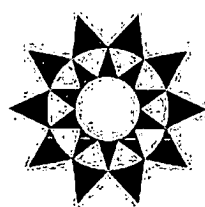


JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE

TRUSTEES' REPORT AND FINANCIAL STATEMENTS FOR THE YEAR ENDED 31 AUGUST 2022



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JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
(A company limited by guarantee)

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JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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REFERENCE AND ADMINISTRATIVE DETAILS

Members

Emma Carr
Justyn Crane
Dulcie Karadia
Lucy Potter
Helen Thomas
Kevin Welford

Trustees

Debbie Cluelt, Parent Trustee
Andrew Collard, Staff Trustee¹
Andrew Evans, Headteacher and Accounting Officer¹
Kate Harper, Co-opted Trustee (appointed 23 February 2022)
Joanne Hartness, Appointed Trustee¹
Robert Jenkins, Appointed Trustee
Alison Jones, Appointed Trustee
John Otieno, Parent Trustee
Lucy Potter, Appointed Trustee and Chair¹
Nina Shields, Appointed Trustee¹
Nina Stone, Appointed Trustee (resigned 23 March 2022)
Tom Wheligan-Fell, Co-opted Trustee
Tom Williams, Appointed Trustee¹
Rachel Ussher, Appointed Trustee and Vice Chair
Ruth Whitehouse, Co-opted Trustee (appointed 10 February 2022)

¹ Members of the Finance and Audit Committee

**Company registered
number**

07631985

Company name

John Masefield High School and Sixth Form Centre

**Principal and registered
office**

Mabel's Furlong
Ledbury
Herefordshire
HR8 2HF

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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REFERENCE AND ADMINISTRATIVE DETAILS (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Company secretary	Rebecca French
Chair of Trustees	Lucy Potter
Senior management team	Andrew Evans, Headteacher Andrew Collard, Deputy Headteacher Karen Barker, SENDCO/Extended Senior Leadership Team Peter Hammond, Assistant Headteacher Mark Hawksworth, Assistant Headteacher Lana Laidler, Assistant Headteacher Andrew Williams, Assistant Headteacher Dean Wyatt, Extended Senior Leadership Team Rebecca French, School Business Manager
Independent auditors	WR Partners Chartered Accountants Statutory Auditors Belmont House Shrewsbury Business Park Shrewsbury Shropshire SY2 6LG
Bankers	Barclays Bank PLC 1-3 Broad Street Hereford Herefordshire HR4 9BA
Solicitors	Browne Jacobson LLP Victoria House Victoria Square Birmingham B2 4BU

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
(A company limited by guarantee)

TRUSTEES' REPORT
FOR THE YEAR ENDED 31 AUGUST 2022

The Trustees (who act as governors of John Masefield High School and Sixth Form Centre and are also directors of the charitable company for the purposes of company law) present their annual report together with the audited financial statements of John Masefield High School and Sixth Form Centre (the Academy) for the year ended 31 August 2022. The annual report serves the purposes of both a Trustees' report, and a directors' report under company law.

The purposes of the Academy are those set out in the Articles of Association and the Funding Agreement.

The principal activity is the provision of public benefit education by maintaining, managing and developing an 11 to 18 years comprehensive school offering a broad and balanced curriculum.

The Trustees ensure the school operates as a state funded, mixed, independent school for students aged 11 to 18 of all abilities, drawing mainly from the area in which it is situated.

The school's capacity is 930 pupils including 180 places in the sixth form.

To develop a school offering a broad and balanced curriculum, the curriculum is designed to have strengths in the 8 main faculty areas in the school: English, Mathematics, the Sciences, Modern Foreign Languages, the Humanities, Performing Arts, Technology and Enterprise, and PE and Health.

The aims of JMHS are to

- Provide excellent and enjoyable learning for all members of the school.
- Enable each individual to achieve his or her personal best.
- To be a community where we all support each other.

We achieve these aims through:

- Developing a broad and balanced curriculum, with teaching clearly structured and sequenced so that all students can build their knowledge and understanding.
- Ensuring teaching is of a consistently high quality.
- Creating high expectations of student behaviour and learning and clear and consistent routines.
- Providing high quality pastoral care and working with parents to help all students thrive and succeed.

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Structure, governance and management

a. Constitution

The Academy was incorporated on 12 May 2011 and commenced as an Academy Trust from 1 June 2011. The Academy Trust is a company limited by guarantee and an exempt charity. John Masefield High School and Sixth Form Centre's Memorandum and Articles of Association, together with the Funding Agreement, are the primary governing documents of the Academy Trust.

The Trustees act as the Governors for the charitable activities of John Masefield High School and Sixth Form Centre and are also the directors of the Charitable Company for the purposes of company law. The Charitable Company is known as John Masefield High School and Sixth Form Centre.

Details of the Trustees who served during the financial year are included in the Reference and administrative details on page 1.

Members

The Members of an academy have a different status from Trustees. The Members are the subscribers to the academy's memorandum of association, have an overview of the governance arrangements and can hold the Trustees to account whilst the Trustees hold the school leadership team and Headteacher to account. Members are not involved in the day to day running of the school nor do they hold school leaders to account.

b. Members' liability

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

c. Trustees' indemnities

The term Trustee, Director and Governor mean the same body of people. Trustees are responsible under the academy's articles of association for controlling its management and administration. They have responsibility for directing its affairs and for ensuring that it is solvent, well run and delivering the trust's charitable outcomes for the benefit of the public, holding the school's leadership and Headteacher to account.

A Trustee may benefit from any indemnity arrangement purchased at the Academy Trust's expense or any arrangement so agreed with the Secretary of State to cover the liability of the Trustees which by virtue of any rule of law would otherwise attach to them in respect of any negligence, default or breach of trust or breach of duty of which they may be guilty in relation to the Academy Trust: provided that any such arrangement shall not extend to (i) any claim arising from any act or omission which the Trustees (or any of them) knew to be a breach of trust or breach of duty or which was committed by the Trustees (or any of them) in reckless disregard to whether it was a breach of trust or breach of duty or not; and (ii) the costs of any unsuccessful defence to a criminal prosecution brought against the Trustees (or any of them) in their capacity as directors of the Academy Trust.

In accordance with normal commercial practice the Academy has purchased insurance to protect Trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on Academy business. The insurance cover up to £5,000,000 on any one claim.

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Structure, governance and management (continued)

d. Method of recruitment and appointment or election of Trustees

Eligibility to act as a Trustee of the John Masefield High School and Sixth Form Centre is within the Constitutional Framework and Clauses 65-81 of the Articles of Association.

Trustees are sought via election from the parent body. Other Trustees, including those who are staff members, are co-opted on the recommendation of Trustees based on the needs identified from the competency framework for governors; they are then appointed by members in line with the Articles of Association.

The Governing Body has an ongoing policy of attracting Trustees with a range of skills and backgrounds to provide the Academy with the best possible advice and support; those sought must importantly be willing to be very committed to the role of a Trustee, including a willingness to take on continuous development and education for their role and be proactive in their link governor roles.

Trustees are appointed for a four-year period. This time limit does not apply to the Headteacher.

e. Policies adopted for the induction and training of Trustees

The school has adopted an in-house programme of induction for all new Trustees. This includes all relevant information about the school, the Company and the Trust, being amalgamated in an induction pack sent electronically to all new Trustees.

Each new Trustee meets with the Headteacher, Chair of Trustees and Clerk to Trustees. Trustees are appointed for a four-year period. As part of their induction, Trustees are asked to use the modular training we have bought online via the National Association of Governors (NGA) and "The Key for School Governors", to access training for induction, as well as all areas of training for governors throughout their tenure. JMHS can also access induction training through the SLA with Hereford Governors Association (HGA).

Training is provided in house by the Headteacher, other relevant staff, such as the Designated Safeguarding Lead (DSL), and our school improvement partner (SIP). This includes looking at data produced by the DfE as well as studying internal data. All Trustees can access "The Key for School Governors" where information from experts can be accessed and questions posed to these experts. In addition, all Trustees can access modular training we have accessed via the National Association of Governors (NGA) and as a whole Governing body we can access advice from the NGA advisors on governance issues including legal matters. Training is sought through the Hereford Governors Association (HGA), of which we are members. The Trustees can access courses including areas such as induction for new governors, finance, performance management and safeguarding.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Structure, governance and management (continued)

f. Organisational structure

The Board of Trustees act upon guidance for Trustees as set out in the Governance Handbook 2021. The Board of Trustees manage the Academy on behalf of the Members of the Academy Trust. Their core functions are:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff;
- Overseeing the financial performance of the school and making sure its money is well spent;
- To employ staff.

All decisions reserved for the Board of Trustees are taken at the appropriate level. Committees have delegated functions according to their terms of reference. Committees are empowered to make decisions on behalf of the Board of Trustees which they shall report at its next meeting, or make recommendations to the Board of Trustees for approval or rejection. All decisions delegated to management are clearly communicated and outcomes monitored.

The Headteacher acts as the accounting officer and works in close collaboration with the Chair of the Finance & Audit Committee and the committee, auditors and the finance manager.

Trustees are responsible for setting strategic direction and general policy. They adopt an annual development plan and budget and monitor the development of the Academy through these. They make decisions about the future direction of the Academy, capital expenditure and, with the Senior Leadership Team, on staff appointments.

Committees monitor the effectiveness of the school in terms of:

- Finance and Audit;
- Curriculum, Teaching and Learning;
- Personnel and Welfare;
- Premises, Health & Safety.

There is a designated link governor who looks at health and safety and reports to the Premises, Health & Safety Committee and where relevant, the Personnel and Welfare Committee. Meetings are held at least termly and are supported by senior leaders and relevant staff of the school. Evidence such as internal and external data, papers that detail current position and development plans, and benchmarking are provided for Trustees' information.

The full details of the procedural workings and roles of the members, Trustees, committees and individuals can be found in our procedural document: "Procedural Working for Members and Trustees of JMHS and Sixth Form Centre".

The table on page 7 identifies the 4 sub committees and the membership of them in 2021-22.

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Structure, governance and management (continued)

	Curriculum, Teaching & Learning (CTL)	Finance and Audit Committee (F&A)	Personnel and Welfare Committee (P&W)	Premises and Health & Safety Committee (P, H&S)
Chair	Kate Harper	Joanne Hartness	Rachel Ussher	Debbie Clueit
Vice Chair	Rachel Ussher	Lucy Potter	Alison Jones	TBC
Committee Members	Rachel Ussher	Andy Collard	Alison Jones	Alison Jones
	Lucy Potter	Andy Evans	John Otieno	Tom Whelligan-Fell
	Tom Whelligan-Fell	Tom Williams	Rachel Ussher	Debbie Clueit
	Kate Harper	Joanne Hartness	Debbie Clueit	Nina Shields
	Nina Stone (resigned 23/03/22)	Lucy Potter	Ruth Whitehouse	
		Nina Shields		
Staff Officer	Andy Collard	Joanne Hickling	Andy Williams	Rebecca French

HT Appraisal Lucy Potter Alison Jones Debbie Clueit	Pay/Salaries Committee Rachel Ussher (Chair) Joanne Hartness Lucy Potter
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JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Structure, governance and management (continued)

Organisational Structure of the Extended Senior Leadership Team - Roles and Responsibilities 2021/2022

Andy Evans Headteacher	Andy Collard Deputy Headteacher	Rebecca French School Business Manager	Peter Hammond Assistant Headteacher	Andy Williams Assistant Headteacher
Lead on curriculum, whole school performance and standards <ul style="list-style-type: none"> Curriculum planning and training Overall strategy Strategic and financial planning School Development Plan Leadership and management Line manage Deputy and Assistant Headteachers (ALW, LL & PMH), Maths, Science, Finance Manager, PE and Special Educational Needs	Lead on improving teaching and learning and deputise for the Headteacher <ul style="list-style-type: none"> Improving teaching and learning ASPIRE Staff INSET Staff wellbeing New staff support Deputise for the Headteacher Line manage Performing Arts, English, Art, History, Geography, RE, School Business Manager and Assistant Headteacher (MH)	Lead site and facilities development and the support staff team <ul style="list-style-type: none"> Calendar Health and safety, school site and grounds Transport Communications and press officer Contractors, cleaning and catering Co-ordinate recruitment of support staff GDPR/Data Protection Lead Statutory compliance with site legislation Marketing JMHS Running of JMSport (leisure centre) Lead support staff and contractors, and line manage exams officer, HR manager, site staff	Lead improving student progress and maximising GCSE performance <ul style="list-style-type: none"> Homework and E-praise Assessment, reporting & monitoring progress Pupil Premium students Y11 Progress Leader Initial teacher training and newly qualified teachers Line manage Data team, ICT Manager, Art & Design Technology	Lead student support, safeguarding, equalities and improving behaviour <ul style="list-style-type: none"> Designated Safeguarding Lead Designated Lead for Online safety Designated Lead teacher for Mental Health Pastoral system Equalities policies Behaviour management & staff training Looked After Children Line manage Year Leaders and pastoral team
Mark Hawksworth Assistant Headteacher	Lana Laidler Assistant Headteacher	Dean Wyatt ESLT	Karen Barker ESLT	
Lead Sixth Form <ul style="list-style-type: none"> Maximise Sixth Form achievement, recruitment and progress Sixth Form Improvement Plan Line manage Sixth Form Leadership Team	Curriculum planning, teacher deployment and timetabling <ul style="list-style-type: none"> Curriculum model & curriculum design Teacher deployment and recruitment plan Timetable including options for Y9 and Y12 Faculty Leader for mathematics, line manage languages and vocational subjects	Lead primary transition, house system and improving attendance <ul style="list-style-type: none"> Overview of House System Deputy DSL Senior Year Leader Improving attendance Year Leader for Y9 Line manage Student Support Assistants	SENDCO <ul style="list-style-type: none"> SENDCO Reading strategy Lead improving quality of mixed attainment teaching Develop role and skills of TAs & HLTAs Line manage The Hub, TAs/HLTAs	
Additional responsibilities for SLT members <ol style="list-style-type: none"> SLT duty days - dealing with incidents, complaints and enquiries on duty day and ensuring success of key events on these days Before school, brunch, lunch and after school duties on a daily basis ensuring safety and high visibility Strategic and operational planning through weekly and extended SLT meetings Act as an officer for a relevant governors' committee Take assemblies Work with a Year Leader to create an excellent ethos within their year group 				

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Structure, governance and management (continued)

g. Arrangements for setting pay and remuneration of key management personnel

The pay committee meets annually to determine pay increases for staff following the completion of the school's performance management programme. This applies to key management personnel also.

The Headteacher's salary is calculated using the Department for Education (DfE) document "School teacher's pay and conditions document 2021". For Headteacher, Deputy Headteacher and Assistant Headteachers pay, the leadership pay scale is applied. The Headteacher pay range is calculated based on the number of pupils on the school roll and applying a unit value for the number of pupils depending on specific key stage, from this a total score is identified.

Staff are employed on national teaching pay scales as identified in the DfE "School teacher's pay and conditions document 2021" document. Support staff pay scales are identified as John Masefield High School and Sixth Form Centre grades, but these are based on Herefordshire Council's salary chart. These grades were developed during the job evaluation process in 2004, job descriptions were allocated points. Each salary grade, has a range of points; each job attributes their score to the value on the pay scales.

h. Related parties and other connected charities and organisations

We work with the following organisations:

- University of Worcester, University of Gloucestershire and Prince Henry's High School Evesham as partners in delivering initial teacher training.
- The Ledbury Cluster of schools including Ashperton, Bosbury, Cradley, Colwall, Eastnor, Ledbury and Much Marcle Primary Schools on the provision of education in the Ledbury area.
- Other local organisations including among others – St Michael and All Angels Church, Ledbury in Bloom, Ledbury Foodbank, Ledbury Rugby Club, Ledbury Swifts Football Club, Leadonites Basketball, the Rotary Club and Ledbury Town Council.

Our Headteacher, Mr Evans, has a number of unpaid voluntary roles working with local schools and other organisations 2021-2022. These currently include the following:

- Working as a Local Leader of Education to support other headteachers and schools as required in Herefordshire.
- Chair of Herefordshire Association of Secondary Heads (HASH). HASH supports all secondary Headteachers particularly with sharing good practice with teaching, learning, curriculum design and strategy.
- Schools' representative on the Herefordshire COVID Outbreak Control Group, which involves working with professionals in medicine, policing, public health and Herefordshire Council to plan and implement the Herefordshire response to COVID.

The school works in partnership with various contractors including Midshire Signature Services who provide school lunches and catering services, Clearview Cleaning who clean the school site, and Countrywide who maintain the school grounds. The School Business Manager has worked with all of these contractors who have each achieved good improvements and make strong contributions to improving the school environment. Each contractor is appointed following a thorough tendering process.

JMHS runs the leisure centre based at the school with facilities including the sports hall, squash and tennis courts, the astroturf pitch and the community lounge. Our aims with JMSport are to maintain the sport facilities to a high standard, increase community sport and reinvest any profit into improving our sports facilities.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Objectives and activities

a. Objects and aims

The Academy Trust's object is specifically restricted to the following: to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing, by establishing, maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum.

John Masefield High School and Sixth Form Centre has three key aims:

1. Create excellent and enjoyable learning for all;
2. Enabling each individual to achieve his or her best;
3. Building a community where we all support each other.

b. Objectives, strategies and activities

This school development plan aims to build on current strengths and address areas of weakness. The plan covers the three year period from September 2020 until August 2023. We believe that our strategy over the next three years should be based upon the following key priorities:

1. Continue to develop a coherent curriculum that helps students build knowledge incrementally through careful sequencing of learning and ensuring students can achieve mastery and apply their learning.
2. Further improve and refine routines and expectations, so that students work productively in a highly supportive environment. Invest in and develop the physical environment of the school to further support our key aim of excellent and enjoyable learning for all.
3. Further develop our systems for providing excellent pastoral care for all students, which include supporting vulnerable students, those with SEND and students with behavioural challenges.
4. Develop our teachers' skills in successfully teaching the curriculum, managing challenging behaviour and motivating students to be conscientious, considerate and co-operative.
5. Develop the Sixth Form to become a dynamic and exciting sixth form where students experience excellent learning and teaching, can access a wide range of enrichment activities and receive excellent bespoke support and guidance.

Governors and senior leaders seek to achieve these five objectives through:

- Highly effective leadership, management and governance.
- Ensuring effective financial management including careful monitoring of spending, ensuring best value and maximising funding to improve our facilities.
- Policies and procedures that treat all members of the school equitably and respectfully.
- Supporting all our students and staff with developing their knowledge and skills in a positive environment where we all enjoy working together.

More detailed strategies and activities to achieve the five objectives above are contained in our SDP. The September 2022 update of the SDP can be viewed on the school website.

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Objectives and activities (continued)

c. Public benefit

The Academy Trustees have complied with their duty to have due regard to the guidance on public benefit published by the Charity Commission in exercising powers or duties. This has been with particular reference to Principles 1 and 2 as found in "The Advancement of Education for the Public Benefit, 2008".

John Masefield High School and Sixth Form Centre is an all ability, 11-18 school. Children are taken from Ledbury Primary School and over twenty other local primary schools in Herefordshire, Gloucestershire and Worcestershire. Post GCSE students are welcomed from other schools into our Sixth Form Centre.

Strategic report

Achievements and performance

a. Key performance indicators

Note on examination results

The Department for Education advises not to compare schools GCSE or A-Level results to previous years or to other schools because of the uneven effect of the pandemic and because students did not sit examinations in 2020 and 2021, the papers were marked by teachers in these years. OFQUAL who are responsible for examination standards advised that results should be in between 2019 and 2021 results, so there are some places below where we have compared the 2022 to the mid-point of the 2019 and 2021 results at JMHS.

GCSE Results

165 students were entered for examinations this year. 65% of students achieved five GCSE grades (grade 4+) including English and Maths. The figure for grade 5+ including English and Maths is 45%. For EBacc subjects, 57% of students were entered, with 40% achieving with grade 4 or higher (38% in 2019). The EBacc figure for students achieving at grade 5 or higher is 27% (26% in 2019). In English 73% of students entered achieved at grade 4 or higher; 64% at grade 5 or higher. In Maths, 75% of students entered achieved at grade 4 or higher; 53% at grade 5 or higher

The results students achieved in 2022 were between the 2019 results when Year 11 students last sat examinations and 2021 when teacher assessment was used in examinations and close to the average of these two results. Analysis reveals that there has been a good improvement in science and some option subject results but less improvement in English or maths. We believe that staff absence through Long COVID and maternity leave may have particularly impacted maths results. We also believe that student absence through COVID which particularly affected Year 11 had a detrimental effect on Year 11 progress in all subjects.

Initial analysis of 2022 GCSE results indicates that these were disappointing with an estimated A8 score of 48 and P8 of -0.27. However, this analysis includes a group of 21 students who started at or after the start of Year 10, many of whom were looked after, had not attended previous schools or been excluded. These students all completed their course of study, improved their attendance and behaviour records and moved on to college or our school sixth form with an average A8 score of 32. The remaining 146 students had an average A8 score of 50.2. All Year 11 students progressed on to an apprenticeship, college or sixth form course in September 2022.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Strategic report

Achievements and performance (continued)

Attendance

Year Group	Category	Academic Year 2018-19	Autumn & Spring, Terms 2021-22	Summer Term 2022
Mean Average	All	95.2%	91.8%	92.3% (+0.5%)
	PP	92.5%	88.7%	88.1% (-0.6%)
	SEND	92.6%	89.1%	89.3% (+0.2%)

Commentary

The table above outlines attendance statistics and includes two key sub-groups of PP and SEND. The inclusion of 2018-19 enables a clear comparison with pre-COVID figures.

There is a clear and significant increase in absence for all students and the two sub-groups when comparing 2018-19 with the first two terms of 2021-22. The difference for PP and SEND students in Years 8 and 10 is particularly notable.

Attendance intervention since Easter has been targeted at students whose attendance is below 85% and are in one or more vulnerable sub-group. When comparing the summer term to the autumn and spring terms for 2021-22, for all students the summer term figures are more positive, although less so in Year 9. The absence for PP students has increased during the summer term, most notably in Year 10. For SEND students there has been a small improvement in attendance during the summer term show, but this data is significantly boosted by a large improvement in Year 8 and the data in other years is less positive. Overall attendance has moved in the right direction in the summer term, but as the table demonstrates there is significantly more work to be done to support students in having excellent attendance.

The ESLT member responsible for attendance and the External Attendance Advisor (EEA) have drawn up a Post-Covid Attendance Recovery Plan to attempt to address the key areas from this data. Improving attendance for students who are in one or both sub-groups in the table will enhance the re-engagement with school post-COVID.

It should be stressed that although JMHS attendance was far too low in 2021-2 for all students and students with SEND or PP, it was above national averages. Low attendance was a problem faced by all schools.

Suspensions and exclusions

Table 1: Total Number of Suspensions

Students	2018/2019	2021/2022
All	65	53
Disadvantaged	24	24
SEND	34	32

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Strategic report

Achievements and performance (continued)

Table 2a: Number of Suspension by Half Term for Cohort

2018/19		2021/22	
Autumn 1	3	Autumn 1	11
Autumn 2	10	Autumn 2	15
Spring 1	13	Spring 1	10
Spring 2	18	Spring 2	10
Summer 1	6	Summer 1	3
Summer 2	15	Summer 2	4

**Table 2b: Number of Suspensions
by Half Term: PP**

2018/19		2021/22	
Autumn 1	1	Autumn 1	4
Autumn 2	2	Autumn 2	8
Spring 1	6	Spring 1	4
Spring 2	6	Spring 2	5
Summer 1	3	Summer 1	2
Summer 2	6	Summer 2	1

**Table 2c: Number of Suspensions
by Half Term: SEND**

2018/19		2021/22	
Autumn 1	2	Autumn 1	8
Autumn 2	3	Autumn 2	7
Spring 1	11	Spring 1	6
Spring 2	11	Spring 2	7
Summer 1	3	Summer 1	2
Summer 2	5	Summer 2	2

Table 3: Permanent Exclusions over last 5 years

2017/18	2018/19	2019/20	2020/21	2021/22
0	2	2	1	2

Commentary

1. Table 1 shows that the number of suspensions for the academic year 2021/22 were similar to the academic year 2018/19 with a slight reduction in overall numbers of suspensions but with equal numbers of suspensions for disadvantaged students.
2. At the end of the spring term, the Headteacher, Behaviour Lead and Pastoral Team developed a plan to reduce the number of suspensions as in our view they were too high. The plan involved more effective use of the Behaviour Recover Room (BRR) as an alternative to suspension and targeted support for our students with the most challenging behaviour.
3. Tables 2a, 2b, and 2c show that this strategy has achieved some initial success with a total of 7 suspensions during the summer term, compared to 21 in the summer term of 2018/9. We are now implementing further improvements to how we use the BRR and how we work with our students in the most challenging situations designed to maintain this lower level of suspensions.
4. We only use exclusion as the last resort, where all possible avenues have been explored. Unfortunately, this year there have been two exclusions, which as illustrated in table 3 is the modal average over the past few years.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Strategic report

Achievements and performance (continued)

Advanced Level results

The table below compares the 2022 A Level results with the mid-point of the 2019 and 2021 results.

Grade	2022	Mid-point 2019 & 2021
A*	17.1%	12.2%
A	25.3%	24.6%
B	24.7%	24.1%
C	15.2%	22.2%
C	9.5%	11.2%
E	5.7%	5.4%
U	2.5%	0.25%

Which gives:

	2022	Mid-point 2019 & 2021
Pass Rate	97.5%	99.7%
A* to A	42.4%	36.8%
A* to B	67.2%	60.9%

The statistics above indicate that although the overall pass rate was slightly down at 97.5%, the number achieving high grades is encouraging. School Performance tables published by the DFE. At the time of writing, we do not have accurate progress data comparing JMHS results with national results of students with a similar ability profile.

The DFE School Performance website indicates that the average A-Level grade achieved in 2022 was 40.2 points (grade B). This was the highest score achieved at JHMS. The DFE also states that 40% of students achieved grades AAB or better in facilitating subjects. This is the highest percentage achieved at JMHS and well above national and local averages

Student numbers

	Sept 2021	Sept 2022	Planned Admission Number
Year 7	147	161	150
Year 8	156	154	150
Year 9	154	162	150
Year 10	144	153	150
Year 11	164	144	150
Year 12	61	62	90
Year 13	57	60	90
Total	883	896	930

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TRUSTEES' REPORT (CONTINUED)
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Strategic report

Achievements and performance (continued)

- It is encouraging that overall numbers have increased to nearly 900.
- 161 students joined Year 7 which was higher than our intake figures for recent years and slightly above expectation.
- Numbers in a number of year groups increased during the last academic year and over the summer holiday reflecting our willingness to accept additional pupils above our Planned Admission Number of 150 per year group.
- 39% of Year 11 returned to JM6, a small increase on the average for recent years but below our target of 45%. This gives a total number of 122 which is close to our 'break even' number of 126 students.

Finance

At the end of the 2021/22 academic year, JMHS has reserves of £382,662, equivalent to 7% of income. Significant funding has been received in relation to COVID which we anticipate ceasing going forwards. However, we have seen costs rising across the school in relation to energy, ICT, and increased expenditure on curriculum materials. We are in a fortunate position that we have the budget available to incorporate these extra costs currently, however we are only able to achieve this by careful management of our funding and achieving good value for money in our resource purchasing. Widespread concern regarding National energy costs has been somewhat mitigated at JMHS due to securing fixed prices through until March 2027 back in October 2021. Looking to the future, we anticipate reserves will reduce due to the pay agreements teachers and support staff were awarded in September 2022 which has not been funded by the government.

Site Improvements

Considerable improvements were made to the JMHS site during 2021-2 including:

- Repair, refurbishment and redecoration of all mobile classrooms
- New toilets in the art block
- Creation of a new photography studio
- Refurbishment and improvement of the main music room
- Refurbishment and improvements made to both art rooms
- Upgrading and improving two IT suites
- Redecoration and improvements to teaching rooms in main block
- Creation of Sixth Form Computer Science room
- Installation of a large high-quality projector in the sports hall
- Rejuvenation of the AstroTurf pitch
- Raising funding for and installing raked seating in the theatre

Other achievements

- Enhanced enrichment programme with online signing up instigated so that we can monitor participation
- Two successful Oxbridge candidates, one for medicine and 25 others commencing courses at Russell Group universities
- 50 Year 10 prefects appointed
- Two successful language trips to France, the first since the pandemic
- Introduction of a new MIS system - Bromcom

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TRUSTEES' REPORT (CONTINUED)
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Strategic report

Achievements and performance (continued)

- Successful introduction of new assessment system focussed around formative assessment and live feedback
- Introduction of our new Curriculum, Assessment and Teaching (CAT) Policy
- Seven successful staff secondments to our Senior Leadership Team
- JM Sport increased opening times, bookings and profits
- Successful remodelling of the Behaviour Recovery Room

b. Going concern

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

Financial review

The majority of the Academy's income is obtained from the DfE via the ESFA in the form of recurrent grants, the use of which is restricted to particular purposes. The grants from the DfE during the period ended 31 August 2022 and the associated expenditure are shown as Restricted Funds in the Statement of Financial Activities.

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

During the year ended 31 August 2022, excluding the impact of fixed assets and the LGPS pension deficit, the Academy reported an in-year deficit of £75,454 before transfer to capital. The closing level of unrestricted and restricted funds (excluding fixed asset reserves and pension deficit) stands at £382,662 (2021: £439,530).

At 31st August 2022 the net book value of fixed assets was £14,939,603 (2021: £15,348,418). Movements in tangible fixed assets are shown in note 12 to the financial statements.

The Academy has taken on the deficit in the LGPS in respect of its non-teaching staff transferred on conversion. The deficit is incorporated within the Statement of Financial Activity with details in note 22 of the financial statements.

Key financial policies reviewed during the year include the Finance Policy which sets out the framework for financial management of the Academy, including financial responsibilities of the Trustees, headteacher, finance manager, budget holders and other staff, as well as delegated authority of spending.

The Trustees have appointed external auditors to undertake a programme of internal assurance checks on financial controls during the year ended 31 August 2022. An enhanced programme visit was undertaken with no recommendations noted.

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TRUSTEES' REPORT (CONTINUED)
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a. Reserves policy

The Trustees review the reserve levels of the Academy throughout the year and this review encompasses the nature of income and expenditure streams, the need to match income with commitments and the nature of reserves. The Trustees take into consideration future plans of the Academy, the uncertainty over future income streams and other key risks identified during the risk review. At the end of the year the Academy's current level of free reserves (unrestricted funds) is £nil (2021: £nil) as per the Statement of financial activities. The level of restricted funds excluding the pension deficit is £382,662 (2021: £439,530).

There are specific accounting requirements with regards to the Local Government Pension Scheme (LPGS); the pension deficit at 31 August 2022 is £1,012,000 (2021: £2,511,000). The deficit sits within the restricted general fund, this does not mean that an immediate liability for this amount will crystallise. The pension deficit will be repaid through an increase in the employer's pension contributions over a period of 21 years from April 2013.

b. Investment policy

The Investment Policy is required to ensure that investments are protected rather than maximising interest. Short term investments are restricted to transfers to the Academy deposit account.

The Academy's current account is cleared down to an agreed limit on a daily basis. Any surplus funds are transferred to the deposit account. If funds are required to make payments then the surplus funds are transferred from the deposit account to the current account at the end of the relevant day.

The bank offer better returns on short term investments through the Money Market and should funds become available to invest, the Finance Manager will liaise with the Headteacher and Finance, Audit and Premises Committee to consider this.

Should the reserves increase sufficiently to consider longer term investment, the Academy would employ an agent to give advice on suitable investment opportunities.

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c. Principal risks and uncertainties

During regular reviews of the major risks to which the Academy is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks, the principal risks and uncertainties facing the Academy have been identified as follows.

Financial: The Academy has considerable reliance on continued government funding through the Education and Skills Funding Agency (ESFA). In the last year over 96% of the Academy's incoming resources were ultimately Government funded and whilst this level is expected to continue, there is no assurance that Government policy or practice will remain the same or that public funding will continue at the same levels or on the same terms. Changes in funding arrangements for special educational needs and increasing employment and premises costs mean that budgets will be increasingly tight in coming years.

Failures in governance and/or management: The risk in this area arises from potential failure to effectively manage the Academy's finances, internal controls, compliance with regulations and legislation, statutory returns, etc. The Trustees continue to review and ensure that appropriate measures are in place to mitigate these risks.

Other points of note include:

- Austerity measures for public sector pay have been removed, teachers and NJC support staff have received pay awards which impacts on the cost of the school.
- Increases to pension liabilities on running costs.
- Local Authority overspending on high needs budgets. This means the school will receive less funding for high needs pupils and will need to use more of our own funds.
- Ensuring buildings are appropriate and fit for purpose over the long term.

d. Financial risk management objectives and policies

The Academy has completed a thorough review of its financial and risk management objectives in its risk register document.

The Academy's support staff are entitled to membership of the Local Government Pension Scheme and under Accounting Standard FRS102, it is necessary to charge projected deficits on the Local Government Pension Scheme that is provided to support staff, to the restricted fund. The Academy's share of the Scheme's assets is currently assessed to be less than its liabilities in the Scheme and consequently the Academy balance sheet shows a net liability of £1,012,000. The Academy has commenced a structured repayment programme, agreed with Worcestershire County Council in order to reduce this liability. The repayments will increase over time to bring a reduction in this pension deficit in the future, although this may not be achieved until stock market investment values start to recover.

Fundraising

The academy trust does not use any external fundraisers. All fundraising undertaken during the year was monitored by the Trustees.

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Plans for future periods

The progress on the second year of our three-year plan is briefly summarised below.

1. Curriculum

All subjects have completed the agreed steps for curriculum design outlined in our Curriculum, Assessment and Teaching Policy and summarised below:

- Identify the key knowledge and most important concepts for each subject.
- Plan the best way to sequence teaching so that students gain an excellent understanding of the key knowledge and most important concepts.
- Divide learning into carefully sequenced modules or blocks of learning.
- Determine 'end points' for each module which encapsulate what students will know and will be able to do at the end of each module.
- Detail the small components of learning necessary to achieve the end points within each module.
- Identify the key vocabulary students will need to understand and use within each module.
- Sequence the small components of learning so that students are building upon and connecting to previous knowledge to maximise understanding and long-term memory of knowledge.
- Design teaching sequences to effectively teach the small components of learning and achieve the 'end points', including constant spiralling to revisit key knowledge to develop understanding and embedding key knowledge in long-term memory.

Subject reviews in the first half of the Summer Term 2022 identified that substantive knowledge including clear end points, small components of learning was logically sequenced and well planned with sufficient practice and recall exercises to ensure students retained key knowledge in long term memory. The reviews identified the following areas for improvement:

- Increase the amount of time students spend reading.
- Map more precisely the teaching of disciplinary and mathematical knowledge in science.
- Improve the KS3 learning scheme in computing.
- Ensure the design technology scheme at KS3 includes learning of content on electronics and control, and the work of innovators and technologists.

Subject leadership teams have been making improvements to these areas during the summer term.

2. Routines and expectations

- Routines and systems originally developed for COVID including year group zones for before school, break and lunch supervised by Year leaders and SLT members were successfully adapted ensuring thorough supervision, enhanced safety and better safeguarding.
- More effective systems developed for the use of the BRR, and The Hub, first aid etc.
- Better starts and finishes to lessons with silent starters and effective plenaries.
- Improved lunch and break times with students in year group zones including more civilised behaviour, less queuing for lunch, incidents including bullying picked up and dealt with rapidly.
- Strong improvements to learning environment particularly with ICT eg new touchscreens and visualizers in every classroom, all mobile classrooms and maths block refurbished, astroturf pitch refurbished, computer rooms improved and tiered seating installed in the Theatre.

3. Pastoral Care

- Year Leaders know all students especially vulnerable and disadvantaged students within their year group well, providing bespoke support.
- Staff knowledge of safeguarding and potential harms for students has been further enhanced through well led training and quizzes to test knowledge.

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Plans for future periods (continued)

- Systems for supervision before school, at break and lunch have been further improved with the Year Leaders and SLT members proactively supervising and preventing problems occurring.
- The use of the Hub to support students suffering mental health and anxiety issues has been further enhanced, including support for those who find attending lessons difficult.
- Use of the Behaviour Recovery Room to support students with challenging behaviour and as an alternative to exclusion has been strengthened.
- Clarity about the precise support individual students with SEND require has been improved through providing SEND student strategy guides and training sessions for all teachers of the student.
- We have identified improving attendances through our Post-Covid Attendance Recovery Plan as a major priority for 2022-23.

4. Teaching skills

- Training programme for all staff on INSET Days and Faculty Training Afternoons designed and implemented that was closely aligned to changes in assessment and our new CAT Policy.
- Consistency and quality of starts to lessons much improved with nearly all students focussing, reviewing previous learning and committing more key knowledge to long term memory.
- Formative assessment has improved so that teachers have a better understanding of what students know and understand. This is helping teachers improve the curriculum and determine when they have to reteach key knowledge or support groups of students or individuals.
- Teachers are improving the quality of summative assessment so tests measure acquisition of key knowledge in long term memory.
- Teachers are developing skill in adaptive and responsive teaching that particularly benefits students with SEND.
- Students achieving good and increasing marks in end of half term tests indicating that implementation of the CAT policy may be having a strong positive effect.
- Behaviour and safeguarding training have ensured a consistent and thorough approach from staff.
- The revised approach to assessment has reduced the amount of time staff spend marking.

5. Sixth Form

- 16 –19 Funding utilised to support our least able students (with lowest average GCSE results).
- Increased prioritised mentoring provided by JC & MH for our least able and most vulnerable students.
- Bespoke programmes of study combining A levels, GCSE retakes and work experience provided for our least able students.
- Year 12 3-day work experience programme instigated successfully in summer term.
- JM6 Curriculum document now adapted in line with SIP review.
- Range of Enrichment activities expanded to include 'Life Skills' involving first aid and peer to peer support training.

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TRUSTEES' REPORT (CONTINUED)
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Next steps with the three-year plan include:

1. Curriculum

Key strategy and summary of 3 year plan	Key Actions for 2022-23
i. Use 3-4 School Improvement Partner (SIP) Reviews per academic year to evaluate the quality of the whole school curriculum and subject curricula. Use feedback to improve the coherence of the whole school curriculum and the intent, implementation and impact of subject curriculum.	Curriculum leaders will particularly focus on three key areas during 2022-23 focussing on reviewing and improving the Y7 & Y9 curriculum: 1. Creating consistent lesson resources and high-quality homework tasks. 2. Reviewing curriculum planning and assessment. 3. Ensuring that all staff understand sequencing rationale. We will deliver the improved PSHRE curriculum in all year groups.
ii. Introduction of the JMHS Curriculum, Assessment and Teaching Policy (CAT policy) to create an evidence-based, coherent and consistent basis to improving the quality of the curriculum, assessment and teaching at JMHS.	<ul style="list-style-type: none"> Review and improve curriculum information checks. Build staff training programme around effective implementation of the CAT policy. Ensure appraisal targets are aligned with the CAT policy. Use the CAT policy to continually review & improve the quality of the curriculum, teaching & assessment.
iii. Use monthly training sessions for all curriculum leaders led by the Headteacher and SLT to develop a strong knowledge and understanding of curriculum design, effective teaching for mastery and how to help students know and remember more.	Ensure the training sessions continue to focus on creating an excellent understanding and high-quality implementation of our CAT Policy particularly focussing on: 1. Creating consistent lesson resources and high-quality homework tasks. 2. Reviewing curriculum planning and assessment. 3. Ensuring that all staff understand sequencing rationale. Sessions will be followed up in line management by reviewing resources and curriculum plans.
iv. Use monthly faculty training afternoons to enable all teams of subject teachers to work collaboratively and develop the quality of subject curricula, share approaches to effective teaching for mastery and high- quality resources and assessment.	<ul style="list-style-type: none"> Use the first hour of every Faculty training afternoon focussed on one of the three teaching methods we are developing this academic year- explaining, modelling or questioning. Ensure whole staff training on establishing and maintaining positive relationships and high expectations or effective restorative is included in each afternoon. The remaining two and a half hours will be used to follow up on techniques and strategies covered in the whole staff session, for reviewing and improving the curriculum especially in Year 7 and Year 9, and subject collaboration eg maths & science working together.

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TRUSTEES' REPORT (CONTINUED)
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v. Improve the quality of the vocational curriculum and the Vocational Faculty so that there are at least four high quality alternatives to academic subjects in Key Stage Four and in the Sixth Form.	<ul style="list-style-type: none"> Continue to develop the quality of the computing, computer science and IT curriculums particularly in Year 7-9 and with e-safety throughout the school. Help the two new teachers in the faculty develop their teaching and class management skills. <p>Embed effective use of the anti-plagiarism software 'Turnitin'.</p>
vi. Research and then implement a new strategy for assessment for JMHS.	<ul style="list-style-type: none"> Embed new systems for formative assessment particularly through feedback from lesson visits. Ensure teachers circulate effectively in all lessons particularly checking in on understanding, quality and quantity of work for disadvantaged students. Ensure teachers reteach content when assessment shows it has not been learnt or remembered. <p>Analyse cumulative test results and use the analysis to improve the curriculum and determine students who need additional help/support and the form this help/support should take.</p>

2. Routines and expectations

Key strategy and summary of 3 year plan	Key Actions for 2022-23
i. Review and improve the consistencies and expectations whole school document to eliminate inconsistencies and ensure our routines are conducive to excellent learning and behaviour.	<ul style="list-style-type: none"> AWC and RF to continue to liaise with Health and Safety governor to ensure effective review of school site and completion of updated site risk assessment document. RF to complete regular site walks with site maintenance staff and governors where appropriate. RF to ensure relevant risk assessments completed by curriculum leaders. SLT to agree half termly 3 key foci for staff to be especially vigilant for. ALW and CL to ensure staff made aware each half term once these have been agreed. AWC to ensure that Life at JMHS is updated to reflect changing strategies from 2021-2022. AWC to use staff Inset and new staff training to focus on emphasising key messages from Life at JMHS. Year leaders and curriculum leaders ensure that House Points given for students demonstrating the values of ASPIRE. AWC to ensure that duties document completed to ensure relevant staff available to support the safe and effective running of the school.

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TRUSTEES' REPORT (CONTINUED)
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<p>ii. Ensure staff implement the routines and expectations in a positive, coherent and skilful way and that students respond by being consistently conscientious, considerate and co-operative.</p>	<ul style="list-style-type: none"> • ATO redesigning CIC form with support from AE and AWC to ensure greater clarity for teachers. • SLT line managers trial new CIC form for first CIC with curriculum leaders. Curriculum leaders will then use this to commence their first round of CICs. • Feedback to SLT line managers where teaching improvements could be made from observations. SLT line manager to act as filter for information sharing. • Training afternoons and Inset sessions will focus on key parts of CAT policy to remind staff about requirements of the policy. • AWC to ensure duties document provides red cover and blue cover for each lesson. • SLT to consider use of red cover in the BRR if no cover is required.
<p>iii. Maximise new funding opportunities and utilise current funding to develop the physical environment of the school, to improve student learning, maintain health and safety and improve facilities for the arts, sport and practical subjects.</p>	<ul style="list-style-type: none"> • Use feedback from 2022 CIF bid to inform and improve 2023 bid for roof repairs and fire safety upgrades. • Continue to ensure in-year savings are used to fund prioritised projects on our capital development plan to include classroom refurbishments and remodelling. • Decide how we will achieve funding for new astroturf pitch. • Launch JMArts and develop links with the community and lettings of the theatre including new tiered seating to generate income and community cohesion.
<p>iv. Reinstate and enhance our extra-curricular offer following the pandemic and lockdown</p>	<ul style="list-style-type: none"> • To increase the number of countries students can visit through our foreign trip programme. • To further increase the numbers of clubs and activities on offer, to create a balanced and wider variety of opportunities across all year groups. • To use Bromcom to monitor the attendance of enrichment activities, with a specific focus on those who are considered as disadvantaged. A termly review of these figures will be conducted and shared with ESLT. • To use Bromcom to promote and communicate the clubs and activities we offer to parents of disadvantaged and SEND students. • To transfer the parental sign-up system from SchoolCloud to Bromcom, and create registers via Bromcom for enrichment activities.

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3. Pastoral Care

Key strategy and summary of 3 year plan	Key Actions for 2022-23
<p>i. Maximise the effectiveness of our year based pastoral system and associated support mechanisms so that all students receive effective pastoral and academic support to maximise their welfare and well-being.</p>	<ul style="list-style-type: none">• Ensure that successful model and systems followed in 2021-22 are replicated with new Year Leader being directly line managed by CL.• To develop a series of reward/ record of achievements distinct to each year group.• To establish an effective wider pastoral care team with delegated responsibilities for mental health, online safety, looked after and PLAC students, PSHRE programme, careers education and the SEND department.• To embed assembly programme into overall PSHRE programme to maximise theme coverage.• To make student voice surveys in mental health and feeling safe regularly feature with consistent use of data and targeted responses.• Empower tutor with data and the expectation of being key person writing a summary end of year report with holistic coverage.• To ensure useful and updated student profile plans are available for staff for all students deemed vulnerable not just SEND.• Continue to develop accessible online and direct communications to support parents and carers with key pastoral and safeguarding issues.• Ensure weekly My Concern reviews continue with DSL and Year Leaders (Deputy DSLs) and we maximise our use of the software and its features to improve record keeping. Implement new monitoring schedule in 2022 Child Protection policy.• Monitor staff awareness and training of safeguarding beyond the regular quizzes.• Extend DSL level of training with Year Leaders undertaking Sign of Safety training.

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<p>ii. Develop the work of the hub to provide excellent support to children with SEND and vulnerable children so that they can enjoy school, make good progress and be successful in moving on to employment and further or higher education.</p>	<ul style="list-style-type: none"> • SEND team to continue to develop positive relationships with parents of students on the SEND registers; recording discussions with parents, students, staff and outside agencies on a spreadsheet and sharing the details with Year Leaders. • SENDCo to work from Student Services, with Year Leaders, to build positive relationships with students with SEND and advise on most appropriate intervention for individuals. • Continue with the regular meetings with Year Leaders to discuss individual student needs with a holistic view of support required. Meetings with parents will be attended, when possible, by a member of the SEND team as well as the Year Leader. • Continue to develop the Hub to match the needs of the new cohort of students, for example using Lego Therapy to predominantly support students with mental health issues based on trauma. • Use TAs and SENDCo to support in the Hub, to build positive relationships with the students they support and allow the Inclusion coordinator to provide individual support to other vulnerable students. • Ensure that student profiles for students with EHC plans are regularly updated with strategies to support them and shared with staff. • Ensure that students with SEND receive early careers advice to allow early planning for post 16 aspirations.
<p>iii. Develop the work of the Behaviour Recovery Room (BRR) and the Year Leaders so that students with challenging behaviour can improve their behaviour, no longer disrupt the learning of others and thrive in school.</p>	<ul style="list-style-type: none"> • Continue to broaden the programmes and plans for students regularly using the BRR facility. • Strengthen the systems used within the BRR to reduce repeat attenders. • Form a proactive on call system whereby the Behaviour Co-ordinator, Year Leaders and ESLT liaise regularly to ensure effective use of staff time and speciality, in order to meet the demands. • Develop red class plans, led by Faculty Leaders, to ensure various strategies are implemented to bring about an improvement. • Continue to develop ways to measure the impact of the BRR on individual students. • Trial different S2 responses to strengthen the restorative approach. • Introduce behaviour coaching for staff alongside whole staff behaviour Inset.

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<p>iv. Implement our strategy to support good mental health across the school and deal with the effects of poor mental health exacerbated by the pandemic.</p>	<ul style="list-style-type: none"> • Mental health triage system to ensure that the right support goes to the right student. Sourcing more support beyond CLD including Education Mental Health Practitioner, School Nurse, Strong Young Minds, Colwall Youth Project amongst others. • As part of the new PSHRE subject team, develop schemes of work which are supportive and preventative in nature including emotional resilience, practising good mental health and coping strategies. • Watchful tutoring – tutors are trained to monitor for early signs of mental health distress. Student surveys of mental health and wellbeing support this process to identify students in need. • Improve communication with and support for parents and carers around mental health including improved website information and workshops.
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4. Teaching skills

Key strategy and summary of 3 year plan	Key Actions for 2022-23
<p>i. Use lesson visits from senior staff, curriculum leaders and the School Improvement Partner to provide positive, constructive feedback and coaching for teaching skills and behaviour management skills.</p>	<ul style="list-style-type: none"> • Refine the mechanisms for recording and giving feedback after a CIC to produce closer alignment to our CAT policy. • Create roles for Teaching Lead and Behaviour Lead to provide weekly coaching for 12 teachers for a term through 2022-3. • Match coaching closely to the CAT Policy and agreed JMHS behaviour management strategies • Review and improve the coaching programme. • Refine teacher induction programme to closely match the CAT Policy and agreed JMHS behaviour management strategies.
<p>ii. Provide bespoke coaching and support for new teachers and staff and selected others.</p>	<ul style="list-style-type: none"> • Ensure each Early Career in Teaching (ECT)4 colleague's smooth transition from ECT Year 1 (ECT1) to their second year (ECT2). • Ensure CL and ATO provide high quality feedback with teacher coaching programme and that updates are provided to SLT about progress of the programme. • AWC to ensure high quality induction for new teachers in first half term.

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<p>iii. Use INSET days to deliver a programme geared to improve teaching and class management skills.</p>	<ul style="list-style-type: none"> • Inset days used to cover one key component of CAT Policy on each session. • Staff training afternoons and staff meetings used to reinforce one key aspect of CAT Policy. • ATO and CL to work with colleagues on their coaching programme to improve teaching and learning and class management. • ATO and CL to feedback to SLT outcomes and future developments of coaching programme. • Curriculum leaders to use staff training afternoons and Inset sessions to support colleagues' development of red class strategies where required.
<p>iv. Provide every member of staff ways to develop their skills to make a more effective contribution to JMHS and develop their career.</p>	<ul style="list-style-type: none"> • SLT to consider extending ESLT secondment opportunity to additional colleagues and/or allowing extension to support colleagues previously on programme. • AE and AWC to support ATO with temporary ESLT role and ALW to support CL with temporary ESLT role. • Line management to be delivered through SLT line manager to facilitate clearer communication and support greater development of staff. • Continue National College membership and ensure completing a course remains an appraisal target. • Support applications for relevant CPD whilst ensuring effective running of JMHS. Priority will be given to online courses to facilitate this.
<p>v. Put in place a whole staff training programme on effective teaching of mixed attainment classes.</p>	<ul style="list-style-type: none"> • Continue to develop student profiles for students with EHCPs and support the Year Leaders with the completion of those for vulnerable students. • Continue to hold regular meetings with teachers of individual students, sharing current needs and up to date strategies. Staff can then develop their own class strategies to support that student. • Continue to observe the above strategies being used effectively by teachers for students with SEND and share best practice.
<p>vi. Provide training for staff to improve use of formative and summative assessment</p>	<ul style="list-style-type: none"> • Autumn term - PMH to train teachers how to use Bromcom to record end of block test scores. • Following monitoring of CICs, provide refresher training in formative assessment from the CAT policy.

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vii. Provide training for staff to help all students become confident and competent readers	<ul style="list-style-type: none"> • AWC and JHH to ensure reading strategy is developed and shared on each Inset with staff. • KB and LVV to ensure September and January Artl reading tests with outcomes shared with staff. • KB and LVV to develop intervention programmes for students with low scores on individual categories measured by Artl tests eg accuracy, vocabulary, comprehension or inference. • KB and JHH to ensure all staff aware of levels of reading need and what intervention is provided and expected by whom for each level of reading need. • JHH to monitor and support tutor time reading. • AWC to conduct weekly learning walks to review use of GASE in faculties. • SLT line managers to ensure GASE reading strategy is reviewed regularly.
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5. Sixth form

Key strategy and summary of 3 year plan	Key Actions for 2022-23
i. Review and redesign JM6 curriculum to enable all students to experience excellent learning and teaching and to make strong progress	<ul style="list-style-type: none"> • Implement and review the new study and off-site privileges of students. • Remind all teachers of requirements for independent study in all subjects. • Use subject-level work scrutiny to quality assure quantity & quality. • Use student level work scrutiny and focus groups to monitor comparison of quantity and quality of independent study between faculties and subjects. • SLT faculty line managers allocate time to regularly discuss quality & quantity of independent study.
ii. Continue to improve systems for pastoral care and enrichment in JM6	<ul style="list-style-type: none"> • Create extra weekly tutor time to focus and develop study and revision skills. • Create resources for these extra study skills sessions at least half term in advance of delivery. • Increase input in SMSC on staying safe including collaboration with 'Safer Streets' project. • Increase input on developing softer skills required for the workplace.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

iii. JM6 recruitment: Increase the numbers of students in our sixth form so that 50% of Y11 progress to JM6.	<ul style="list-style-type: none">• Key information about JM6 strengths and recruitment events out early to Year 11 in September.• Liaise with JDK to promote Sixth Form sports trip to Barcelona for 2023/4.• Review any impact on recruitment of the new study and off-site privilege requirements for students.• LL/RF to review viability of revamping JM6 prospectus as a hard or e-version for September 2023/4 Intake.• LL to review and revamp Year 11 transition days/ arrangements.
iv. Develop a Y7-Y13 culture throughout JMHS so that students in Y7-Y11 appreciate the strengths of the Sixth Form.	<ul style="list-style-type: none">• Continue to expose lower school students to our best JM6 students through student leadership Initiatives and increased number of SLAs.• Continue to raise awareness of JM6 key strengths, activities and opportunities through regular updates to lower school in tutor time.• New large monitors in key footfall areas such as Community Lounge/Dining Room to update lower school on JM6 opportunities and achievements.• Continue to use Social Media to push out same information to students, parents and community.

The SDP is continuously and clearly communicated to all staff and governors. We continually develop a strong culture of how we work here with students and parents to create a culture of continuous improvement.

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TRUSTEES' REPORT (CONTINUED)
FOR THE YEAR ENDED 31 AUGUST 2022

Disclosure of information to auditors

Insofar as the Trustees are aware:

- there is no relevant audit information of which the charitable company's auditors are unaware, and
- that 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 auditors are aware of that information.

The Trustees' report was approved by order of the Board of Trustees, as the company directors, on
13th December 2022 and signed on its behalf by:



Lucy Potter
Appointed Trustee & Chair



Andrew Evans
Headteacher and Accounting Officer

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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GOVERNANCE STATEMENT

Scope of responsibility

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

The Board of Trustees has delegated the day to day responsibility to the 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 John Masefield High School and Sixth Form Centre and the Secretary of State for Education. They are also responsible for reporting to the Board of Trustees any material weaknesses or breakdowns in internal control.

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GOVERNANCE STATEMENT (CONTINUED)

Governance

The information on governance included here supplements that described in the Trustees' report and in the Statement of trustees' responsibilities. The Board of Trustees has formally met 5 times during the year.

Attendance during the year at meetings of the Board of Trustees was as follows:

Trustee	Meetings attended	Out of a possible
Debbie Cluelt, Parent Trustee	3	5
Andrew Collard, Staff Trustee	4	5
Andrew Evans, Headteacher and Accounting Officer	5	5
Kate Harper, Co-opted Trustee	2	3
Joanne Hartness, Appointed Trustee	5	5
Robert Jenkins, Appointed Trustee	0	5
Alison Jones, Appointed Trustee	3	5
John Otieno, Parent Trustee	3	5
Lucy Potter, Appointed Trustee and Chair	5	5
Nina Shields, Appointed Trustee	4	5
Nina Stone, Appointed Trustee	1	3
Tom Whelligan-Fell, Co-opted Trustee	2	5
Tom Williams, Appointed Trustee	3	5
Rachel Ussher, Appointed Trustee and Vice Chair	4	5
Ruth Whitehouse, Co-opted Trustee	1	3

The Board of Trustees have delegated the oversight of funds to the Finance & Audit Committee, in accordance with the remit set out on page 34.

Governors have taken a full and active role in the strategic planning of the school and have started to focus on the priorities for the next SDP (2023-2026) as well as analysing the current strengths of the school. Areas which have come under governor scrutiny and debate in the course of the year include:

- capital spending strategy/plan
- the 3 year KS4 policy
- review of assessment
- improvements on quality assurance/monitoring
- discussion and review of risk register
- promoting the importance of equality and diversity
- reviewing and refining the procedures for supporting students with SEND
- review of visits by school improvement partners focussing on priority areas

Through the work of the governor sub-committees, the governors continue to monitor the progress and outcomes of the current School Development Plan (SDP) (2020-2023).

Governors also look at their own efficiency and capability in carrying out their role. This has included an annual skills audit and identification of training for individuals and, when possible, the whole group. Committee terms of reference are reviewed regularly and modified as necessary.

Governors further review their own performance in regular Chairs' meetings to evaluate how their work is being covered and how these fit in with the SDP and school's priorities. This is then fed back and discussed at the full

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GOVERNANCE STATEMENT (CONTINUED)

Governance (continued)

governing body meetings.

All academy policies are reviewed by governors within a timely calendar; to ensure that each policy meets the needs of the academy, and is up to date with current legislation.

All trustees are volunteers and give their time freely and are legally obliged to declare any interests. We continue to seek to develop the board further through recruitment. In keeping with the competency framework, we seek not only skills but those prepared to commit time, energy and enthusiasm and to ask questions in a supportive and constructive way for the school and its students.

Governors remain well placed to hold the school's leaders to account for the school's performance.

There are four main committees:

1. **Personnel and Welfare** – covers student and staff welfare including all safeguarding, anti bullying, behaviour and attendance for all groups of students; considering strategies for improvements continually; in addition, it considers employment/ staffing issues such as turnover and structures.
2. **Curriculum, Teaching & Learning**– covers all matters linked to student learning and our teaching and learning processes and policy. This committee continually considers the progress of students as part of its work, focussing on the needs of all groups of students and their achievements and ways to maximise all results all students achieve their best.
3. **Premises, Health & Safety** – covers all matters relating to the school site and buildings, along with all matters relating to the Health & Safety of members of the school community and work closely with the School Business Manager.
4. **Finance & Audit** - has 2 main functions. Firstly, to devise a budget and financial plans, that will enable the school's key aims of excellent and enjoyable learning for all, enabling each individual to achieve his or her personal best and building a community where we are all supporting each other. The committee will consider the medium to long term spending, formulation of the budget for the next academic year and monitoring of spending during the academic year to ensure priorities are met and excellent value for money is achieved. This process will include marketing and maximising the funding available to the school for both capital and revenue expenditure. The committee also fulfils the responsibilities of an Audit Committee.

Attendance at the Finance & Audit Committee meetings in the year was as follows:

Trustee	Meetings attended	Out of a possible
Andrew Collard, Staff Trustee	5	6
Andrew Evans, Headteacher and Accounting Officer	6	6
Joanne Hartness, Appointed Trustee	6	6
Lucy Potter, Appointed Trustee & Chair	6	6
Nina Shields, Co-opted Trustee	4	6
Tom Williams, Appointed Trustee	5	6

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GOVERNANCE STATEMENT (CONTINUED)

Governance (continued)

Attendance at the Personnel and Welfare Committee meetings in the year was as follows:

Trustee	Meetings attended	Out of a possible
Debbie Clueit	4	4
Alison Jones	4	4
John Otieno	1	4
Ruth Whitehouse	1	2
Nina Stone	1	1
Rachel Ussher	4	4

Attendance at the Curriculum, Teaching and Learning Committee meetings in the year was as follows:

Trustee	Meetings attended	Out of a possible
Andrew Collard	3	3
Kate Harper	1	1
Lucy Potter	3	3
Nina Stone	2	2
Rachel Ussher	3	3
Tom Whelligan-Fell	2	3

Attendance at the Premises, Health & Safety Committee meetings in the year was as follows:

Trustee	Meetings attended	Out of a possible
Debbie Clueit	2	2
Allison Jones	1	2
Nina Shields	1	2
Tom Whelligan-Fell	1	2

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GOVERNANCE STATEMENT (CONTINUED)

Review of value for money

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

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

- Delivering an in-year surplus of £50k (before transfer to capital of £119k) compared to a budgeted surplus of £15k
- Maintaining reserves as at 31st August 2022 of £370k or 7% of income.
- Management and Trustees receive monthly management accounts to track, and hold to account, the finances of the academy. The management accounts include an income and expenditure summary, balance sheet and cash flow forecast. These reports are used to make informed decision about how to best use academy funds.
- The full Governing Body approves the budget each year. The Trustees' have budget information for the medium term; the data provided is for the next 3 financial years alongside the current year position.
- When signification expenditure is due to take place, different options are reviewed and competitive quotations are obtained to ensure that the best value for money is achieved and that the investment will generate the best possible results for the Academy.
- Services and contracts are regularly reviewed for fitness for purpose. If appropriate paying for a service cost for a full year to secure a discount.
- The Pay Committee considers pay recommendations for all teaching staff who are eligible to progress and Senior Leadership members.
- With a stable and experienced body of teaching staff, the school continues to support trainee teachers and offers extensive opportunities to students from local colleges to be nurtured in a sound, progressive and academic environment.

The purpose of the system of internal control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives; it can therefore only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of Academy policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in John Masefield High School and Sixth Form Centre for the year 1 September 2021 to 31 August 2022 and up to the date of approval of the annual report and financial statements.

Capacity to handle risk

The Board of Trustees has reviewed the key risks to which the Academy is exposed together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Board of Trustees is of the view that there is a formal ongoing process for identifying, evaluating and managing the Academy's significant risks, that has been in place for the year 1 September 2020 to 31 August 2021 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Trustees.

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GOVERNANCE STATEMENT (CONTINUED)

The risk and control framework

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

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

The Board of Trustees has decided to buy-in an internal audit service from and has decided to appoint an internal auditor. The Trustees have appointed Bishop Fleming to perform additional checks.

The reviewer's role includes giving advice on financial matters and performing a range of checks on the Academy's financial systems.

In particular the checks carried out in the current period included:

- Review the Annex C MUSTS checklist in the Academies Financial Handbook;
- Reviewing the operations of the systems of controls;
- Review of management accounting procedures;
- Review of the budget cycle;
- Review of income received from government and non-government sources;
- Testing of payroll costs, cash and bank and credit card procedures;
- Reporting on their findings.

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GOVERNANCE STATEMENT (CONTINUED)

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

The Accounting Officer has been advised of the implications of the result of their review of the system of internal control by the Finance and Audit Committee and a plan for continuous improvement of the system is in place.

Approved by order of the members of the Board of Trustees and signed on their behalf by:



Date: 13.12.2022

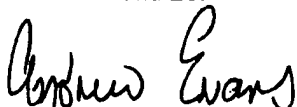
JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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STATEMENT ON REGULARITY, PROPRIETY AND COMPLIANCE

As Accounting Officer of John Masefield High School and Sixth Form Centre I have considered my responsibility to notify the academy trust Board of Trustees and the Education & Skills Funding Agency (ESFA) of material irregularity, impropriety and non compliance with terms and conditions of all funding received by the academy trust, under the funding agreement in place between the academy trust and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academies Financial Handbook 2021.

I confirm that I and the Academy Trust Board of Trustees are able to identify any material irregular or improper use of funds by the academy trust, or material non compliance with the terms and conditions of funding under the academy trust's funding agreement and the Academies Financial Handbook 2021.

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 ESFA.



Andrew Evans
Accounting Officer

Date: 13.12.2022

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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**STATEMENT OF TRUSTEES' RESPONSIBILITIES
FOR THE YEAR ENDED 31 AUGUST 2022**

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

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

- select suitable accounting policies and then apply them consistently;
- observe the methods and principles of the Charities SORP 2019 and the Academies Accounts Direction 2021 to 2022;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting Standards have been followed, subject to any material departures disclosed and explained in the financial statements;
- prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in business.

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

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

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

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



Lucy Potter
Appointed Trustee & Chair

Date: 13.12.2022

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE

Opinion

We have audited the financial statements of John Masefield High School and Sixth Form Centre (the 'academy') for the year ended 31 August 2022 which comprise the Statement of financial activities, the Balance sheet, the Statement of cash flows and the related notes, including a summary of significant accounting policies. The financial reporting framework that has been applied in their preparation is applicable law, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice), including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland', the Charities SORP 2019 and the Academies Accounts Direction 2021 to 2022 issued by the Education and Skills Funding Agency.

In our opinion the financial statements:

- give a true and fair view of the state of the Academy's affairs as at 31 August 2022 and of its incoming resources and application of resources, including its income and expenditure for the year then ended;
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice; and
- have been prepared in accordance with the requirements of the Companies Act 2006, the Charities SORP 2019 and the Academies Accounts Direction 2021 to 2022 issued by the Education and Skills Funding Agency.

Basis for opinion

We conducted our audit in accordance with International Standards on Auditing (UK) (ISAs (UK)) and applicable law. Our responsibilities under those standards are further described in the Auditors' responsibilities for the audit of the financial statements section of our report. We are independent of the Academy in accordance with the ethical requirements that are relevant to our audit of the financial statements in the United Kingdom, including the Financial Reporting Council's Ethical Standard, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Conclusions relating to going concern

In auditing the financial statements, we have concluded that the Trustees' use of the going concern basis of accounting in the preparation of the financial statements is appropriate.

Based on the work we have performed, we have not identified any material uncertainties relating to events or conditions that, individually or collectively, may cast significant doubt on the Academy's ability to continue as a going concern for a period of at least twelve months from when the financial statements are authorised for issue.

Our responsibilities and the responsibilities of the Trustees with respect to going concern are described in the relevant sections of this report.

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE (CONTINUED)

Other information

The other information comprises the information included in the Trustees' Report (incorporating the strategic report and the directors' report) other than the financial statements and our Auditors' report thereon. The Trustees are responsible for the other information contained within the Trustees' Report (incorporating the strategic report and the directors' report). Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon. Our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the course of the audit, or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether this gives rise to a material misstatement in the financial statements themselves. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinion on other matters prescribed by the Companies Act 2006

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

- the information given in the Trustees' Report for the financial year for which the financial statements are prepared is consistent with the financial statements.
- the Trustees' Report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of our knowledge and understanding of the Academy and its environment obtained in the course of the audit, we have not identified material misstatements in the Trustees' Report.

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

- adequate accounting records have not been kept, or 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.

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE (CONTINUED)

Responsibilities of Trustees

As explained more fully in the Statement of trustees' responsibilities, the Trustees (who are also the directors of the Academy for the purposes of company law) are responsible for the preparation of the financial statements and for being satisfied that they give a true and fair view, and for such internal control as the Trustees determine is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, the Trustees are responsible for assessing the Academy's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the Trustees either intend to liquidate the Academy or to cease operations, or have no realistic alternative but to do so.

Auditors' responsibilities for the audit of the financial statements

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

Irregularities, including fraud, are instances of non-compliance with laws and regulations. We design procedures in line with our responsibilities, outlined above, to detect material misstatements in respect of irregularities, including fraud. The extent to which our procedures are capable of detecting irregularities, including fraud is detailed below:

- We reviewed the susceptibility of the Trust's financial statements to material misstatement and identified the principal risks, implementing a series of testing procedures to provide us with sufficient comfort to issue our opinion.
- We reviewed the Trust's regulatory environment to ensure we could conclude that it had acted in accordance with the framework relevant to the Trust and its environment and identify any instances of non-compliance.
- We also assessed the Trust's internal control procedures to ensure we could appropriately scrutinise these controls and establish whether our understanding of the control environment was sufficient to supplement our additional testing procedures.
- The engagement team consisted of a team that the engagement partner believes is equipped with the relevant level of technical and Trust awareness to carry out our work to the required standard.

A further description of our responsibilities for the audit of the financial statements is located on the Financial Reporting Council's website at: www.frc.org.uk/auditorsresponsibilities. This description forms part of our Auditors' report.

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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INDEPENDENT AUDITORS' REPORT ON THE FINANCIAL STATEMENTS TO THE MEMBERS OF JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE (CONTINUED)

Use of our report

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



Andrew Malpass BA FCA (Senior statutory auditor)
for and on behalf of
WR Partners
Chartered Accountants
Statutory Auditors

Belmont House
Shrewsbury Business Park
Shrewsbury
Shropshire
SY2 6LG

Date:

14th December 2022

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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**INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO JOHN
MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE AND THE EDUCATION AND SKILLS FUNDING
AGENCY**

In accordance with the terms of our engagement letter dated 22 July 2022 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2021 to 2022, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by John Masefield High School and Sixth Form Centre during the year 1 September 2021 to 31 August 2022 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 John Masefield High School and Sixth Form Centre and ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to John Masefield High School and Sixth Form Centre and ESFA those matters we are required to state in a report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than John Masefield High School and Sixth Form Centre and ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of John Masefield High School and Sixth Form Centre's accounting officer and the reporting accountant

The accounting officer is responsible, under the requirements of John Masefield High School and Sixth Form Centre's funding agreement with the Secretary of State for Education dated 31 May 2011 and the Academy Trust Handbook, extant from 1 September 2021, 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 2021 to 2022. 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 year 1 September 2021 to 31 August 2022 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 Framework and Guide for External Auditors and Reporting Accountant of Academy Trusts issued by ESFA. We performed a limited assurance engagement as defined in our engagement letter.

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

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

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

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**INDEPENDENT REPORTING ACCOUNTANT'S ASSURANCE REPORT ON REGULARITY TO JOHN
MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE AND THE EDUCATION & SKILLS FUNDING
AGENCY (CONTINUED)**

Conclusion

In the course of our work, nothing has come to our attention which suggest in all material respects the expenditure disbursed and income received during the year 1 September 2021 to 31 August 2022 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.



Andrew Malpass BA FCA (Senior statutory auditor)

WR Partners

Chartered Accountants

Statutory Auditors

Belmont House
Shrewsbury Business Park
Shrewsbury
Shropshire
SY2 6LG

Date:

14th December 2022

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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**STATEMENT OF FINANCIAL ACTIVITIES (INCORPORATING INCOME AND EXPENDITURE ACCOUNT)
FOR THE YEAR ENDED 31 AUGUST 2022**

	Note	Unrestricted funds 2022 £	Restricted funds 2022 £	Restricted fixed asset funds 2022 £	Total funds 2022 £	Total funds 2021 £
Income from:						
Donations and capital grants	3	-	176	52,213	52,389	23,981
Other trading activities		37,984	10,452	-	48,436	45,275
Investments	6	76	-	-	76	1,013
Charitable activities		-	5,241,181	-	5,241,181	5,241,774
Total income		38,060	5,251,809	52,213	5,342,082	5,312,043
Expenditure on:						
Charitable activities		38,060	5,327,263	580,442	5,945,765	5,833,501
Total expenditure		38,060	5,327,263	580,442	5,945,765	5,833,501
Net expenditure		-	(75,454)	(528,229)	(603,683)	(521,458)
Transfers between funds	16	-	(119,414)	119,414	-	-
Net movement in funds before other recognised gains		-	(194,868)	(408,815)	(603,683)	(521,458)
Other recognised gains:						
Actuarial gains on defined benefit pension schemes	22	1,637,000	-	-	1,637,000	8,000
Net movement in funds		1,637,000	(194,868)	(408,815)	1,033,317	(513,458)
Reconciliation of funds:						
Total funds brought forward		-	(2,071,470)	15,348,418	13,276,948	13,790,406
Net movement in funds		1,637,000	(194,868)	(408,815)	1,033,317	(513,458)
Total funds carried forward		1,637,000	(2,266,338)	14,939,603	14,310,265	13,276,948

The Statement of Financial Activities includes all gains and losses recognised in the year.

The notes on pages 50 to 75 form part of these financial statements.

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE**(A company limited by guarantee)****REGISTERED NUMBER: 07631985**

**BALANCE SHEET
AS AT 31 AUGUST 2022**

	Note	2022 £	2021 £
Fixed assets			
Tangible assets	13	14,939,603	15,348,418
		<u>14,939,603</u>	<u>15,348,418</u>
Current assets			
Debtors	14	139,224	167,991
Cash at bank and in hand		586,721	541,377
		<u>725,945</u>	<u>709,368</u>
Creditors: amounts falling due within one year	15	(343,283)	(269,838)
Net current assets		382,662	439,530
Total assets less current liabilities		15,322,265	15,787,948
Net assets excluding pension liability		15,322,265	15,787,948
Defined benefit pension scheme liability	22	(1,012,000)	(2,511,000)
Total net assets		14,310,265	13,276,948

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
(A company limited by guarantee)
REGISTERED NUMBER: 07631985

BALANCE SHEET (CONTINUED)
AS AT 31 AUGUST 2022

	Note	2022 £	2021 £
Funds of the Academy			
Restricted funds:			
Fixed asset funds	16	14,939,603	15,348,418
Restricted income funds	16	382,662	439,530
Restricted funds excluding pension asset	16	15,322,265	15,787,948
Pension reserve	16	(1,012,000)	(2,511,000)
Total restricted funds	16	14,310,265	13,276,948
Unrestricted income funds	16		
Total funds		14,310,265	13,276,948

The financial statements on pages 46 to 75 were approved and authorised for issue by the Trustees and are signed on their behalf, by:



Lucy Potter
Appointed Trustee & Chair

Date: 13.12.2022



Andrew Evans
Accounting Officer

The notes on pages 50 to 75 form part of these financial statements.

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
(A company limited by guarantee)

STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED 31 AUGUST 2022

	Note	2022 £	2021 £
Cash flows from operating activities			
Net cash provided by operating activities	18	216,895	103,156
Cash flows from investing activities	19	(171,551)	(163,622)
Change in cash and cash equivalents in the year		45,344	(60,466)
Cash and cash equivalents at the beginning of the year		541,377	601,843
Cash and cash equivalents at the end of the year	20, 21	<u>586,721</u>	<u>541,377</u>

The notes on pages 50 to 75 from part of these financial statements

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

1. Accounting policies

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

1.1 Basis of preparation of financial statements

The financial statements of the Academy, which is a public benefit entity under FRS 102, have been prepared under the historic cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2021 to 2022 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

1.2 Going concern

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

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
(A company limited by guarantee)

**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022**

1. Accounting policies (continued)

1.3 Income

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

• **Grants**

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

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

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

• **Donations**

Donations are recognised on a receivable basis (where there are no performance-related conditions) where the receipt is probable and the amount can be reliably measured.

• **Other income**

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

1.4 Expenditure

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

• **Charitable activities**

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

All resources expended are inclusive of irrecoverable VAT.

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

1. Accounting policies (continued)

1.5 Interest receivable

Interest on funds held on deposit is included when receivable and the amount can be measured reliably by the Academy; this is normally upon notification of the interest paid or payable by the institution with whom the funds are deposited.

1.6 Taxation

The Academy is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes.

Accordingly, the Academy is potentially exempt from taxation in respect of income or capital gains received within categories covered by Part 11, chapter 3 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.

1.7 Tangible fixed assets

Assets costing £1,000 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

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

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

Depreciation is provided on the following bases:

Leasehold Improvements	- 10%
Long-term leasehold property	- 2%
Furniture and fixtures	- 20%
Computer equipment	- 20%

A review for impairment of a fixed asset is carried out if events or changes in circumstances indicate that the carrying value of any fixed asset may not be recoverable. Shortfalls between the carrying value of fixed assets and their recoverable amounts are recognised as impairments. Impairment losses are recognised in the Statement of financial activities.

Upon conversion to academy status the Trust entered into a long term lease agreement with the Local Authority to occupy the school site over 125 years at nil rental charge.

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

1. Accounting policies (continued)

1.8 Debtors

Trade and other debtors are recognised at the settlement amount. Prepayments are valued at the amount prepaid.

1.9 Cash at bank and in hand

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

1.10 Liabilities

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

1.11 Provisions

Provisions are recognised when the Academy has an obligation at the reporting date as a result of a past event which it is probable will result in the transfer of economic benefits and the obligation can be estimated reliably.

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

1.12 Financial instruments

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

Financial assets - trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 14. Prepayments are not financial instruments.

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

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

1.13 Operating leases

Rentals paid under operating leases are charged to the statement of financial activities on a straight line basis over the lease term.

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
(A company limited by guarantee)

NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

1. Accounting policies (continued)

1.14 Pensions

Retirement benefits to employees of the Academy are provided by the Teachers' Pension Scheme ("TPS") and the Local Government Pension Scheme ("LGPS"). These are defined benefit schemes.

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the Academy in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary on the basis of quadrennial valuations using a prospective unit credit method. TPS is an unfunded multi-employer scheme with no underlying assets to assign between employers. Consequently, the TPS is treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

The LGPS is a funded multi-employer scheme and the assets are held separately from those of the Academy in separate trustee-administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit credit method and discounted at a rate equivalent to the current rate of return on a high quality corporate bond of equivalent term and currency to the liabilities. The actuarial valuations are obtained at least triennially and are updated at each Balance sheet date. The amounts charged to operating surplus are the current service costs and the costs of scheme introductions, benefit changes, settlements and curtailments. They are included as part of staff costs as incurred. Net interest on the net defined benefit liability/asset is also recognised in the Statement of financial activities and comprises the interest cost on the defined benefit obligation and interest income on the scheme assets, calculated by multiplying the fair value of the scheme assets at the beginning of the period by the rate used to discount the benefit obligations. The difference between the interest income on the scheme assets and the actual return on the scheme assets is recognised in other recognised gains and losses.

Actuarial gains and losses are recognised immediately in other recognised gains and losses.

1.15 Fund accounting

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

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

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

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022**

2. Critical accounting estimates and areas of judgment

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

Critical accounting estimates and assumptions:

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

Critical areas of judgment:

Assumptions used in pensions valuation

The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost or income for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 22, will impact the carrying amount of the pension liability. Furthermore a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2019 has been used by the actuary in valuing the pensions liability at 31 August 2022. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.

3. Income from donations and capital grants

	Restricted funds 2022 £	Restricted fixed asset funds 2022 £	Total funds 2022 £	Total funds 2021 £
Donations	176	32,609	32,785	1,128
Capital Grants	-	19,604	19,604	22,853
	<u>176</u>	<u>52,213</u>	<u>52,389</u>	<u>23,981</u>
Total 2021	<u>1,128</u>	<u>22,853</u>	<u>23,981</u>	

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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022**

4. Funding for the Academy's charitable activities

	Unrestricted funds 2022 £	Restricted funds 2022 £	Total funds 2022 £	Total funds 2021 £
Educational Activities				
DfE/ESFA grants				
General Annual Grant (GAG)	-	4,726,518	4,726,518	4,516,763
Other DfE/ESFA grants				
Other DfE / ESFA Grant Income	-	105,599	105,599	-
Pupil Premium	-	151,364	151,364	162,528
Covid-19 Income	-	43,015	43,015	33,399
			5,026,496	4,712,690
Other Government grants				
Local Authority - SEN	-	109,727	109,727	110,765
Local Authority - Other	-	13,358	13,358	57,955
Other income from activities	-	49	49	350,395
		123,134	123,134	519,115
Other income from activities	-	91,551	91,551	9,969
		5,241,181	5,241,181	5,241,774
		5,241,181	5,241,181	5,241,774
Total 2021	2,038	5,239,736	5,241,774	

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022**

5. Income from other trading activities

	Unrestricted funds 2022 £	Restricted funds 2022 £	Total funds 2022 £	Total funds 2021 £
Hire of Facilities	-	-	-	1,000
Other Income	37,984	10,452	48,436	44,275
Total 2022	37,984	10,452	48,436	45,275
<i>Total 2021</i>	<i>44,220</i>	<i>1,055</i>	<i>45,275</i>	

6. Investment income

	Unrestricted funds 2022 £	Total funds 2022 £	Total funds 2021 £
Investment income	76	76	1,013
Total 2022	76	76	1,013
<i>Total 2021</i>	<i>1,013</i>	<i>1,013</i>	

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022**

7. Expenditure

	Staff Costs 2022 £	Premises 2022 £	Other 2022 £	Total 2022 £	Total 2021 £
Educational Activities:					
Direct costs	3,590,722	-	388,371	3,979,093	3,630,451
Allocated support costs	616,798	405,236	944,638	1,966,672	2,203,050
Total 2022	4,207,520	405,236	1,333,009	5,945,765	5,833,501
Total 2021			5,833,501	5,833,501	

8. Analysis of expenditure by activities

	Activities undertaken directly 2022 £	Support costs 2022 £	Total funds 2022 £	Total funds 2021 £
Educational Activities	3,979,093	1,966,672	5,945,765	5,833,501
Total 2021	3,630,451	2,203,050	5,833,501	

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022**

8. Analysis of expenditure by activities (continued)

Analysis of direct costs

	Educational Activities 2022 £	Total funds 2022 £	Total funds 2021 £
Staff costs	3,577,651	3,577,651	3,296,240
Educational Supplies	80,010	80,010	137,652
Examination Fees	74,708	74,708	76,356
Technology Costs	136,504	136,504	90,298
Educational Consultancy	15,451	15,451	-
Other costs	94,769	94,769	29,905
	<u>3,979,093</u>	<u>3,979,093</u>	<u>3,630,451</u>
<i>Total 2021</i>	<u>3,630,451</u>	<u>3,630,451</u>	

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022**

8. Analysis of expenditure by activities (continued)

Analysis of support costs

	Educational Activities 2022 £	Total funds 2022 £	Total funds 2021 £
Staff costs	754,798	754,798	1,004,524
Depreciation	580,442	580,442	569,304
Staff Expenses	-	-	1,287
Other Staff Costs	24,234	24,234	79,216
Other costs	86,394	86,394	58,303
Rates	49,198	49,198	23,203
Energy	117,156	117,156	106,374
Maintenance of Premises	83,668	83,668	109,872
Cleaning and Caretaking	90,089	90,089	99,818
Operating Leases	22,887	22,887	38,217
Security	3,076	3,076	-
Transport	12,793	12,793	5,302
Catering	37,176	37,176	756
Other Premises Costs	39,162	39,162	36,564
Legal and Professional	47,115	47,115	54,275
Auditor Costs	18,450	18,450	16,035
Governance costs	34	34	-
	<u>1,966,672</u>	<u>1,966,672</u>	<u>2,203,050</u>
<i>Total 2021</i>	<u>2,203,050</u>	<u>2,203,050</u>	

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022**

9. Net expenditure

Net expenditure for the year includes:

	2022 £	2021 £
Operating lease rentals	22,887	49,098
Depreciation	580,442	569,304
Fees paid to auditors for:		
- audit	9,770	9,300
- other services	4,230	4,050
	<u>9,770</u>	<u>9,300</u>

10. Staff

a. Staff costs

Staff costs during the year were as follows:

	2022 £	2021 £
Wages and salaries	3,125,922	2,920,597
Social security costs	306,347	301,412
Pension costs	889,273	1,070,221
	<u>4,321,542</u>	<u>4,292,230</u>
Agency staff costs	10,907	8,534
	<u>4,332,449</u>	<u>4,300,764</u>

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

10. Staff (continued)

b. Staff numbers

The average number of persons employed by the Academy during the year was as follows:

	2022	2021
	No.	No.
Teachers	55	50
Administration and Support	73	81
Management	9	9
	137	140

c. Higher paid staff

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

	2022	2021
	No.	No.
In the band £60,001 - £70,000	3	3
In the band £70,001 - £80,000	1	1
In the band £90,001 - £100,000	1	1

d. Key management personnel

The key management personnel of the Academy comprise the Trustees and the senior management team as listed on page 1. The total amount of employee benefits (including employer pension contributions and employer national insurance contributions) received by key management personnel for their services to the Academy was £739,468 (2021 £735,003).

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022**

11. Trustees' remuneration and expenses

One or more Trustees has been paid remuneration or has received other benefits from an employment with the Academy. The principal and other staff Trustees only receive remuneration in respect of services they provide undertaking the roles of principal and staff members under their contracts of employment. The value of Trustees' remuneration and other benefits was as follows:

		2022 £	2021 £
Andrew Evans, Headteacher and Accounting Officer	Remuneration	95,000 -	95,000 -
		100,000	100,000
	Pension contributions paid	20,000 -	20,000 -
		25,000	25,000
Andrew Collard, Staff Trustee	Remuneration	70,000 -	70,000 -
		75,000	75,000
	Pension contributions paid	15,000 -	15,000 -
		20,000	20,000
Donald Henderson, Staff Trustee (resigned 18 October 2020)	Remuneration	nil	0 - 5,000
	Pension contributions paid	nil	0 - 5,000

During the year ended 31 August 2022, expenses totalling £NIL were reimbursed or paid directly to Trustees (2021 - £nil).

12. Trustees' and Officers' insurance

In accordance with normal commercial practice, the Academy has purchased insurance to protect Trustees and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business. The insurance provides cover up to £5,000,000 on any one claim and the cost for the year ended 31 August 2022 was £222 (2021 - £222). The cost of this insurance is included in the total insurance cost.

13. Tangible fixed assets

	Leasehold improvements £	Long-term leasehold property £	Furniture and equipment £	Computer equipment £	Total £
Cost or valuation					
At 1 September 2021	1,316,317	18,231,654	179,036	596,350	20,323,357
Additions	132,269	-	6,618	32,740	171,627
At 31 August 2022	1,448,586	18,231,654	185,654	629,090	20,494,984

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE

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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022**

13. Tangible fixed assets (continued)

	Leasehold Improvements £	Long-term leasehold property £	Furniture and equipment £	Computer equipment £	Total £
Depreciation					
At 1 September 2021	753,043	3,737,484	116,862	367,550	4,974,939
Charge for the year	131,743	364,633	19,865	64,201	580,442
At 31 August 2022	884,786	4,102,117	136,727	431,751	5,555,381
Net book value					
At 31 August 2022	563,800	14,129,537	48,927	197,339	14,939,603
At 31 August 2021	563,274	14,494,170	62,174	228,800	15,348,418

14. Debtors

	2022 £	2021 £
Due within one year		
Trade debtors	6,654	13,996
Other debtors	25,976	23,739
Prepayments and accrued income	106,594	130,256
	139,224	167,991

15. Liabilities: Amounts falling due within one year

	2022 £	2021 £
Trade creditors	82,675	83,969
Other taxation and social security	77,209	74,825
Other creditors	80,018	77,613
Accruals and deferred income	103,381	33,431
	343,283	269,838

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022

	2022	2021
	£	£
Deferred income at 1 September 2021	-	1,855
Resources deferred during the year	55,239	-
Amounts released from previous periods	-	(1,855)
	55,239	-

At the balance sheet date the academy trust was holding funds of £55,239 received in advance for the 2022 autumn term.

JOHN MASEFIELD HIGH SCHOOL AND SIXTH FORM CENTRE
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**NOTES TO THE FINANCIAL STATEMENTS
FOR THE YEAR ENDED 31 AUGUST 2022**

16. Statement of funds

	Balance at 1 September 2021 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2022 £
Unrestricted funds						
General Funds - all funds	-	38,060	(38,060)	-	-	-
Restricted general funds						
General annual grant (GAG)	-	4,782,360	(4,782,360)	-	-	-
Pupil premium	-	150,363	(150,363)	-	-	-
Other grants	430,946	307,259	(256,540)	(119,414)	-	362,251
School fund	8,584	11,827	-	-	-	20,411
Pension reserve	(2,511,000)	-	(138,000)	-	1,637,000	(1,012,000)
	<u>(2,071,470)</u>	<u>5,251,809</u>	<u>(5,327,263)</u>	<u>(119,414)</u>	<u>1,637,000</u>	<u>(629,338)</u>
Restricted fixed asset funds						
Restricted Fixed Asset funds	15,348,418	52,213	(580,442)	119,414	-	14,939,603
Total Restricted funds	<u>13,276,948</u>	<u>5,304,022</u>	<u>(5,907,705)</u>	<u>-</u>	<u>1,637,000</u>	<u>14,310,265</u>
Total funds	<u>13,276,948</u>	<u>5,342,082</u>	<u>(5,945,765)</u>	<u>-</u>	<u>1,637,000</u>	<u>14,310,265</u>

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

The Restricted General Fund includes GAG and other grants receivable from the ESFA and Local Authority towards the Academy's educational activities. School funds held in respect of education visits and events are also included in the Restricted General Fund.

The Restricted Fixed Asset Fund includes amounts receivable from the ESFA in respect of tangible fixed assets held for Academy use. Transfer between the GAG Fund and Restricted Fixed Asset Fund relate to purchases from this fund.

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16. Statement of funds (continued)

The Pension Reserve relates to the School's share of the deficit of the Local Government Pension Scheme overseen by the Local Authority.

Under the funding agreement with the Secretary of State, the Academy was not subject to a limit on the amount of GAG it could carry forward at 31 August 2022.

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

	Balance at 1 September 2020 £	Income £	Expenditure £	Transfers in/out £	Gains/ (Losses) £	Balance at 31 August 2021 £
Unrestricted funds						
General Funds - all funds	94,452	47,271	-	(141,723)	-	-
Restricted general funds						
General annual grant (GAG)	-	4,516,763	(4,516,763)	-	-	-
Pupil premium	-	162,528	(162,528)	-	-	-
Other grants	327,329	559,390	(455,714)	(59)	-	430,946
School fund	9,538	3,238	(4,192)	-	-	8,584
Pension reserve	(2,394,000)	-	(125,000)	-	8,000	(2,511,000)
	<u>(2,057,133)</u>	<u>5,241,919</u>	<u>(5,264,197)</u>	<u>(59)</u>	<u>8,000</u>	<u>(2,071,470)</u>
Restricted fixed asset funds						
Class II Restricted Funds - all funds	15,753,087	22,853	(569,304)	141,782	-	15,348,418
Total Restricted funds	<u>13,695,954</u>	<u>5,264,772</u>	<u>(5,833,501)</u>	<u>141,723</u>	<u>8,000</u>	<u>13,276,948</u>
Total funds	<u>13,790,406</u>	<u>5,312,043</u>	<u>(5,833,501)</u>	<u>-</u>	<u>8,000</u>	<u>13,276,948</u>

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17. Analysis of net assets between funds

Analysis of net assets between funds - current year

	Restricted funds 2022 £	Restricted fixed asset funds 2022 £	Total funds 2022 £
Tangible fixed assets	-	14,939,603	14,939,603
Current assets	725,945	-	725,945
Creditors due within one year	(343,283)	-	(343,283)
Provisions for liabilities and charges	(1,012,000)	-	(1,012,000)
Total	(629,338)	14,939,603	14,310,265

Analysis of net assets between funds - prior year

	Restricted funds 2021 £	Restricted fixed asset funds 2021 £	Total funds 2021 £
Tangible fixed assets	-	15,348,418	15,348,418
Current assets	709,368	-	709,368
Creditors due within one year	(269,838)	-	(269,838)
Provisions for liabilities and charges	(2,511,000)	-	(2,511,000)
Total	(2,071,470)	15,348,418	13,276,948

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18. Reconciliation of net expenditure to net cash flow from operating activities

	2022 £	2021 £
Net expenditure for the year (as per Statement of financial activities)	(603,683)	(521,458)
Adjustments for:		
Depreciation	580,442	569,304
Dividends, interest and rents from investments	(76)	(1,013)
Defined benefit pension scheme cost less contributions payable	97,000	83,000
Defined benefit pension scheme finance cost	41,000	42,000
Decrease in debtors	28,677	26,859
Increase/(decrease) in creditors	73,535	(95,536)
Net cash provided by operating activities	216,895	103,156

19. Cash flows from investing activities

	2022 £	2021 £
Dividends, interest and rents from investments	76	1,013
Purchase of tangible fixed assets	(171,627)	(164,635)
Net cash used in investing activities	(171,551)	(163,622)

20. Analysis of cash and cash equivalents

	2022 £	2021 £
Cash in hand and at bank	586,721	541,377
Total cash and cash equivalents	586,721	541,377

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21. Analysis of changes in net debt

	At 1 September 2021 £	Cash flows £	At 31 August 2022 £
Cash at bank and in hand	541,377	45,344	586,721
	<u>541,377</u>	<u>45,344</u>	<u>586,721</u>

22. Pension commitments

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

The latest actuarial valuation of the TPS related to the period ended 31 March 2016 and of the LGPS 31 March 2019.

Contributions amounting to £80,023 were payable to the schemes at 31 August 2022 (2021 - £59,752) and are included within creditors.

Teachers' Pension Scheme

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pension Scheme Regulations 2014. Membership is automatic for full-time teachers in academies. All teachers have the option to opt-out of the TPS following enrolment.

The TPS is an unfunded scheme to which both the member and employer makes contributions, as a percentage of salary - these contributions are credited to the Exchequer. Retirement and other pension benefits are paid by public funds provided by Parliament.

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22. Pension commitments (continued)

The Teachers' Pension Budgeting and Valuation Account

The Government Actuary, using normal actuarial principles, conducts a formal actuarial review of the TPS in accordance with the Public Service Pensions (Valuations and Employer Cost Cap) Directions 2014 published by HM Treasury every 4 years. The aim of the review is to specify the level of future contributions. Actuarial scheme valuations are dependent on assumptions about the value of future costs, design of benefits and many other factors. The latest actuarial valuation of the TPS was carried out as at 31 March 2016. The valuation report was published by the Department for Education on 5 March 2019. The key elements of the valuation and subsequent consultation are:

- employer contribution rates set at 23.68% of pensionable pay (including a 0.08% administration levy)
- total scheme liabilities (pensions currently in payment and the estimated cost of future benefits) for service to the effective date of £218,100 million and notional assets (estimated future contributions together with the notional investments held at the valuation date) of £196,100 million, giving a notional past service deficit of £22,000 million
- the SCAPE rate, set by HMT, is used to determine the notional investment return. The current SCAPE rate is 2.4% above the rate of CPI, assumed real rate of return is 2.4% in excess of prices and 2% in excess of earnings. The rate of real earnings growth is assumed to be 2.2%. The assumed nominal rate of return including earnings growth is 4.45%.

The next valuation result is due to be implemented from 1 April 2023.

The employer's pension costs paid to TPS in the year amounted to £599,520 (2021 - £552,203).

A copy of the valuation report and supporting documentation is on the Teachers' Pensions website (<https://www.teacherspensions.co.uk/news/employers/2019/04/teachers-pensions-valuation-report.aspx>).

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

Local Government Pension Scheme

The LGPS is a funded defined benefit pension scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2022 was £232,000 (2021 - £176,396), of which employer's contributions totalled £195,000 (2021 - £137,262) and employees' contributions totalled £37,000 (2021 - £39,134). The agreed contribution rates for future years are 6 per cent for employers and 13 per cent for employees.

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

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

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22. Pension commitments (continued)

Principal actuarial assumptions

	2022	2021
	%	%
Rate of increase in salaries	4.40	4.20
Rate of increase for pensions in payment/inflation	3.00	2.80
Discount rate for scheme liabilities	4.30	1.70
Inflation assumption (CPI)	2.90	2.70

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

	2022	2021
	Years	Years
<i>Retiring today</i>		
Males	22.6	22.7
Females	25.0	25.1
<i>Retiring in 20 years</i>		
Males	24.1	24.4
Females	27.0	27.1

Sensitivity analysis

	2022	2021
	£000	£000
Discount rate +0.1%	949	2,421
Mortality assumption - 1 year increase	1,079	2,659
CPI rate +0.1%	1,077	2,603

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22. Pension commitments (continued)

Share of scheme assets

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

	At 31 August 2022 £	At 31 August 2021 £
Equities	1,652,000	1,783,000
Other bonds	61,000	2,000
Property	187,000	94,000
Cash and other liquid assets	41,000	54,000
Other	311,000	210,000
Total market value of assets	2,252,000	2,143,000

The actual return on scheme assets was £-50,000 (2021 - £320,000).

The amounts recognised in the Statement of Financial Activities are as follows:

	2022 £	2021 £
Current service cost	(289,000)	(280,000)
Interest cost	(41,000)	(42,000)
Administrative expenses	(3,000)	(3,000)
Total amount recognised in the Statement of Financial Activities	(333,000)	(325,000)

Changes in the present value of the defined benefit obligations were as follows:

	2022 £	2021 £
At 1 September	4,654,000	4,051,000
Current service cost	289,000	280,000
Interest cost	79,000	73,000
Employee contributions	37,000	39,000
Actuarial (gains)/losses	(1,724,000)	281,000
Benefits paid	(71,000)	(70,000)
At 31 August	3,264,000	4,654,000

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22. Pension commitments (continued)

Changes in the fair value of the Academy's share of scheme assets were as follows:

	2022 £	2021 £
At 1 September	2,143,000	1,657,000
Interest income	38,000	31,000
Actuarial (losses)/gains	(87,000)	289,000
Employer contributions	195,000	200,000
Employee contributions	37,000	39,000
Benefits paid	(71,000)	(70,000)
Administration expenses	(3,000)	(3,000)
At 31 August	2,252,000	2,143,000

23. Operating lease commitments

At 31 August 2022 the Academy had commitments to make future minimum lease payments under non-cancellable operating leases as follows:

	2022 £	2021 £
Not later than 1 year	21,693	27,274
Later than 1 year and not later than 5 years	9,061	23,011
	30,754	50,285

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.

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25. Related party transactions

Owing to the nature of the Academy and the composition of the Board of Trustees being drawn from local public and private sector organisations, transactions may take place with organisations in which the Trustees have an interest. All transactions involving such organisations are conducted in accordance with the requirements of the Academy Trust Handbook, including notifying the ESFA of all transactions made on or after 1 April 2019 and obtaining their approval where required, and with the Academy's financial regulations and normal procurement procedures relating to connected and related party transactions.

Expenditure Related Party Transaction

During the year the Headteacher's spouse was remunerated for employment within the Trust. The remuneration of both individuals has been included within key management remuneration (note 10).

All transactions were paid at standard rate and no amounts were outstanding at year end. The transactions have been conducted in accordance with the requirements of the Academies Financial Handbook, financial regulations and procurement procedures.