**TRUSTEES' REPORT**

**FOR THE YEAR ENDED 31 AUGUST 2021**

The Trustees present their annual report together with the financial statements and auditors' report of the charitable company for the year 1 September 2020 to 31 August 2021. The annual report serves the purposes of both a Trustees' report and a directors' report under company law. **Structure, governance and management**

1. **Constitution**

The Academy is a charitable company limited by guarantee and an exempt charity.

The charitable company's Memorandum of Association is the primary governing document of the Academy and is dated 01/02/2012.

The Trustees of Shenfield High School are also the directors of the charitable company for the purposes of company law.

Details of the Trustees who served during the year, and to the date these accounts are approved are included in the Reference and administrative details on page 1.

1. **Members' liability**

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

1. **Method of recruitment and appointment or election of Trustees**

The Board understands the mix of skills that it needs to be an effective Board and the requirements placed upon it by its Funding Agreement with regard to parent and other types of Governor. It undertakes a skills audit and a self-evaluation exercise regularly. Where a skills gap is identified, and for succession planning, new Governors are sought with required skills, either as additional Governors or replacements when existing Governors stand down. It is anticipated that the great majority of new Governors will be drawn from the local community being either parents or carers of students at the School or others that have shown an interest in the future well-being of the School and its students. Recruitment is therefore likely to be through a combination of approaches to individuals with known skills, to the parent and carer body and to the wider Shenfield community, employing advertising as necessary.

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New Governors will be appointed to the Board either by Members or by the existing Governors for a period of 4 years. At the end of a 4 year term, retiring Governors are eligible for re-appointment for a further term, if they continue to meet the appropriate criteria.

1. **Policies adopted for the induction and training of Trustees**

Individual Governors attend training courses and conferences organised by appropriate bodies in order to ensure their knowledge and understanding is fully up to date. The School purchases standard Governor training from Juniper Services. Newly appointed Governors are encouraged to attend their series of induction courses to give them a good grounding in their new role. Three internal training sessions per year are delivered, often by senior members of School staff, to ensure Governors are kept up to date on relevant educational or other developments, such as changes to the Ofsted Framework and safeguarding requirements.

Governors also use the National Governor Association online training modules and the Government's online PREVENT training. Two governors have completed safe recruitment training.

**Structure, governance and management (continued)**

1. **Organisational structure**

The Governors have responsibility for setting and monitoring the overall strategic direction of the Charitable Company, approving decisions reserved to Governors and appointing key members of staff. The Governors meet as a Board at least four times each year. All decisions reserved to the Governors are taken by the Board as a whole with the exception of pay decisions which are delegated to the Pay and Head Teacher's Appraisal Committees. Seven sub committees have supported the work of the Board. A number met three to four times during the year, with the others meeting as necessary, to consider detailed matters and recommend decisions to the full Board.

The Committees are:

Standards and Performance

Resources

Pay

Headteacher's Appraisal

Student Discipline

Staff Hearings and Appeals Panel

Pay Appeals

The Headteacher, Carole Herman, is the Accounting Officer and works closely with both the other Governors and the senior staff of Shenfield High School.

The day to day management of Shenfield High School rests with the Headteacher who has overall responsibility for the School. The Headteacher is responsible for establishing a Senior Leadership Team which includes a Business Manager, the Deputy Heads and Assistant Heads.

The Board of Shenfield High School sets the strategic direction of the School through Strategic Headlines and monitors progress and developments through, among other tools, Governor monitoring days reporting back findings to the Full Board. Further reports and evidence are also received from the Headteacher and other members of the senior team in committees and the Full Governing Body meetings.

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The Board approves the overall budget allocations in line with agreed priorities, and delegates authority for decision making in a Scheme of Delegation.

The Standards and Performance Committee combines its work reviewing the School's progress against priorities, with analysis of student progress and attainment, with particular attention paid to the way in which the School applies the Pupil Premium Grant to improve the prospects of success for those students who trigger the allocation of the Pupil Premium Grant. It monitors the School's safeguarding, SEN, behaviour and attendance policies, procedures and activities. It considers the School's admissions policy and its PAN, and makes appropriate recommendations to the Board.

The Resources Committee reviews and monitors the deployment of the budget and the cashflow against forecasts, makes decisions on reallocation of budgets at the strategic level and considers future budget projections and the draft budget for the forthcoming year, making recommendations to the Board as appropriate. It oversees progress against estate management plans. It monitors the School’s strategic risk register, making recommendations for change to the Full Board. Committee members have made site visits from time to time, and one member has responsibility for monitoring the School's health and safety activity. It also reviews human resources policies for recommendation to the Board, considers, and approves where necessary, the Senior Leadership Team's staffing plans, and monitors recruitment, resignation and other staffing data.

The Pay Committee meets twice a year to receive the Headteacher's report on staff performance and commensurate pay enhancements, and to make decisions on enhancements for those for whom the Head does not have delegated authority.

The Headteacher's Appraisal Committee meets annually to receive the report of the independent assessor and other appropriate information to enable assessment of the Headteacher's performance against the objectives set **Structure, governance and management (continued)**

at the beginning of the year, to consider appropriate remuneration, to give the Headteacher feedback on performance and to agree objectives for the new year.

The Student Discipline Committee meets as necessary to review any decision taken by the Headteacher to permanently exclude a student of the School.

The Staff Appeals Committee meets as necessary to hear appeals from members of staff against decisions made by the Headteacher or Senior Leadership Team, for example in the case of dismissal.

The Pay Appeals Committee meets when a member of staff appeals against the amount of remuneration agreed by the Pay Committee for that individual.

1. **Arrangements for setting pay and remuneration of key management personnel**

Trustees of Shenfield High School Academy Trust receive no pay or remuneration. Those set for the officers of the Trust follow the School's Pay Policies which are reviewed regularly by the Pay Committee and approved by the full Board. While following the principles of the School Teacher's Pay and Conditions Document, governors make use of the flexibility afforded by academy status to ensure that pay and remuneration for teachers meet the needs of the School in terms of recruiting and retaining high quality staff to enable it to maintain the progress it has made in raising standards. The Pay Committee has delegated responsibility to review the evidence supporting the decisions made by the Headteacher on pay awards for mainstream teaching and support staff. They receive recommendations from her on appropriate awards for the Senior Leadership Team, supported by evidence. For the Headteacher, objectives and targets related to the School Improvement Plan are agreed for each academic year. In the autumn term, Governors commission an independent assessment of the Head's performance which includes a review of the extent to which objectives have been achieved and a 360 degree appraisal from a mixture of staff. This assessment informs any pay awards which the Committee agree for the Headteacher.

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1. **Trade union facility time**

We currently have no trade union officials employed at the school. **Objectives and activities**

**a. Objects and aims**

The charitable objectives for which the charitable Company was established are set down in the governing document as follows:

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 ("The Academy").

To promote for the benefit of the inhabitants of Shenfield and the surrounding area the provision of facilities for recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age or infirmity or disablement, financial hardship or social and economic circumstances or for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants.

**Objectives and activities (continued)**

**b. Objectives, strategies and activities**

Shenfield High School was originally a Local Authority operated school which converted to academy status on 1st February 2012. The charitable Company was incorporated on 5th January 2012. It provides education for 11 to 19 year olds across the secondary school and sixth form facilities.

Shenfield High School provides learning for life. This focus underpins everything we do. Founded in 1962, our school has a deep-rooted tradition of providing a rounded educational experience for students supported by a strong set of values. In a rapidly changing world, this is of vital importance.

At Shenfield High School we encourage everyone to have the highest expectations of themselves and each other so that learning is always at the centre of what we do. We know that students need to feel comfortable and secure in order to be the best they can be and so we focus on creating a supportive and happy environment. We aim to know our students and know them well.

We are a confident, ambitious and purposeful school. We emphasise high aspirations; mutual respect and learning as a lifelong journey. We have spirit and are "Team Shenners".

Our philosophy of learning for life and we promote in our students: Respect, Responsibility, Readiness to Learn, Challenge, Contribution, Collaboration We want our students to:

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Show respect for themselves and others

Be curious and develop the skills you need to become lifelong learners

Be responsible, caring and ready to make a positive contribution to our community

Be emotionally and physically healthy with a strong sense of self worth

Be the best you can be, reaching your goals and achieving success

In order to provide exceptional learning opportunities for students of The Academy, management concentrate on four key priorities:

1. Outstanding teaching and learning — the aim is to provide outstanding teaching to promote intellectual challenge and the highest possible achievement for each student
2. Care for the individual — the structures and ethos of The Academy ensure care for the individual and support for the learning of each individual student
3. A fit place to learn — the aim is to provide an inspirational and well run environment in which students can learn and grow in settings appropriate to their age
4. Aspirational leadership — every leader in The Academy keeps their area of responsibility under review, competing with the best.

**Objectives and activities (continued)**

**c. Public benefit**

In setting objectives and planning for activities, the Trustees have given due consideration to general guidance published by the Charity Commission relating to public benefit, including the guidance 'Public benefit: running a charity (PB2)' when preparing their statements on public benefit contained within this Governors' annual report.

Shenfield High School’s contribution to the public benefit is to develop its young people to be responsible and capable members of the society in which they live, so they are able to contribute effectively to the economic and social activity of that community.

The School will work with members of its community, such as local primary schools, the Chamber of

Commerce and charitable institutions, to ensure that students are exposed to their community responsibilities throughout their time in School.

Benefits & Beneficiaries:

In accordance with its charitable objectives, the charitable Company strives to advance the education of the students attending the School. The charitable Company’s primary beneficiaries are therefore the students, and benefits to students are provided through continuing to maintain a high standard of education throughout the School.

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The Academy provides educational services to all children in the local area. The Governors confirm that they have complied with the duty of the Charities Act to have due regard to the public benefit guidance provided by the Charity Commission.

**Strategic report**

**Achievements and performance**

**a. Achievements and performance**

The school has continued its mission to improve all aspects of school performance and to manage the school safely and appropriately during the Covid pandemic. There has been a particular focus on developing the curriculum as the model of progress, securing outcomes for students based on teacher assessed grades in Summer 2021, supporting wellbeing, embedding our new approaches to professional development to support the quality of teaching, and ensuring behaviour for learning continues to improve. There has been significant emphasis on analysing learning loss and taking remedial action. The school continues to be oversubscribed and has admitted 248 students into Y7 in September 2021 and 210 students into Y12, an increase from last year.

PREP has become a unique and embedded feature of the school. The continuing review of our curriculum aims to ensure that the curriculum is the model of progress. Students are assessed against the requirements of the subject and attitude to learning is a key indicator of whether further support, intervention or challenge is required.

The school has a richly developed pastoral system with the objective that every student should be known and known well. As the school has grown, structures have been enhanced with Heads of Year being appointed for all years Y7 to Y13. The House system has been re-vamped with Houses re-named following student research and decision making, There has been a renewed emphasis on student leadership and taking up positions of responsibility .

The school strives to ensure that all students can develop particular interests. As well as the considerable strengths the school has in sport and the performing arts, there is an active STEM club and the school’s independent Combined Cadet Force continues to thrive, affiliated with the 7th Parachute Regiment Royal Horse Artillery. We continue to be proud of:

**Strategic report (continued)**

**Achievements and performance (continued)**

* Our popular 6th form, which has a strong reputation for pastoral support and teaching excellence that sees both those who have been students at Shenfield in KS3 and 4 and those who join the School afresh in Year 12 settling quickly and demonstrating high degrees of academic and personal success
* Sporting Academies, offering a strong mix of academic study and professional coaching at KS5 in football and cricket for both girls and boys. Our girls’ academy has opened this year in association with the London Lionesses.
* A Performing Arts Academy at KS5, offering professional support for those with dance, acting and musical talents and aspirations, alongside an academic curriculum
* Access to these enhanced specialisms from Year 7 for a number of students with those aptitudes. This academic year marks the fourth year of the Junior Academies. As we were oversubscribed and did not reach the aptitude criteria this year, no students were admitted under that criterion. However, the school’s reputation for sport and performing arts has ensured that students with these aptitudes are attracted to the school and benefit from the provision. Our revised Admissions Criteria was implemented for September 2021. Under these new criteria, the aptitude criterion will always be used with up to 10% of Y7s being admitted on that basis.

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* The school year has once again been dominated by the Covid-19 global pandemic. The school effectively managed the Teacher - Assessed grades process, receiving only 5 appeals, none of which were upheld. In addition, wellbeing support was offered throughout for all students, with enhanced support for the vulnerable. Extensive planning took place to ensure the safe opening of the school to all students from 8th March, although track and trace duties until July meant that groups of students often had to be sent home to isolate.
* The school is noting a considerable increase in mental health issues amongst our students. The school has reviewed its provision ensuring that it is needs-led with a critical case team determining appropriate intervention. The Oasis Centre has been renamed The Gateway and has an emphasis on ensuring that students can continue to follow the curriculum even while they cannot be within mainstream classes.
* There remain considerable concerns about the effect of Covid-related absence on students’ achievement and how this may affect examinations next year, as well as all students’ overall curriculum coverage and progress.
* A new three-year Pupil Premium strategy is being devised.
* A number of intervention have been introduced to support students in being able to access the curriculum: Thinking Reading, Catch-Up Numeracy and Future Writers.

Governors remain confident that the school has the capacity, led by our Headteacher, to ensure that the school continues to develop and improve aided by the loyalty and motivation of a talented and hard-working staff.

**Strategic report (continued)**

**Achievements and performance (continued)**

**b. Key performance indicators**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| NOR 11-16 | 1095 | 1037 | 948 | 812 | 732 |
| NOR 16-19 | 322 | 316 | 342 | 364 | 346 |
| Staff costs as %of totalexpenditure | 75.3% | 80.5% | 80.3% |  |  |
| Staff costs as % of ESFA & LA funding | 85.2% | 86.2% | 84.7% | 84% | 88% |

Average teacher £57,199 £57,279 £47,892 £47,594 £54,907 cost (FTE)

Pupil to teacher 17.07 18.14 16.16 15.48 16.34

(FTE) ratio

Attendance 94.8% \*94.2% 94.4%

\*2019-20 attendance calculated up to March due to lockdown as per reporting standard

Regular financial reviews of in year performance against budget and cashflow against forecast, are presented at the Governors' Resources Committee meetings. 3-5 year forecasts are also regularly reviewed at Resources. All Governors receive monthly financial monitoring reports and bespoke updates as necessary between committee meetings.

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Resources committee gives consideration as to whether the financial position is robust and stable enabling the provision of sufficient quality resources to fulfil the School's educational obligations.

Benchmarking and review of the schools VMFI data against comparable schools have been reviewed more fully this year and there are plans in place to expand this and drive future key performance indicators especially around any areas considered to be needing closer monitoring.

Attendance statistics are reviewed by the Standards and Performance committee and compared to Essex and National standards which play a part in setting targets.

**c. Going concern**

After making appropriate enquiries, the board of Trustees has a reasonable expectation that the Academy has adequate resources to continue in operational existence for the foreseeable future. For this reason they continue 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 accounting policies.

**Financial review**

**a. Reserves policy**

Governors' policy is to apply reserves generated to benefit the education of the students and the environment in which we operate. Some investment in building conditions and facilities will become more pressing over the next few years and there is ambition to build up and allocate some reserves to this end.

In addition to this objective, it has been noted that maintaining reserves of around £250,000 is a target of the trust. These reserves would be to cover the impact of sudden or unforeseen expenditure that may come up throughout the year. Covid and the current energy market prices are two examples of this.

Reserves were also needed in 2020-21 to cover the impact of covid control measures that had to be implemented and to balance loss of traded income due to lockdowns.

At the balance sheet date, the charitable Company had free reserves of £241,005 (2020: £207,552) and restricted reserves of £37,682 (2020: £43,662).

At the year end the pension deficit was £5,432,000 (2020: £5,181,000); this amount has been guaranteed by the Department for Education.

1. **Investment policy**

The school maintains all of its funds in a current account.

1. **Financial review**

The School began the year with a balanced budget and managed its resources tightly to ensure that expenditure did not exceed funds available.

The Schools’ financial performance demonstrates total income of £9,006,955 (2020: £7,317,918) with an in-year deficit for the year ending 31 August 2021 of £349,526 (2020: £490,056). The deficit has been allocated to reserves.

At the balance sheet date, the charitable Company had free reserves (excluding pension) of £241,005 (2020: £207,552) and restricted reserves of £37,682 (2020: £43,662).

By far the biggest impact on the schools’ finances was the effects and cost of responses to Covid-19 on the operations of the school. Excluding educational recovery activities, the cost of covid and lock downs to operations of the school in 2020-21 amounted to around £115,000. £80,000 of that was lost revenue from traded income. Lettings were suspended completely, then running at reduced capacity at various times throughout the year. There were some small savings on running costs during the lockdown period but not enough to make a difference to the huge costs. Thankfully we had reserves in place that could be used to cover the costs and maintain a balanced budget.

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Finishing the year with a reasonable surplus will allow us to mitigate the likely risk of soaring energy prices in 2021-22. This and ongoing supply chain issues are likely to be the principle risks during the coming year. Reserves and robust procurements procedures will be used for managing those risks.

Governors strongly believe in our comprehensive ethos. We understand that the improvement in standards and performance achieved has been possible because of the School’s commitment to pastoral support which in turn improves behaviour, attendance and then outcomes. Despite recent financial pressures, the areas of our School that provide the support that secures these improvements has been not only protected but enhanced.

**d. Principal risks and uncertainties**

The Board determines the School's risk appetite — the extent to which it is prepared to tolerate risks which threaten the School's achievement of its objectives. Shenfield High School operates to provide the best possible education for all its students, and to provide parents and children in the area with a high quality offer as those children approach secondary school age. The School's risk appetite requires that mitigating action be taken wherever possible to treat or transfer risks which threaten inherently achievement of its objectives. It will only tolerate danger risks where those risks remain inherent even after treatment, and not to tolerate the risk would require the closure of the School, and this is also deemed to be a disproportionate response.

A register of strategic level risks has been maintained and reviewed on a regular basis on behalf of the Board by the Resources Committee. The Committee has ensured that risks are regularly updated — removed from the register if no longer a threat, added if newly emerged — and that mitigating actions are having the expected impact or are refreshed or replaced as necessary. Full Governing body also review the Risk Register via reports from committee but it will also be an agenda item in its’ own right for Full Governors in future meetings.

The most significant risk Governors are always concerned to understand and is managed effectively in addition to the Covid19 virus control measures - relates to the safeguarding of our students. The very essence of our purpose is to act in their best interests, to help them to be the very best citizens they can be. The threats to our children's health and well-being are increasing with the impact of social media on issues such as bullying, grooming and radicalisation. The mitigating actions the Board has taken to manage this risk includes the appointment of a designated Safeguarding Officer who works closely with the Assistant Head who is Lead Designated Safeguarding Lead to ensure that appropriate policies and procedures are in place, that they are used effectively and that individual incidences are progressed appropriately. The designated Safeguarding Governor monitors this work. If a potentially serious incident is identified, the Safeguarding Governor and Chair of Governors are informed so that they can monitor actions taken. The Board receives an annual safeguarding report, and updates on the interim position at each meeting. Reports include information on staff training so Governors can be satisfied that staff are well supported to recognise a safeguarding issues and act appropriately should it arise. Governors devote one of their three annual in-house training sessions to safeguarding, so they too can ensure they are aware of the potential threat to students, and governors' role in protecting them. This is supported by a monitoring visit during which a wide range of safeguarding issues are tested, with numerous staff, both those with specific safeguarding roles and those without, and a number of students, being interviewed. The visit provides governors with reassurance that this risk is well managed. The monitoring visit this year had to be adapted due to covid and was conducted only with staff with specific responsibility for safeguarding.

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The outbreak of Covid 19 impacted on the operation of the trust throughout the lockdown and track and trace period. Some associated costs have been reimbursed and further monies have been made available to support summer schools and school-based tuition. Trustees are aware of the costs and these are being monitored via regular forecasting data.

**Fundraising**

The predominant source of The Academy's income is provided by the Education and Skills Funding Agency (ESFA) in the form of recurring grants. The principal grant is the general annual grant (GAG). Other smaller grants are received from the ESFA. Each of the foregoing grants is "restricted" to particular purposes for the running of The Academy and providing services in accordance with the schools’ objectives.

For capital projects, The Academy receives fixed asset grants from the ESFA (DFC) for smaller projects and applies to the ESFA for CIF funding for larger or higher priority projects each year.

The trust also generates a significant amount of funding by letting out facilities after 18:00 weekdays, at weekends, and during school holidays. This income stream was heavily impacted in 2019/20 by the lockdown but lettings are now taking place ensuring that the income stream is restored.

The trusts’ approach to fundraising is to carefully plan what the funds would be used for in line with the schools’ priorities and strategic direction. The purpose of the fundraising is published and communicated appropriately so that people know what their donations are towards.

Most of the fundraising is from members of the school community (i.e parents, family of staff\pupils), and we apply the same standards as we do to any fundraising directed at the public. We carefully consider approaches taking into account volume of requests, circumstances of the people being approached, and utilise the least intrusive method of communication. We always action any requests to be removed from communication lists relating to fundraising, and we ensure any complaints or queries are processed as quickly as possible.

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All fundraising is monitored and records of income are maintained. Any donations in the form of cash are stored in the safe and banked as quickly as possible.

We do not currently work with professional fundraisers but we do have links with the PTA who raise funds and donate to the school. Meetings are regularly held with the Chair of the PTA to share ideas and target projects are agreed. All fundraising either undertaken directly by the school or by the PTA is carried out in line with the relevant codes of practice.

**Plans for future periods**

The biggest challenge for Shenfield High School in the next couple of years is to continue to improve student performance against a backdrop of the disruption and costs associated with the global pandemic. Staffing changes will also create further challenges. A review of responsibilities in the senior team has ensured that effectiveness and improvement continues. An Assistant Head has taken over responsibility for assessment and works closely with the Deputy Head in charge of Teaching and Learning.

**Funds held as custodian on behalf of others**

The academy trust distributes 16-19 bursary funds to students as an agent for ESFA. In the accounting period ending 31 August 2021 the trust received and disbursed amounts from the fund as detailed in note 31 to the financial statements.

**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.

**Auditors**

The auditors, MWS, have indicated their willingness to continue in office. The designated Trustees will propose a motion reappointing the auditors at a meeting of the Trustees.

The Trustees' report, incorporating a strategic report, was approved by order of the Board of Trustees, as the company directors, on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and signed on its behalf by:

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**GOVERNANCE STATEMENT**

**Scope of responsibility**

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

As Trustees, we have reviewed and taken account of the guidance in DfE's Governance Handbook and competency framework for governance.

The board of Trustees has delegated the day-to-day responsibility to the Principal, as accounting officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between Shenfield High School and the Secretary of State for Education. They are also responsible for reporting to the board of Trustees any material weaknesses or breakdowns in internal control.

**Governance**

The information on governance included here supplements that described in the Trustees' report and in the Statement of Trustees' responsibilities. The board of Trustees has formally met 4 times during the year. There is usually a 5th meeting which is a Governors strategic meeting but this had to be cancelled this year due to covid.

We are confident that effective financial oversight has been maintained via the committee structure and regular financial reporting. The Resources Committee met 5 times throughout the year in addition to the Full Board. The Resources Committee monitors and scrutinises the financial health of the school via the detailed reports presented at each meeting.

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Attendance during the

year

 at meetings of the board of

Trustees

 was as follows:

Meetings attended

All trustees also receive monthly financial monitoring reports and updates throughout the year.

Trustee Out of a possible

J M Swettenham, Chair 4 4

C J Herman, Head Teacher 4 4

N Purbrick 3 4

|  |  |  |
| --- | --- | --- |
| K Shaunak-Hobbs | 4 | 4 |
| K Boulton, Vice Chair & Head of Resources | 4 | 4 |
| J Beard, Chair of Standard & Performance | 2 | 4 |
| S J Roberts | 4 | 4 |
| A Williams | 3 | 4 |
| A G Worth | 3 | 4 |
| S Johnson | 3 | 3 |
| D Churchill | 3 | 4 |
| D Hines | 2 | 4 |

The Resources Committee is a sub-committee of the main Board of Trustees. Its purpose is to report back to the Governing Body on the Schools’ financial undertakings and the use and maintenance of premises.

**Governance (continued)**

Attendance during the year at meetings was as follows:

|  |  |  |
| --- | --- | --- |
| Trustee | Meetings attended | Out of a possible |
| K Boulton | 4 | 5 |
| C J Herman, Head Teacher | 5 | 5 |
| J M Swettenham | 5 | 5 |
| A Williams | 3 | 5 |
| A G Worth | 5 | 5 |
| S J Roberts | 5 | 5 |
| N Purbrick | 4 | 5 |

**Governance reviews**

The Governing Body undertakes self-evaluation on a regular basis, the last one taking place in September 2020. Reviews are undertaken during the year and progress against the action plan is evaluated. A skills audit and Chairs Appraisal were undertaken in September 2021.

The Board continues to operate via a number of sub-committees undertaking detailed monitoring of performance and financial data, and its regular monitoring visits provided evidence to support officers’ reports. Reports were then made to the full Board at its termly meetings. The Board is satisfied that the quality of the data that it receives enables it to meet its obligations with regard to the financial management of the School and students’ outcomes, attendance and behaviour. It is acknowledged that information received was somewhat different in nature during the last year because of the effect of the Covid pandemic, for example, attendance could not be monitored in the same way as in other years.

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Whilst the lockdowns and adaptations of the pandemic did affect Governance it was not a negative effect. Amendments to policies and regulations (some temporary) were quickly put in place. Communication between operational leadership and Governors remained strong and we were able to switch to well organised remote meetings which allowed us to maintain robust Governance throughout the pandemic.

As a result of its regular self-evaluation, resulting action, its organisation and the work it has undertaken during the year, the Board believe it is fully effective in its governance of the School.

The board maintained effective oversight of funds by delegating the first line monitoring to the Resources committee and also receiving reports at each board meeting.

In addition, the financial oversight and monitoring reports were published each month and available to all Trustees for review.

**Review of value for money**

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

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

* Building the curriculum in line with available staffing, skills and funding, to maximise efficiency whilst delivering a diverse and balanced education.
* Making use of purchasing consortiums wherever possible to check value for money and help reduce costs  Exploring new opportunities for lettings to maximise income.
* Continuing to ensure staff costs are monitored and reviewed with a target of maintaining them at around 85%, but no higher than 90% of the GAG income.

Throughout the pandemic it has been important to maintain supportive relationships with suppliers which benefits both parties in the long run. We have achieved this by agreeing a supplier relief arrangement with our Catering suppliers during periods of lockdown. We maintained a full (and enhanced) cleaning service even during periods of lockdown which benefited the school cleanliness and hygiene standards as well as the contractor. We made bespoke arrangements with some of the external tutors we use to either hold remote sessions where possible or some regular employment relief during the first lockdown.

**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 on-going 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 Shenfield High School for the year 1 September 2020 to 31 August 2021 and up to the date of approval of the annual report and financial statements. **Capacity to handle risk**

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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.

**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 Resources 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 risk and control framework (continued)**

The Board of Trustees has decided to employ Juniper Education Services as internal auditor.

The internal auditor'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:

* Financial oversight, planning and monitoring
* Risk management
* Internal scrutiny (inc. Governance, scheme of delegation, and financial regulations)
* Internal control (inc. separation of duties, banking procedures, and payment authorisation)
* Payroll processing
* Financial reporting
* Fixed asset management

Internal Control Evaluations were undertaken once a term, with reports to the Finance Manager, Business Manager, and the Headteacher. The Business Manager reported to the Resources Committee on control issues identified and the response of the School, advising as appropriate.

On a termly basis, the internal auditor reports to the board of Trustees through the Business Manager on the operation of the systems of control and on the discharge of the Board of Trustees' financial responsibilities, and annually prepares a summary report to the committee outlining the areas reviewed, key findings, recommendations and conclusions to help the committee consider actions and assess year on year progress.

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The internal auditor has delivered the planned schedule of work for the period and there were no material control issues reported. Any other issues that were raised have been addressed and approved by Governors.

**Review of effectiveness**

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

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

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

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| ................................................**J M Swettenham**Chair of Trustees | ................................................**C J Herman**Accounting Officer |