading.	New books in place in summer term 2014; library reinstated and restocked May 2014	Being implemented September 2014
School teams in football and cricket	Planned for academic year 2014-15	For implementation autumn 2014
Teaching and testing in verbal and non-verbal reasoning	Part of the new curriculum planned for autumn 2014	Being implemented
Introduce the teaching of good manners	This process has started with immediate effect from 1 st April 2014 and is supported through CHABOP	Being implemented
Brighter, more interesting classroom environments	Works planned for summer holiday 2014 and displays to be upgraded in autumn.	Substantial upgrade carried out for start of autumn term 2014
Teach preparation for secondary school	Focus on Years 5 and 6 in autumn 2014	Being implemented
Parents' workshops	Planned for autumn 2014	Being planned for autumn term 2014
Introduce a new uniform incorporating the inspiring Platanos logo, a grey blazer and house tie	Planned for implementation in September 2014 for all pupils.	Implemented wef 03/09/14

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Winterbourne Boys' Academy (continued)

Key Stage 2 Performance 2014 Summary

Key Stage 2 performance by Year 6 pupils at Winterbourne Boys' Academy in 2014 indicates a spurt of improved learning and raised standards having taken place in the summer term in response to the improvements introduced when the Academy joined the Trust on 1st April 2014.

Following baseline testing at the beginning of April 2014, the programme of targeted interventions and upgraded learning resources introduced by the Platanos Trust to support the pupils of the Academy produced rapid progress, especially in Reading, Mathematics and Writing.

In Reading the percentage of pupils achieving level 4 or higher was 84%, well above the government's floor standard of 65%. Similarly in Mathematics, 72% achieved level 4 or higher, exceeding the government's floor standard of 65%.

In Writing, pupils made considerable progress from a very low base at the end of the spring term 2014, achieving 60% of level 4 or higher at the end of the key stage in the summer term, putting them only 5 points below the national floor standard. Clearly more progress is needed in Writing by pupils of all abilities and this is an important area of focus in planning, teaching, learning, homework and parental support for the Academy.

In terms of progress, pupils made good to outstanding progress in Reading and Mathematics, especially those with starting points of 2A and 2B.

SEN pupils made good to outstanding progress in Reading, Mathematics and Writing. Pupils entitled to free school meals made comparable progress to pupils without entitlement to FSM, making overall expected levels of progress. In Mathematics progress for all pupils except the most able is less than good and this will be an area of particular focus for the Academy in the new academic year.

Disabled Persons

The Trust supports, recruits and retains people and employees with disabilities. Ramps, lifts and disabled toilets comply with regulation and the door widths are adequate to enable wheelchair access to all areas of the Trust.

Full and fair consideration of disabled persons is given for all vacancies in accordance with the particular abilities and aptitudes required. Every support is given to employees who become disabled and where appropriate every effort is made to retain them to ensure continued service within the Trust.

STRATEGIC REPORT (continued)

Achievements and Performance of Schools within the Trust (continued)

Involving Employees in the Life of the Trust

All members of staff were consulted about our vision, Vision 2018. Regular staff meetings take place and focus on Trust issues. Staffs are fully briefed via a weekly Staff Bulletin.

Staff briefings are held three mornings per week. The Trust intranet is increasingly used to involve staff in the life of the Trust. Regular Departmental Meetings take place and a robust system of line management ensures that staff are regularly briefed and involved in the progress of the Trust and the implementation of the Trust Improvement Plan. New staff are fully inducted and there is an extensive system of identifying and delivering staff training and development.

Equal Opportunities Policy

Trustees and governors of the Trust recognise that equal opportunities should be integral to good practice in the workplace. The Trust aims to establish equal opportunities in all areas of its activities including creating a working environment which contributes to the needs of all in the community and ensures that they are fully valued.

Going Concern

After making appropriate enquiries, the trustees have a reasonable expectation that the schools within the Trust have 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

Financial report for the year

The majority of the Trust's income is obtained from the EFA in the form of recurrent grant, the use of which is restricted to particular purposes. The grants received during the year ended 31 August 2014 and the associated expenditure are shown as restricted funds in the Statement of Financial Activities on page 53.

Financial and risk management objectives and policies

The objective of the Academy's Risk Management procedure is to identify the principal risks facing the Trust so that existing controls may be considered and further action taken if required. The trustees have a comprehensive risk management process to identify and monitor the risk faced by the Trust. The financial risks considered include economic and financial uncertainty, the risk of fraud, poor financial management and under-insurance.

STRATEGIC REPORT (continued)

Financial Review (continued)

Reserves policy

The Trustees review the reserve levels of the Trust annually. This review encompasses the nature of income and expenditure streams, the need to match income with commitments and the nature of reserves. The amount of reserves the Trust can hold in the EFA GAG fund is limited as explained in note 1. The Trustees have determined that the level of free reserves at the period end is appropriate. The reason for this is to provide sufficient working capital to cover delays between spending and receipt of grants and to deal with unexpected emergencies such as urgent maintenance.

Financial Position

The School held fund balances at 31 August 2014 of £26,842,017 (2013 - £26,940,377) comprising £26,641,735 (2013 - £26,789,388) of restricted funds including a pension reserve deficit of £1,395,000 (2013 - £649,000) and unrestricted funds of £200,282 (2013 - £150,989).

Principal Funding Sources

Most of the Trust's income is obtained from the EFA in the form of recurrent grants, the use of which is restricted to particular purposes. The grants received from the EFA during the year ended 31 August 2014 and the associated expenditure are shown as restricted funds in the statement of financial activities.

The Trust also received grants for fixed assets from the EFA. In accordance with the Charities Statement of Recommended Practice, "Accounting and Reporting by Charities" (SORP 2005), such grants are shown in the Statement of Financial Activities as restricted income in the fixed asset fund. The fixed asset fund is reduced by annual depreciation charges over the expected useful life of the assets concerned.

During the year ended 31 August 2014 the Trust had total incoming resources of £10,552,172 (2013 - £8,794,599) including and total expenditure of £9,453,412 (2013 - £8,661,532) before depreciation. In addition, a transfer of £191,286 from restricted general funds and £91,369 from unrestricted general funds to fixed asset funds took place in order to adequately provide for future depreciation charges on capitalised assets..

At 31 August 2014, the net book value of fixed assets was £28,036,735 (2013 - £27,067,137) and movements in tangible fixed assets are shown in note 12 to the financial statements. The assets were used exclusively for providing education and the associated support services to the pupils of the Trust.

Trustees' report Year to 31 August 2014

FUTURE PLANS AND ACTIVITIES

We have every determination to continue to improve all the schools within our Trust. We are committed to improving all schools by ensuring that our inspirational and dedicated Headteachers continue to raise standards for all pupils.

We have high aspirations and believe that "Attitude Determines Altitude". We have an "unshakable" belief in our pupils.

Given the challenges, we aim to provide the highest educational opportunities for all pupils as well as high quality professional development for both teaching and support staff to enable our schools to continue to succeed.

- ◆ We intend to build capacity in all schools and engage with outside partners to secure the highest levels of success.
- ◆ Maintain staff morale during a period of considerable change.
- ◆ Implement the detailed plans in the School Improvement Plan.
- ◆ Continue to retain and recruit as many outstanding teachers and support staff as possible.
- ◆ We intend to expand our Trust by sponsoring Free Schools as well as other Academies.
- ◆ The Platanos Development as well as the Platanos Foundation and the Platanos Innovations (CIC) will support Trust schools as well as the wider community.
- ◆ Our Executive Headteacher CEO, Ms J Tapper (CBE) will continue to support and coach under-performing schools and senior staff.

AUDITOR


In so far as the Trustees are aware:

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

Approved by order of the board of the Trustees and signed on its behalf by:

Akin Alabi
Chair of the Trustees

Date:


12/12/2014

Scope of responsibility

As Trustees, we acknowledge we have overall responsibilities for ensuring that schools in the Trust have 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 Trustees and the Governing Body have delegated the day-to-day responsibility to the Executive Headteacher, 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 Platanos College and the Secretary of State for Education. They are also responsible for reporting to the governing body any material weaknesses or breakdowns in internal control.

Governance

The information on governance here supplements that described in the Trustees' report and in the statement of Trustees' responsibilities.

During the period of Single Academy status, the attendance at meetings by Trustees was as follows:

Trustee	Number of meetings attended	Out of a possible
Akin Alabi (Chair)	6	6
Agatha Domingo	6	6
Humroy Whyte	6	6

On conversion to Multi-Academy status on 1st April 2014, attendance to the new Board of Directors/Trustees was as follows:

Directors/Trustee	Number of meetings attended	Out of a possible
Akin Alabi	5	5
Agatha Domingo	5	5
Humroy Whyte	5	5
Kevin McKenzie	5	5
DeJohn Francis	5	5
Judette Tapper	5	5

The Last Governance review took place just after we became a Multi Academy Trust.

It should be noted that Trustees/Directors made provision for the Executive Headteacher and CEO to run a Transition Board from April 2014 – April 2015 in place of a local governing body for Winterbourne Boys' Academy. The Transition Board is accountable to the Board the Directors. The Directors have monitored and approved all major decision taken since the conversion to Academy status of Winterbourne Boys on 1st April 2014.

Governance (continued)

The Governing Body of Platanos College formally met three (3) times during the year. Attendance during the year at meetings of the Governing Body of Platanos College was as follows:

Governor	Number of meetings attended	Out of a possible
Akin Alabi (Chair)	3	3
Agatha Domingo	3	3
Abi Laniyan	1	3
Kevin McKenzie	3	3
Kenye Lansana (left July 2014)	0	2
Humroy Whyte	3	3
Thelma Smith	3	3
Mimi Hau (left July 2014)	2	2
Sarah Muchett	0	3
Sheron Kerr (left July 2014)	0	3
Judette Tapper (Headteacher and Accounting Officer)	3	3
Fiona Dolphy (joined 14 th January 2014)	1	2
DeJohn Francis (joined 14 th January 2014)	2	2

The Governing Body at Platanos College is largely made up of very experienced and committed Governors. Governors are actively involved in building capacity from within the Governing Body to ensure that future leaders will emerge to discharge their leadership duties effectively.

The majority of Governors continue to work closely with the school, parents and the wider community. The Chair of Governors holds weekly meetings with the Executive Headteacher and appropriate senior leaders.

Effective Committee Planners are in place and well-structured meetings enable Governors to ask searching questions within a clear structure. Financial monitoring as well as Safeguarding and Health and Safety are high on the agenda.

In addition to formal meetings, the Chair of Governors/Trustees, Chairs Committees meet informally to review matters affecting both schools and plan next steps before key meetings and or key reviews of areas of the schools.

The Resource Committee is the main sub-Committee of the Governing Body of Platanos College. During the year, this Committee made significant changes to the life of the school.

- ◆ It finalised the previous external audit report and closely monitored the implementation of the key actions following its publication.
- ◆ It commissioned two Internal Audit reports.
- ◆ It commissioned a Responsible Officer's report.

Governance statement 31 August 2014

Governance (continued)

- ◆ It discussed and agreed the financial arrangements the new academy which was formally sanctioned by the full Governing Body and Trustees.
- ◆ It continued to review the work of the subsidiary and to make appropriate recommendations.
- ◆ Reviewed the implementation School Improvement Plan against the stated plans.
- ◆ Extensively reviewed the work of Consultants and Agency staff.
- ◆ It discussed and agreed the one year Budget and a three year Budget.
- ◆ It monitored the progress of the Budget against stated aims and objectives.
- ◆ It shaped and formally agreed the extensive summer works carried out during July 2014.

Attendance at meetings of the Resources Committee in the year 2013 - 2014 was as follows:

Governor	Number of meetings attended	Out of a possible
Akin Alabi (Chair)	3	3
Agatha Domingo	3	3
Kenye Lasana (left July 2014)	0	0
Thelma Smith	3	3
Judette Tapper	3	3

The purpose of the system of internal control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives; it can therefore only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of the Trust's policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place at the Trust for the year ended 31 August 2014 and up to the date of approval of the annual report and financial statements.

Capacity to handle risk

The Trustees reviewed the key risks to which schools within the Trust are exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The governing body is of the view that there is a formal ongoing process for identifying, evaluating and managing the Trust's significant risks that has been in place for the year ended 31 August 2014 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Trustees.

The risk and control framework

The trust'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 governing body;
- ◆ regular reviews by the finance and general purposes 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; and
- ◆ identification and management of risks.

The Governing Body considered the need for specific internal audit function and appointed Baker-Tilley as Internal Auditors. In addition, the Governors also appointed a Responsible Officer, Virginia McCoy to give advice on financial matters and to take responsibility for a range of checks in relation to financial systems. Virginia McCoy reports to the Resources Committee on the operation of the systems of control and on the discharge of the Governing Body's financial responsibilities.

Review of effectiveness

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

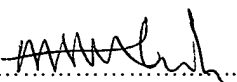
- ◆ the work of the responsible officer;
- ◆ the work of the internal and external auditors;
- ◆ the financial management and governance self-assessment process; and
- ◆ the work of the Senior Leadership Team within the trust who have responsibility for the development and maintenance of the internal control framework.

Governance statement 31 August 2014

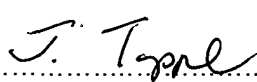
Review of effectiveness (continued)

The Accounting Officer has been advised of the implications of the result of their review of the system of internal control by the finance committee and a plan to address weaknesses and ensure continuous improvement of the system is in place.

Approved by order of the trustees and signed on their behalf by:

Signed

AKIN ALABI
Chair

Signed

JUDETTE TAPPER
Accounting Officer

Statement on regularity, propriety and compliance 31 August 2014

As accounting officer of Platanos Trust, I have considered my responsibility to notify the Trust's governing body 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 School and the Secretary of State. As part of my consideration I have had due regard to the requirements of the Academies Financial Handbook.

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

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 the EFA.

Signed *J. Tapper*

Date: *12/12/14*

Judette Tapper
Accounting Officer

Statement of Trustees' responsibilities 31 August 2014

The Trustees (who are also the directors of the Trust for the purposes of company law) are responsible for preparing the Trustees' report and the financial statements in accordance with the Annual Accounts Direction issued by the Education 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 Group and the Trust and of the Group's incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the Trustees are required to:

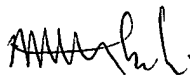
- ◆ select suitable accounting policies and then apply them consistently;
- ◆ observe the methods and principles in the Charities' Statement of Recommended Practice (the Charities' SORP);
- ◆ make judgments and estimates that are reasonable and prudent;
- ◆ state whether applicable United Kingdom Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements; and
- ◆ prepare the financial statements on the going concern basis unless it is inappropriate to presume that the Trust will continue in operation.

The Trustees are responsible for keeping adequate accounting records that are sufficient to show and explain the Group's and Trust's transactions and disclose with reasonable accuracy at any time the financial position of the Group and Trust 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 Group and Trust 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 Trust 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 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 Trust'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 28 November 2014 and signed on its behalf by:

Akin Alabi 
Chair of Trustees
Date: 12/12/2014

Independent auditor's report 31 August 2014

Independent auditor's report on the financial statements to the members of Platanos Trust

We have audited the financial statements of Platanos Trust for the year ended 31 August 2014 which comprise the consolidated statement of financial activities, the consolidated and school balance sheet, the consolidated cash flow statement, the principal accounting policies 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) and the Annual Accounts Direction 2013 to 2014 issued by the Education Funding Agency.

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

Respective responsibilities of trustees and auditor

The Trustees act as Trustees for the charitable activities of Platanos Trust and are also the directors of the School for the purpose of company law.

As explained more fully in the statement of Trustees' responsibilities set out in the trustees' report, including the strategic report, the Trustees 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 (APB'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 Trust'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 inconsistencies we consider the implications for our report.

Independent auditor's report 31 August 2014

Opinion

In our opinion:

- ◆ the financial statements give a true and fair view of the state of the Group and Trust's affairs as at 31 August 2014 and of the Group's incoming resources and application of resources, including its income and expenditure, for the year then ended;
- ◆ the financial statements have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- ◆ the financial statements have been prepared in accordance with the Companies Act 2006; and
- ◆ the financial statements have been prepared in accordance with the Academies Accounts Direction 2013 to 2014 issued by the Education Funding Agency.

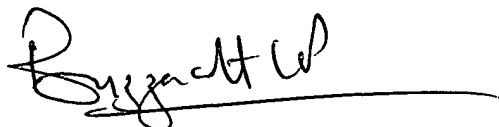
Opinion on other matter prescribed by the Companies Act 2006

In our opinion the information given in the Trustees' report for the financial year including the strategic report 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.



Avnish Savjani, Senior Statutory Auditor
for and on behalf of Buzzacott LLP, Statutory Auditor
130 Wood Street
London
EC2V 6DL

Date: 18 December 2014

Independent reporting accountant's assurance report on regularity to Platanos Trust and the Education Funding Agency

In accordance with the terms of our engagement letter dated 9 September 2011 and further to the requirements of the Education Funding Agency (EFA) as included in the Academies Accounts Direction 2013 to 2014, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Platanos Trust during the period from 1 September 2013 to 31 August 2014 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 Platanos College and the EFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Platanos Trust 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 the Platanos Trust and the EFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of Platanos Trust's accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of Platanos Trust's funding agreement with the Secretary of State for Education and the Academies Financial Handbook, extant from 1 September 2013, 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 2013 to 2014. We report to you whether anything has come to our attention in carrying out our work which suggests that in all material respects, expenditure disbursed and income received during the period from 1 September 2013 to 31 August 2014 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 2013 to 2014 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.

Independent accountant's report 31 August 2014

Approach (continued)

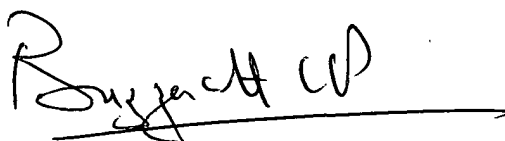
Our engagement includes examination, on a test basis, of evidence relevant to the regularity and propriety of the Trust's income and expenditure.

The work undertaken to draw to our conclusion includes:

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

Conclusion

In the course of our work, nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the period from 1 September 2013 to 31 August 2014 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.



Buzzacott LLP
Chartered Accountants
130 Wood Street
London
EC2V 6DL

Date: 18 December 2014

Consolidated statement of financial activities Year to 31 August 2014
(including income and expenditure account and statement of total recognised gains and losses)

		Unrestricted general fund £	Restricted funds		Year to 31 August 2014 Total funds £	Year to 31 August 2013 Total funds £
	Notes		EFA £	Fixed assets £		
Incoming resources						
Incoming resources from generated funds						
Voluntary income	2	4,928	—	—	4,928	4,660
Voluntary income transfer from Local Authority on conversion	26	—	(370,000)	1,490,819	1,120,819	—
Activities for generating funds	3	177,173	—	—	177,173	143,092
Investment income	4	1,074	—	—	1,074	1,238
Incoming resources from charitable activities						
Funding for the School's educational operations	5	—	9,180,935	67,243	9,248,178	8,645,609
Total incoming resources		183,175	8,810,935	1,558,062	10,552,172	8,794,599
Resources expended						
Charitable activities						
School's educational operations	7	42,513	9,322,775	871,119	10,236,407	9,347,437
Governance costs	8	—	88,125	—	88,125	81,394
Total resources expended	6	42,513	9,410,900	871,119	10,324,532	9,428,831
Net incoming (outgoing) resources before transfers		140,662	(599,965)	686,943	227,640	(634,232)
Gross transfers between funds	17	(91,369)	(191,286)	282,655	—	—
Net income (expenditure) for the year		49,293	(791,251)	969,598	227,640	(634,232)
Other recognised gains and losses						
Actuarial (loss)/gain on defined benefit pension scheme	25	—	(326,000)	—	(326,000)	49,000
Net movement in funds		49,293	(1,117,251)	969,598	(98,360)	(585,232)
Reconciliation of funds						
Fund balances brought forward at 1 September 2013		150,989	(277,749)	27,067,137	26,940,377	27,525,609
Fund balances carried forward at 31 August 2014		200,282	(1,395,000)	28,036,735	26,842,017	26,940,377

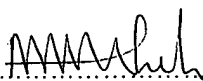
All of the Trust's activities derived from continuing operations except for Winterbourne School joining the Trust on 1 April 2014 as described in note 26.

A separate statement of total recognised gains and losses is not required as all gains and losses are included in the consolidated statement of financial activities.

Balance sheets 31 August 2014

	Notes	Consolidated		School	
		2014 £	2013 £	2014 £	2013 £
Fixed assets					
Tangible fixed assets	12	<u>28,036,735</u>	<u>27,067,137</u>	<u>28,029,461</u>	<u>27,067,137</u>
Current assets					
Stock	14	24,654	28,015	21,825	24,000
Debtors	15	761,354	288,370	707,762	288,338
Cash at bank and in hand		<u>736,414</u>	<u>274,149</u>	<u>702,168</u>	<u>247,090</u>
		<u>1,522,422</u>	<u>590,534</u>	<u>1,431,755</u>	<u>559,428</u>
Creditors: amounts falling due within one year	16	<u>(1,322,140)</u>	<u>(68,294)</u>	<u>(1,224,199)</u>	<u>(57,088)</u>
Net current assets		<u>200,282</u>	<u>522,240</u>	<u>207,556</u>	<u>502,340</u>
Total assets less current liabilities		<u>28,237,017</u>	<u>27,589,377</u>	<u>28,237,017</u>	<u>27,569,477</u>
Pension scheme liability	25	<u>(1,395,000)</u>	<u>(649,000)</u>	<u>(1,395,000)</u>	<u>(649,000)</u>
Net assets including pension scheme liability		<u>26,842,017</u>	<u>26,940,377</u>	<u>26,842,017</u>	<u>26,920,477</u>
Funds of the School					
Restricted funds					
. Fixed assets fund	17	28,036,735	27,067,137	28,029,461	27,067,137
. EFA fund	17	—	371,251	—	371,251
. Pension reserve	25	<u>(1,395,000)</u>	<u>(649,000)</u>	<u>(1,395,000)</u>	<u>(649,000)</u>
		<u>26,641,735</u>	<u>26,789,388</u>	<u>26,634,461</u>	<u>26,789,388</u>
Unrestricted funds					
. General fund		200,282	150,989	207,556	131,089
Total funds	18	<u>26,842,017</u>	<u>26,940,377</u>	<u>26,842,017</u>	<u>26,920,477</u>

The financial statements on page 53 to 75 were approved by the trustees, and authorised for issue on 28 November 2014 and are signed on their behalf by:

Signed 

AKIN ALABI
Chair

The Platanos Trust
Company Limited by Guarantee
Registration Number: 07492094 (England and Wales)

Consolidated cash flow statement Year to 31 August 2014

	Notes	Year to 31 August 2014 Total funds £	Year to 31 August 2013 Total funds £
Net cash outflow from operating activities	20	743,846	(40,213)
Returns on investment and servicing of finance	21	1,074	1,238
Capital expenditure	22	(282,655)	(169,441)
Increase (decrease) in cash in the year		462,265	(208,416)
Reconciliation of net cash flow to movement in net funds:			
Net funds at 1 September 2013		274,149	482,565
Net funds at 31 August 2014		736,414	274,149

Principal accounting policies 31 August 2014

Basis of Preparation

The financial statements have been prepared under the historical cost convention in accordance with applicable United Kingdom Accounting Standards, the Charity Commission 'Statement of Recommended Practice: Accounting and Reporting by Charities' ('SORP 2005'), the Academies Accounts Direction issued by the EFA and the Companies Act 2006. A summary of the principal accounting policies, which have been applied consistently, except where noted, is set out below.

Basis of consolidation

The consolidated financial statements consolidate the financial statements of the Trust and its wholly owned subsidiary, Platanos Development Limited, on a line by line basis.

No separate statement of financial activities has been presented for the School alone, as permitted by Section 408 of the Companies Act 2006 and paragraph 397 of SORP 2005.

Going concern

The governors assess whether the use of going concern is appropriate i.e. whether there are any material uncertainties related to events or conditions that may cast significant doubt on the ability of the Trust to continue as a going concern. The Trustees make this assessment in respect of a period of one year from the date of approval of the financial statements.

Incoming resources

All incoming resources are included in the consolidated statement of financial activities when the Group is legally entitled to the income, and the amount can be quantified with reasonable accuracy.

♦ **Grants receivable**

Grants are included in the consolidated statement of financial activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the balance sheet. Where income is received in advance of 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 year for which it is receivable and any unspent amount is reflected as a balance in the restricted general fund. Capital grants are recognised when receivable 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**

Sponsorship income provided to the School which amounts to a donation is recognised in the Statement of Financial Activities in the period in which it is receivable, where there is certainty of receipt.

♦ **Donations**

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

Incoming resources (continued)

◆ ***Other income***

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

◆ ***Donated Services and gifts in kind***

The value of donated services and gifts in kind provided to the Trust are recognised at their open market value in the period in which they are receivable as incoming resources, where the benefit to the Trust can be reliably measured. An equivalent amount is included as expenditure under the relevant heading in the consolidated statement of financial activities, except where the gift in kind was a fixed asset in which case the amount is included in the appropriate fixed asset category and depreciated over the useful economic life in accordance with Trust's policies.

◆ ***Interest receivable***

Interest receivable is included within the consolidated statement of financial activities on a receivable basis.

Resources expended

All expenditure is recognised in the period in which a liability is incurred and has been classified under headings that aggregate all costs related to that category. Where costs cannot be directly attributed to particular headings they have been allocated on a basis consistent with the use of resources, with central staff costs allocated on the basis of time spent, and depreciation charges allocated on the portion of the asset's use. Other support costs are allocated based on the spread of staff costs.

◆ ***Cost of generating funds***

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

◆ ***Charitable activities***

These are costs incurred on the Trust's educational operations.

◆ ***Governance costs***

These include the costs attributable to the Trust's compliance with constitutional and statutory requirements, including audit, strategic management and Governors' meetings and reimbursed expenses.

Such cost includes both direct and allocated support costs.

All resources expended are inclusive of irrecoverable VAT.

Principal accounting policies 31 August 2014

Tangible fixed assets

Depreciation is provided at the following annual rates in order to write off the cost less estimated residual value of each asset over its estimated useful life.

- ◆ Leasehold property- 2% on cost
- ◆ Freehold property- 2% on cost
- ◆ Plant and machinery- 20% on cost
- ◆ Fixtures and fittings- 20% on cost
- ◆ Motor vehicles- 25% on cost
- ◆ Computer equipment- 25% on cost

Tangible fixed assets acquired since the Trust was established are included in the financial statements at cost.

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. The related grants are credited to a restricted fixed asset fund in the consolidated statement of financial activities and carried forward in the balance sheet. Depreciation on such assets is charged to the restricted fixed asset fund in the consolidated statement of financial activities so as to reduce the fund over the useful economic life of the related asset on a basis consistent with the School's depreciation policy.

Assets costing £500 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

Leased assets

Rentals applicable to operating leases where substantially all of the benefits and risks of ownership remain with the lessor are charged to the consolidated statement of financial activities on a straight line basis over the lease term.

Stock

Unsold uniforms and catering stocks are valued at the lower of cost or net realisable value.

Taxation

The Trust 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 Trust 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.

Fund accounting

Unrestricted income funds represent those resources which may be used towards meeting any of the charitable objects of the Trust at the discretion of the trustees. Restricted fixed asset funds are resources which are to be applied to specific capital purposes imposed by the Education Funding Agency, Department for Education or other funders where the asset acquired or created is held for a specific purpose.

Restricted general funds comprise all other restricted funds received and include grants from the Education Funding Agency.

Further explanation of the nature and purpose of each fund is included in the notes to the financial statements.

Pension costs and other post-retirement benefits

The charitable company operates a defined contribution pension scheme. Contributions payable to the charitable company's pension scheme are charged to the Statement of Financial Activities in the period to which they relate.

Retirement benefits to employees of the Trust are provided by the Teachers' Pension Scheme ('TPS') and the Local Government Pension Scheme ('LGPS'). These are defined benefit schemes, are contracted out of the State Earnings-Related Pension Scheme ('SERPS'), and the assets are held separately from those of the Trust.

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the Trust 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 quinquennial valuations using a prospective benefit method. As stated in note 25, the TPS is a multi employer scheme and the School is unable to identify its share of the underlying assets and liabilities of the scheme on a consistent and reasonable basis. The TPS is therefore treated as a defined contribution scheme and the contributions recognised as they are paid each year.

The LGPS is a funded scheme and the assets are held separately from those of the School 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 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 gains and losses on settlements and curtailments. They are included as part of staff costs. Past service costs are recognised immediately in the consolidated statement of financial activities if the benefits have vested. If the benefits have not vested immediately, the costs are recognised over the period until vesting occurs. The expected return on assets and the interest cost are shown as a net finance amount of other finance costs or credits adjacent to interest. Actuarial gains and losses are recognised immediately in other gains and losses.

Notes to the Financial Statements Year to 31 August 2014

1 General Annual Grant (GAG)

Under the funding agreement with the Secretary of State, the Trust was subject to limits at 31 August 2014 on the amount of GAG that could be carried forward from one year to the next. An amount equal to 12% of GAG could be carried forward, of which up to 2% could be used for general recurrent purposes, with any balance being available for premises/capital purposes.

None of the schools within the Trust have exceeded these limits during the year ended 31 August 2014.

2 Voluntary income

	Unrestricted funds £	Restricted funds £	Consolidated	
			Year to 31 August 2014 Total funds £	Year to 31 August 2013 Total funds £
Donations	4,928	—	4,928	4,660
	4,928	—	4,928	4,660

3 Activities for generating funds

	Unrestricted funds £	Restricted funds £	Consolidated	
			Year to 31 August 2014 Total funds £	Year to 31 August 2013 Total funds £
Fundraising events	363	—	363	3,204
Other income	30,521	—	30,521	13,604
Academy trip income	18,609	—	18,609	9,686
PGCE placements	8,055	—	8,055	5,220
Hiring of facilities	21,209	—	21,209	29,088
Catering income	83,310	—	83,310	72,229
Sale of uniform	15,106	—	15,106	10,061
	177,173	—	177,173	143,092

4 Investment income

	Unrestricted funds £	Restricted funds £	Consolidated	
			Year to 31 August 2014 Total funds £	Year to 31 August 2013 Total funds £
Deposit account interest	1,074	—	1,074	1,238

Notes to the Financial Statements Year to 31 August 2014

5 Funding for the school's educational operations

	Unrestricted funds £	Restricted funds £	Consolidated	
			Year to 31 August 2014 Total funds £	Year to 31 August 2013 Total funds £
Capital grants				
. Devolved Formula Capital allocations	—	27,243	27,243	20,673
. EFA capital grants	—	40,000	40,000	—
		67,243	67,243	20,673
DfE / EFA revenue grant				
. General Annual Grant (GAG)	—	8,167,260	8,167,260	7,842,871
. Start Up Grants	—	160,000	160,000	—
. Other DfE / EFA grants	—	750,195	750,195	687,222
	—	9,077,455	9,077,455	8,530,093
Other government grants				
. Local authority grants	—	103,480	103,480	94,843
	—	103,480	103,480	94,843
	—	9,248,178	9,248,178	8,645,609

6 Resources expended

	Staff costs £	Non pay expenditure		Consolidated	
		Premises £	Other costs £	Year to 31 August 2014 Total funds £	Year to 31 August 2013 Total funds £
Funding for the school's educational operations (note 7)					
. Direct costs	6,227,327	635,917	907,281	7,770,525	6,867,122
. Allocated support costs	954,920	389,572	1,121,390	2,465,882	2,480,315
	7,182,247	1,025,489	2,028,671	10,236,407	9,347,437
Governance costs (note 8)	—	—	88,125	88,125	81,394
	7,182,247	1,025,489	2,116,796	10,324,532	9,428,831

	Consolidated	
	2014 £	2013 £
Net incoming (outgoing) resources for the year include:		
Operating Leases:		
. Plant and Machinery	80,788	123,519
. Land & Building	28,600	29,600
	109,388	153,119
Fees payable to auditor		
. Statutory audit	11,900	10,545
. Other services	1,350	3,250
	13,250	13,795

Notes to the Financial Statements Year to 31 August 2014

7 Charitable activities - school's educational operations

	Unrestricted funds	Restricted funds	Consolidated	
			Year to 31 August 2014 Total funds	Year to 31 August 2013 Total funds
	£	£	£	£
Direct costs				
Staff costs	—	5,204,253	5,204,253	4,769,627
Agency staff costs	—	1,023,074	1,023,074	793,412
Staff recruitment and other staff costs	—	43,259	43,259	31,806
Educational supplies	—	626,850	626,850	540,004
Examination fees	—	55,630	55,630	94,295
Other direct costs	—	181,542	181,542	77,850
Depreciation	—	635,917	635,917	560,128
	—	7,770,525	7,770,525	6,867,122
Allocated support costs				
Staff costs	—	531,328	531,328	424,642
Agency staff costs	—	423,592	423,592	683,200
Staff development costs	—	130,604	130,604	195,204
Maintenance of premises	—	154,370	154,370	153,893
Cleaning	—	184,114	184,114	89,971
Rent and rates	—	115,456	115,456	117,131
Light, heat and insurance	—	194,671	194,671	181,086
Catering	—	403,814	403,814	362,415
Bank interest and pension finance charges	—	50,218	50,218	21,090
Other support costs	42,513	—	42,513	44,512
Depreciation	—	235,202	235,202	207,171
	42,513	2,423,369	2,465,882	2,480,315
Total	42,513	10,193,894	10,236,407	9,347,437

Following a change in the Trust's accounting system, the cost categories were reanalysed. The comparative figures have been updated accordingly.

Notes to the Financial Statements Year to 31 August 2014

8 Governance costs

	Unrestricted funds £	Restricted funds £	Consolidated	
			Year to 31 August 2014 Total funds £	Year to 31 August 2013 Total funds £
Legal and professional fees	—	74,875	74,875	67,599
Audit	—	13,250	13,250	13,795
	—	88,125	88,125	81,394

9 Staff costs

Staff costs during the year were:

	Unrestricted funds £	Restricted funds £	Consolidated	
			Year to 31 August 2014 Total funds £	Year to 31 August 2013 Total funds £
Wages and salaries	—	4,654,948	4,654,948	4,201,125
Social security costs	—	421,114	421,114	384,529
Pension costs	—	659,519	659,519	569,974
	—	5,735,581	5,735,581	5,155,628
Agency supply costs	—	1,446,666	1,446,666	1,476,612
Severance payments	—	—	—	38,641
	—	7,182,247	7,182,247	6,670,881

All severance payments in the year ended 31 August 2013 were based on their contractual entitlement.

There were no severance payments in the year ended 31 August 2014.

The average numbers of persons (including Senior Management Team) employed by the Trust during the year expressed as full time equivalents was as follows:

Charitable activities	Consolidated	
	Year to 31 August 2014	Year to 31 August 2013
Teachers	62	62
Administration and support	39	45
Management	13	8
	114	115

Notes to the Financial Statements Year to 31 August 2014

9 Staff costs (continued)

The number of employees whose emoluments fell within the following bands was:

	Consolidated	
	Year to 31 August 2014	Year to 31 August 2013
£60,001 - £70,000	4	3
£70,001 - £80,000	2	2
£80,001 - £90,000	1	—
£90,001 - £100,000	1	1
£120,001- £130,000	1	1

Seven of the above employees participated in the Teachers' Pension Scheme. During the year ended 31 August 2014 pension contributions for these staff amounted to £74,244 (2013 - £65,658).

10 Related party transactions - Trustees' remuneration and expenses

Staff governors who are also Trustees only receive remuneration in respect of services they provide undertaking the roles of staff and not in respect of their services as Trustees. Other governors did not receive any payments from the school in respect of their role as governors. The value of trustees' remuneration was as follows:

	Consolidated	
	Year ended 31 August 2014 £	Year ended 31 August 2013 £
H Whyte – Staff Governor and Trustee	50,000 – 55,000	50,000 - 55,000
J Tapper – Staff Governor and Trustee	125,000 – 130,000	125,000 – 130,000

During the year ended 31 August 2014, no travel and subsistence expenses (2013 - £nil) were reimbursed to governors or trustees.

Other related party transactions involving the trustees are set out in note 26.

11 Trustees', Governors' and Officers' insurance

In accordance with normal commercial practice the Trust has purchased insurance to protect Trustees, Governors and Officers from claims arising from negligent acts, errors or omissions occurring whilst on Trust business. The insurance provides cover up to £2,500,000 on any one claim and the cost for the year ended 31 August 2014 was £1,433 (2013 – £1,018).

The cost of this insurance is included in the total insurance cost.

Notes to the Financial Statements Year to 31 August 2014

12 Tangible fixed assets

Trust	Leasehold Property £	Freehold property £	Plant and machinery £	Fixtures and fittings £	Motor vehicles £	Computer equipment £	Total funds £
Cost							
At 1 September 2013	—	27,654,360	144,282	602,664	34,645	224,644	28,660,595
Additions	1,416,273	—	14,218	190,052	—	222,599	1,843,142
Disposals	—	—	(20,067)	—	—	—	(20,067)
At 31 August 2014	1,416,273	27,654,360	138,433	792,716	34,645	447,243	30,483,670
Depreciation							
At 1 September 2013	—	1,105,805	72,102	268,157	9,418	137,976	1,593,458
Charge in year	11,330	553,087	27,687	158,543	8,661	111,811	871,119
Disposals	—	—	(10,368)	—	—	—	(10,368)
At 31 August 2014	11,330	1,658,892	89,421	426,700	18,079	249,787	2,454,209
Net book value							
At 31 August 2014	1,404,943	25,995,468	49,012	366,016	16,566	197,456	28,029,461
At 31 August 2013	—	26,548,555	72,180	334,507	25,227	86,668	27,067,137

Title to the site at Clapham Road, London is being registered in the name of the School, but has not been included in these financial statements because the site is designated for educational purposes only and has no open market value.

The building at Winterbourne Road is owned by the Local Authority. We have a 125 years leasehold contract with Croydon Council. The value of the property have been derived from the last valuation done by Croydon Council.

The Trust's subsidiary company, Platanos Development Limited held tangible fixed assets of £7,274 (2013 - £nil) at the balance sheet date. The total consolidated value of tangible fixed assets at 31 August 2014 was therefore £28,036,735 (2013 - £26,067,173).

13 Investment in subsidiary

The Trust has a subsidiary company, Platanos College Development Limited, which is wholly owned and incorporated in Great Britain. The principal activity of Platanos Development Limited is to generate income for the Trust. The gift aid payable is £58,042.

The following is a summary of the financial statements of Platanos Development Limited for the year ended 31 August 2014, which have been included in the consolidated financial statements:

	Period to 31 August 2014 £
Turnover	562,979
Cost of sales	(124,499)
Gross profit	438,480
Administrative expenses	(380,438)
Net profit for the period	58,042
Retained profit at 1 September 2013	19,896
Retained profit at 31 August 2014	58,042

Notes to the Financial Statements Year to 31 August 2014

14 Stock

	Consolidated		Trust	
	2014 £	2013 £	2014 £	2013 £
Uniform	21,825	24,000	21,825	24,000
Catering	2,829	4,015	—	—
	24,654	28,015	21,825	24,000

15 Debtors

	Consolidated		Trust	
	2014 £	2013 £	2014 £	2013 £
Trade Debtors	63,226	10,093	9,634	10,061
Other debtors	301,072	145,231	301,072	145,231
Prepayments	177,316	20,696	177,316	20,696
Accrued income	219,740	112,350	219,740	112,350
	761,354	288,370	707,762	288,338

16 Creditors: amounts falling due within one year

	Consolidated		Trust	
	2014 £	2013 £	2014 £	2013 £
Trade creditors	1,092,493	23,956	1,022,688	15,033
Social security and other taxes	205,754	2,283	177,618	—
Accruals and deferred income	23,893	42,055	23,893	42,055
	1,322,140	68,294	1,224,199	57,088

	Consolidated		School	
	2014 £	2013 £	2014 £	2013 £
Deferred income at 1 September	12,500	—	12,500	—
Released in the year	(12,500)	—	(12,500)	—
Resources deferred in the year	—	12,500	—	12,500
Deferred income at 31 August	—	12,500	—	12,500

There was no deferred income for 2013/14.

Notes to the Financial Statements Year to 31 August 2014

17 Funds

	Balance at 1 September 2013 £	Incoming resources £	Resources expended £	Gains, losses and transfers £	Balance at 31 August 2014 £
Consolidated					
EFA revenue grant fund					
. General Annual Grant (GAG)	371,251	8,167,260	(8,347,225)	(191,286)	—
. Other EFA grants	—	910,195	(910,195)	—	—
	371,251	9,077,455	(9,257,420)	(191,286)	—
. Pension reserve	(649,000)	(370,000)	(50,000)	(326,000)	(1,395,000)
	(277,749)	8,707,455	(9,307,420)	(517,286)	(1,395,000)
Fixed assets fund					
. EFA capital grants and inherited buildings	26,863,592	1,558,062	(757,841)	(9,699)	27,654,114
. Assets from subsidiary	—	—	—	7,274	7,274
. Capital expenditure from GAG	203,545	—	(113,278)	285,080	375,347
	27,067,137	1,558,062	(871,119)	282,655	28,036,735
Other restricted funds					
. Local authority grants	—	103,480	(103,480)	—	—
	—	103,480	(103,480)	—	—
Total restricted funds	26,789,388	10,386,997	(10,282,019)	(234,631)	26,641,735
Unrestricted funds					
. Unrestricted funds	150,989	183,175	(42,513)	(91,369)	200,282
Total unrestricted funds	150,989	183,175	(42,513)	(91,369)	200,282
Total funds	26,940,377	10,552,172	(10,324,532)	(326,000)	26,842,017

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

EFA revenue grant fund and other restricted funds

Under the funding agreement with the Secretary of State, the School was subject to a limit on the amount of GAG that it could carry forward at 31 August 2014. Note 1 discloses whether the limit was exceeded.

Other funds relate to monies received for specific purposes.

Fixed asset fund

Restricted fixed asset funds were funded by the government grants, sponsors or donations. When capital expenditure is incurred a transfer is made from the fund which funded the acquisition to the restricted fixed asset fund. The asset is then depreciated through the restricted fixed asset fund over the lifetime of the asset.

Notes to the Financial Statements Year to 31 August 2014

17 Funds (continued)

Analysis of academies by fund balance

Fund balances at 31 August 2014 were allocated as follows:

	Total £'000
Platanos College	187,301
Winterbourne Junior Boys' Academy	12,982
	<u>200,283</u>
Restricted fixed asset fund	28,036,734
Pension reserve	(1,395,000)
Total	26,842,017

The Trust is currently making a surplus on both funds

Analysis of academies by cost

Expenditure incurred by each academy during the year was as follows:

	Teaching and Educational Support Staff Costs £	Other Support Staff Costs £	Educational Supplies £	Other Costs (excluding Depreciation) £	Total 2014 £
Platanos College	5,761,065	957,857	793,691	1,191,155	8,703,768
Winterbourne Boys' Academy	466,262	40,322	70,331	172,729	749,644
Academy Trust	6,227,327	998,179	864,022	1,363,885	9,453,413

18 Analysis of net assets between funds

	Unrestricted funds £	Restricted General Funds £	Restricted Fixed Asset Fund £	Total 2014 £
Consolidated				
Fund balances at 31 August 2014 are represented by:				
Tangible fixed assets	—	—	28,036,735	28,036,735
Current assets	200,282	1,322,140	—	1,522,422
Current liabilities	—	(1,322,140)	—	(1,322,140)
Pension scheme liability	—	(1,395,000)	—	(1,395,000)
Total net assets	200,282	(1,395,000)	28,036,735	26,842,017

Notes to the Financial Statements Year to 31 August 2014

18 Analysis of net assets between funds (continued)

Trust	Unrestricted funds £	Restricted General Funds £	Restricted Fixed Asset Fund £	Total 2014 £
Fund balances at 31 August 2014 are represented by:				
Tangible fixed assets	—	—	28,029,461	28,029,461
Current assets	200,282	1,231,473	—	1,431,755
Current liabilities	—	(1,224,199)	—	(1,224,199)
Pension scheme liability	—	(1,395,000)	—	(1,395,000)
Total net assets	200,282	(1,387,726)	28,029,461	26,842,017

19 Financial commitments

At 31 August 2014 the Group and Trust had annual commitments under non cancellable operating leases of equipment as follows:

	Consolidated		School	
	2014 £	2013 £	2014 £	2013 £
<u>Land and buildings</u>				
Expiring within one year	23,833	25,212	23,833	25,212
<u>Other</u>				
Expiring within one year	66,908	31,679	66,908	31,679
Expiring within two and five years	1,794	96,228	1,794	96,228
Total	92,535	153,119	92,535	153,119

Notes to the Financial Statements Year to 31 August 2014

20 Reconciliation of net income to net cash inflow from operating activities

	Consolidated	
	Year to 31 August 2014 £	Year to 31 August 2013 £
Net expenditure	227,640	(634,232)
FRS 17 pension cost (income) less contributions payable (note 25)	30,000	(1,000)
FRS 17 pension finance costs (note 25)	20,000	21,000
Assets transferred from local authority	(1,120,819)	—
EFA capital grants (note 5)	(67,243)	(20,673)
Depreciation charges	871,119	767,299
Interest receivable (note 4)	(1,074)	(1,238)
Decrease (income) in stock	3,361	(28,015)
(Increase) decrease in debtors	(472,984)	(126,657)
Increase (decrease) in creditors	1,253,846	(16,697)
Net cash outflow from operating activities	743,846	(40,213)

21 Returns on investment and servicing of finance

	Consolidated	
	Year to 31 August 2014 £	Year to 31 August 2013 £
Interest received	1,074	1,238
Net cash inflow from returns on investment and servicing of finance	1,074	1,238

22 Capital expenditure and financial investment

	Consolidated	
	Year to 31 August 2014 £	Year to 31 August 2013 £
EFA Capital grants	67,243	20,673
Purchase of tangible fixed assets	(259,597)	(190,114)
Net cash outflow from capital expenditure and financial investments	(282,655)	(169,441)

23 Analysis of changes in net funds

	Consolidated		
	At 1 September 2013 £	Cash flows £	At 31 August 2014 £
Cash in hand and at bank	274,149	462,265	736,414

24 Members' Liability

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

25 Pension and similar obligations

The School's employees belong to two principal pension schemes: the Teachers' Pension Scheme England and Wales (TPS) for academic and related staff; and the Local Government Pension Scheme (LGPS) for non-teaching staff, which is managed by London Borough of Lambeth. Both are defined-benefit schemes.

The pension costs are assessed in accordance with the advice of independent qualified actuaries. The latest actuarial valuation of the TPS was 31 March 2012 and of the LGPS 31 March 2013.

Teachers' Pension Scheme (TPS)

Introduction

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pensions Regulations (2010). These regulations apply to teachers in schools that are maintained by local authorities and other educational establishments, including academies, in England and Wales. In addition teachers in many independent and voluntary-aided schools and teachers and lecturers in some establishments of further and higher education may be eligible for membership. Membership is automatic for full-time teachers and lecturers and from 1 January 2007 automatic too for teachers and lecturers in part-time employment following appointment or a change of contract. Teachers and lecturers are able to opt out of the TPS.

The Teachers' Pension Budgeting and Valuation Account

Although members may be employed by various bodies, their retirement and other pension benefits are set out in regulations made under the Superannuation Act (1972) and are paid by public funds provided by Parliament. The TPS is an unfunded scheme and members contribute on a "pay as you go" basis – these contributions along with those made by employers are credited to the Exchequer under arrangements governed by the above Act.

The Teachers' Pensions Regulations require an annual account, the Teachers' Pension Budgeting and Valuation Account, to be kept of receipts and expenditure (including the cost of pensions' increases). From 1 April 2001, the Account has been credited with a real rate of return, which is equivalent to assuming that the balance in the Account is invested in notional investments that produce that real rate of return.

Valuation of the Teachers' Pension Scheme

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 for service to the effective date of £191,500 million, and notional assets of £176,600 million, giving a notional past service deficit of £14,900 million; and

25 Pension and similar obligations (continued)

Teachers' Pension Scheme (TPS) (continued)

Valuation of the Teachers' Pension Scheme (continued)

- ♦ an employer cost cap of 10.9% of pensionable pay will be applied to future valuations.

The new employer contribution rate is applicable from 1 April 2015 and will be implemented for the TPS from September 2015.

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

Teachers' Pension Scheme Changes

Lord Hutton published his final report in March 2011 and made recommendations about how pensions can be made sustainable and affordable, whilst remaining fair to the workforce and the taxpayer. The Government accepted Lord Hutton's recommendations as the basis for consultation and Ministers engaged in extensive discussions with trade unions and other representative bodies on reform of the TPS. Those discussions concluded on 9 March 2012 and the Department published a Proposed Final Agreement, setting out the design for a reformed TPS to be implemented from 1 April 2015.

The key provisions of the reformed scheme include: a pension based on career average earnings; an accrual rate of 1/57th; and a Normal Pension Age equal to State Pension Age, but with options to enable members to retire earlier or later than their Normal Pension Age. Importantly, pension benefits built up before 1 April 2015 will be fully protected.

In addition, the Proposed Final Agreement includes a Government commitment that those within 10 years of Normal Pension Age on 1 April 2012 will see no change to the age at which they can retire, and no decrease in the amount of pension they receive when they retire. There will also be further transitional protection, tapered over a three and a half year period, for people who would fall just outside of the 10 year protection.

In his interim report of October 2010, Lord Hutton recommended that short-term savings were also required, and that the only realistic way of achieving these was to increase member contributions. At the Spending Review 2010 the Government announced an average increase of 3.2 percentage points on the contribution rates by 2014-15. The increases were to be phased in from April 2012 on a 40:80:100% basis.

Under the definitions set out in Financial Reporting Standard (FRS 17) Retirement Benefits, the TPS is a multi-employer pension scheme. The School is unable to identify its share of the underlying assets and liabilities of the scheme. Accordingly, the School has taken advantage of the exemption in FRS 17 and has accounted for its contributions to the scheme as if it were a defined contribution scheme. The School has set out above the information available on the scheme.

Notes to the Financial Statements Year to 31 August 2014

25 Pension and similar obligations (continued)

Local Government Pension Scheme (LGPS)

The LGPS is a funded defined-benefit scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2014 was £283,000 (2013 - £217,000), of which employer's contributions totalled £224,000 (2013 - £172,000) and employees' contributions totalled £59,000 (2013 - £45,000).

Principal Actuarial Assumptions	At 31 August 2014	At 31 August 2013
Rate of increase in salaries	3.30% - 4.50%	5.1%
Rate of increase for pensions in payment	2.50% - 2.70%	2.8%
Discount rate for scheme liabilities	3.60% - 3.70%	4.6%
Expected return on assets	5.10% - 5.40%	5.6%
Inflation assumption (CPI)	2.50% - 2.70%	2.8%
Commutation of pensions to lump sums – pre-April 2008 service	25% - 50%	25%
Commutation of pensions to lump sums – post April 2008 service	63% - 75%	63%

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

	At 31 August 2014	At 31 August 2013
<i>Retiring today</i>		
Males	21.7 – 22.3 years	20.1 years
Females	24.0 – 24.4 years	22.9 years
<i>Retiring in 20 years</i>		
Males	24.3 – 24.4 years	22.0 years
Females	26.6 – 26.7 years	24.8 years

The School's share of the assets and liabilities in the scheme and the expected rates of return were:

	Expected return at 31 August 2014	Fair value at 31 August 2014 £'000	Expected return at 31 August 2013	Fair value at 31 August 2013 £'000
Equities	6.3% - 6.4%	1,073	6.6%	837
Bonds	3.6% - 3.7%	644	4.4%	442
Property	4.50%	202	4.7%	221
Cash	3.30%	101	3.6%	79
Total market value of assets		2,020		1,579
Present value of scheme liabilities		(3,415)		(2,228)
(Deficit) in the scheme		(1,395)		(649)

The actual gain on scheme assets was £203,000 (2013 – gain of £166,000).

Notes to the Financial Statements Year to 31 August 2014

25 Pension and similar obligations (continued)

Local Government Pension Scheme (LGPS) (continued)

Amounts recognised in statement of financial activities	2014 £'000	2013 £'000
Current service costs	254	171
Total operating charge	237	171
Analysis of pension finance costs		
Expected return on pension scheme assets	96	60
Interest on pension liabilities	(116)	(81)
Pension finance costs	(20)	(21)

The actuarial gains and losses for the current year are recognised in the statement of financial activities. The cumulative amount of actuarial gains and losses recognised in the statement of financial activities since the adoption of FRS 17 is a loss of £457,000.

Movements in the overall deficit were as follows:	2014 £'000	2013 £'000
Deficit at 1 September 2013	649	678
Transferred at conversion	370	—
Current service cost net of employer contributions	30	(1)
Interest cost	20	21
Actuarial (gain)/ loss	326	(49)
At 31 August 2014	1,395	649

Movements in the present value of defined benefit obligations were as follows:	2014 £	2013 £
At 1 September 2013	2,228	1,884
Transferred on conversion	389	—
Current service costs	254	171
Interest costs	116	81
Employee contributions	59	45
Actuarial loss	379	56
Benefits paid	(10)	(9)
At 31 August 2014	3,415	2,228

Movements in the fair value of School's share of scheme assets:	2014 £	2013 £
At 1 September 2013	1,579	1,206
Transferred on conversion	19	—
Expected return on assets	96	60
Actuarial gain	53	105
Employer contributions	224	172
Employee contributions	59	45
Benefits paid	(10)	(9)
At 31 August 2014	2,020	1,579

Notes to the Financial Statements Year to 31 August 2014

25 Pension and similar obligations (continued)

Local Government Pension Scheme (LGPS) (continued)

The estimated value of the employer contributions for the year ended 31 August 2015 is 254,000.

The history of experience adjustments is as follows:

	2014 £	2013 £	2012 £	2011 £
Present value of defined benefit obligations	(3,415)	(2,228)	(1,884)	(1,353)
Fair value of share scheme assets	2,020	1,579	1,206	874
Deficit on the scheme	(1,395)	(649)	(678)	(479)
Experience adjustments on share of scheme assets				
Gain/(loss)	53	105	65	(46)
Experience adjustments on scheme liabilities	78	—	—	—

25 Related party transactions

Owing to the nature of the Trust's operations and the composition of the Board of Trustees and Governors being drawn from local public and private sector organisations, it is inevitable that transactions will take place with organisations in which a trustee or governor may have an interest. All transactions involving such organisations are conducted at arm's length and in accordance with the Trust's financial regulations and normal procurement procedures.

There are no transactions to disclose in relation to the current financial period (2013 – none).

26 Assets transferred from local authority

On 1 April 2014, Winterbourne Boy's Primary School joined the Trust from Croydon Local Authority. The balances transferred at that date were:

	£
Leasehold buildings	1,416,273
Fixtures and fittings	74,546
Defined benefit pension scheme	(370,000)
	1,120,819