

Registered number: 08135574 (England and Wales)

**IBSTOCK COMMUNITY COLLEGE**

**(A Company Limited by Guarantee)**

**TRUSTEES' REPORT AND FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED 31 AUGUST 2019**

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**IBSTOCK COMMUNITY COLLEGE**  
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**TRUSTEES' REPORT (continued)  
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**Members**

Members in office on the date the financial statements are approved and who served during the 2018-19 academic year are:

Gary Grey  
John Kailofer  
Robert Trigg  
Edward Hines  
Haseeb Ilyas (Resigned 31 08 2018)  
Lee Donaghy (Appointed 01 09 2018)

**Trustees**

Details of trustees in office on the date the financial statements are approved and others who served during the 2018-2019 academic year are as follows:

Gary Grey (Chair)  
John Kailofer (Vice Chair)  
Edward Hines (Chair of Business Management & Audit Committee)  
Lee Donaghy (Chair of the Teaching and learning committee)  
Haseeb Ilyas (member appointed)  
Polly Todd (member appointed)  
Joanne Fairbrother (staff trustee, resigned 13 May 2019)  
Mike Griffiths (member appointed)  
Dawn Marie Horne (Parent governor)  
Anne-Marie Blewitt (Ex officio- Executive Head and Accounting Officer)  
Kate Meadows (Parent governor appointed 5 October 2018)

**Company Secretary**

Caroline Smithers

**Senior Management Team**

Executive Headteacher	Anne-Marie Blewitt
Head of School	Sophie Williams
Vice Principal	Lee Sheldon
Assist Principal	James Mason
Director of Finance and Administration	Caroline Smithers

**Company Name**

Ibstock Community College

**Principal and Registered Office**

Central Avenue, Ibstock, Leicestershire. LE67 6NE

**Company Registered Number**

08135574 (England & Wales)

**Independent Auditor**

MHA MacIntyre Hudson, 11 Merus Court, Meridian Business Park, Leicester, LE19 1RJ

**Bankers**

Lloyds Bank PLC, 20 Belvoir Road, Coalville, LE67 3QH

The Trustees present their annual report together with the financial statements and auditor's report of the charitable company for the year 1<sup>st</sup> September 2018 to 31 August 2019. The annual report serves the purposes of both a Trustees' Report, and a directors' report under company law.

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The trust operates an academy for pupils aged 11 to 14 years old as a high school and community college serving a catchment area in Ibstock and the wide surrounding rural villages. It has a pupil capacity of 705 and had a roll of 536 in the school census on 4 October 2018

## **STRUCTURE, GOVERNANCE AND MANAGEMENT**

### **Constitution**

The Academy Trust is a company limited by guarantee and an exempt charity. The charitable company's memorandum and articles of association are the primary governing documents of the Academy Trust.

The Trustees of Ibstock Community College Limited are also the directors of the charitable company for the purposes of company law. The charitable company operates as Ibstock Community College.

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 pages [\[1 and 2\]](#).

### **Members' Liability**

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

### **Trustees' Indemnities**

Trustees benefit from indemnity insurance 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. The cost of this insurance in the year was £466.58.

### **Method of Recruitment and Appointment or Election of Trustees**

Members consist of the chair and vice chair of governors, chairs of the teaching and learning, and business management and audit, committees. The chair of governors automatically becomes a member and all other members are appointed by fellow members. An additional member has been appointed under Article 16 of the Articles of Association which makes a total of five members.

Members can appoint up to eleven trustee governors to form the college governing body. In addition the governing body can appoint a further three community governors to provide balance and breadth of skills.

A total of six trustee governors have served during the period who were appointed by the members. In addition there were two parent governors, selected by a parent ballot and one staff governor who members agreed could be appointed by a staff ballot. In addition the Executive headteacher is an ex officio governor, and there is one governor appointed by the local authority (Leicestershire County Council).

The term of appointment, except for the Executive Headteacher, is four years.

### **Policies and Procedures Adopted for the Induction and Training of Trustees**

Trustee induction training forms part of the overall specialist training which is available through the local network of schools to support all new trustees. The academy buys into the Leicestershire Trustee Development Service which offers a wide range of support and training to develop the necessary skills and knowledge to meet the needs of the academy trust.

A skills matrix is maintained by the clerk to help identify areas of strength and areas requiring further support. Attendance at training events is also recorded and when appropriate a report of the event is shared with all the trustees.

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**TRUSTEES' REPORT (continued)  
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**Organisational Structure**

The management structure within the academy trust has three levels: the trustees (governing body), the senior leadership team and other leadership groups. The aim of the management structure is to devolve responsibility and encourage involvement in decision making at all levels.

The roles and responsibilities for the trustees are reviewed at the start of each academic year at a full governing body meeting. They include working with the Executive Headteacher to set out the aims, objectives and policies for the academy. Actual responsibilities include monitoring and reviewing the progress made against strategic development plan and providing support to the senior leadership team. The trustees also set the annual budget, review the five year financial forecast and ensures all process and procedures are in place to meet statutory and legal requirements.

To facilitate the working of the trustees, some of the functions are delegated to committees, the Executive Headteacher and to the senior leadership team. There are two committees which are the teaching and learning and the business management and audit.

Year ending 31 August 2019, the senior leadership team consisted of the Executive Headteacher, who is the accounting officer, Head of School, a vice principal, one assistant principal and the business manager who is the director of finance and administration and the company secretary.

The senior leadership team is responsible to the trustees for the management of the college, including implementing the strategic direction set and evaluating the progress made. The academy has a range of leadership groups at middle leader level to ensure consistency across the college. They also provide advice to trustees on a range of educational and business management functions.

The trustees have approved a scheme of financial delegation that allows financial responsibilities to be delegated within appropriate limits to facilitate the effective running of the academy.

The trustees meet as a board five times during the year and the delegated committees meet termly. The committees will discuss matters in detail relating to their terms of reference and provide recommendations to the full governing body for approval.

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

Key management personnel within the academy trust is determined as those persons having authority and responsibility for planning, directing and controlling college activities. This definition includes academy trustees and those staff who are the senior management personnel to whom the trustees have delegated significant authority or responsibility in the day-to-day running of the academy trust and within Ibstock Community College this is to the senior leadership team as described on page 1.

The contract of employment of all staff is with the academy trust and the governing body's prescribed responsibilities are detailed in the funding agreement between the college and Secretary of State for Education. The governing body's main responsibilities include the appointment of the Executive Headteacher and the appointment of the director of finance and administration, in conjunction with the Executive Headteacher.

For the academic year 2018-19 the governing body decided to appoint an Executive Headteacher from a local partner school, Ivanhoe College, to be the accounting officer and to be responsible for the strategic leadership of the college and the senior leadership team. This is an interim temporary arrangement while the college is in discussions about age range change and joining a MAT. It is a secondment arrangement and the post is effectively shared between the two schools with Ibstock Community College having 40% of the time.

**Pay range for the Head of School**

This is an interim position, fixed for the term of the executive headship arrangement. The pay range for the Head of School is set upon appointment and is aligned to academy group size which is currently group 4 L14 – 27. The governing body will identify an appropriate range of consecutive points within this range. The

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governing body has the discretion to amend this range at any time if they have recruitment or retention difficulties or where there has been a significant change in responsibilities.

**Pay range for vice principal and assistant principal**

The governing body again identify a pay range of consecutive points on the leadership group pay spine which will be used as the pay range for the vice principal and assistant principal. Currently the range for the vice principal is L14 to L18. For the assistant principal, it is again fixed for the term of the executive headship arrangement and set at L9 to L13.

Remuneration for the Executive Headteacher is agreed in the secondment agreement between Ibstock CC and Ivanhoe college, and is subject to teachers national terms and conditions with pay progression not being automatic and subject to annual review of performance.

Remuneration for the Head of School, vice and assistant principal is also subject to the teacher's national terms and conditions and therefore, pay progression is not automatic and is subject to annual review of performance.

Annual inflationary rises are recommended by the School Teachers Review Body (STRB) and are subject to governor's approval.

**Director of finance and administration**

The director of finance and administration is a member of the support staff. Therefore the governing body will work within the National Joint Council for local government services national agreement on pay and conditions of service, and any local arrangements agreed with the trades unions recognised by the Leicestershire County Council as representing school and college based employees. The National Joint Council also provide recommendations for annual inflationary rises which are subject again to governor's approval.

All support staff grades, job descriptions and person specifications are defined utilising the Leicestershire County Council job evaluated details as the college buys into their HR services.

Pay policies have been agreed by governors and are shared with both the teaching and support staff which are subject to regular reviews.

**Trade union facility time**

Under the provisions of the Trade Union (Facility Time Publication Requirements) Regulations 2017, Ibstock Community College has to report information included in Schedule 2 of the Regulations, as an employer with more than 49 full time equivalent employees.

**Relevant union officials**

Number of employees who were relevant union officials during the relevant period	Full-time equivalent employee number
2	65.89

**Percentage of time spent on facility time**

Percentage of time	Number of employees
1%-50%	121

**Percentage of pay bill spent on facility time**

Total cost of facility time	£1,185
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Provide the total pay bill	£2,561,491
(total cost of facility time ÷ total pay bill) x 100	0.03%

**Paid trade union activities**

Time spent on paid trade union activities such as a percentage of total paid facility time hours (total hours spent on paid trade union activities by relevant union officials during the relevant period ÷ total paid facility time hours) x 100	40%
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**Related Parties and other Connected Charities and Organisations**

Ibstock Community College is a member of the ACE Partnership (the Ashby & Coalville Educational Partnership), which comprises the six main secondary schools in Ashby, Coalville and Ibstock. Included are 11-14 high schools: Ibstock Community College, Ivanhoe College, Castle Rock High School, Newbridge High School and 14-19 upper schools: Ashby School, King Edward VII Science and Sport College). The partnership was formed in 2011 and its main purpose is to improve learning outcomes and life chances for all secondary aged students attending the partnership schools.

The aims of the ACE partnership are:

- To support each young person to develop potential and thus raise aspirations and achievement across the region
- To create cost-effective, structured and coherent opportunities for schools to learn from one another and elsewhere and to work together including the open sharing of best practice in order to provide the best possible range of educational experiences for all
- To maximise the opportunity provided by any agreed pooled funding to help address local and national agendas through working collaboratively and enriching opportunities to learn.

The six ACE head teachers meet regularly to ensure the shared vision and objectives are being embedded consistently across all six schools. The partnership work and the linked strategic plan are coordinated by a senior educational consultant who is employed part time by ACE. This collaborative approach filters down to senior leadership teams, who are increasingly working together on joint projects and via shared CPD sessions.

The key priorities for joint development has been curriculum development and care and guidance across the area.

Together with its eleven feeder primary schools, the college is part of a learning development group to improve teaching and learning for all learners across our catchment area, and to again support a smooth transition from primary to secondary education.

The college is also an active member of the Forest Way Teaching School Alliance, and makes extensive use of its programmes for training and development. The college is also a member of the highly effective North West Leicestershire School Sports Partnership.

**OBJECTIVES AND ACTIVITIES**

**Objects and Aims**

The academy trust's objects is specifically restricted to the following:

- a) 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"); and

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- b) ancillary to the principal object set out in a) above to promote for the benefit of the inhabitants of Ibstock, Leicestershire and the surrounding areas the provision of facilities for the recreation or other leisure time occupation of individuals who have need of such facilities by reason of their youth, age, infirmity or disablement, financial hardship or social and economic circumstances or for the public at large in the interests of social welfare and with the object of improving the condition of life of the said inhabitants.

**Objectives, Strategies and Activities**

As students, staff, parents and governors, our core values are expressed in our mission statement:

Together, to learn and to grow – to learn through ambition, listening and reflecting, to grow through responsibility, openness and nurturing, and to do this together as a caring supportive team.

The college achieves its objectives by having high ambitions for all and a relentless drive at all levels to attain the highest achievement and personal development for all learners; by employing high calibre staff in all areas; by having high quality performance management; and by providing a wide range of appropriate professional development and training for staff.

The college has set up six staff “action groups” charged with taking the college forward in key aspects of teaching, learning, behaviour and national priorities. Ibstock Community College has a continuous programme of self-evaluation at all levels of our work. Areas for action and improvement are clearly identified and used to form our Key Priorities for the College Improvement Plan.

**Key priorities for 2018-19:**

**Core focus areas:** Achievement of underperforming groups, Consistency across whole college, Wellbeing

**Outcomes- achievement**

- A1. Aim for outstanding progress for all students across KS3 as measured on assessment pathways.
- A2. Improve attendance and reduce persistent absence especially for disadvantaged and SEND groups.
- A3. Maximise progress of key groups of students including PP, High attainers and SEND, reducing any gaps when compared with national figures.

**Teaching, Learning and assessment**

- T1.** Further develop a mastery curriculum which promotes “outstanding attitudes to learning” and enables students to display an intrinsic “thirst for knowledge and love of learning”.
- T2.** Continue to ensure that teaching, including marking and feedback, is directly focused on student progress, is highly effective and manageable for teachers.
- T3.** Develop all aspects of teaching further through CPD and Action Groups, closely linked to self-evaluation and increasingly personalised for teachers.

**Personal development, behaviour and welfare**

- B1.** Further develop student attitudes to learning so that they are typically outstanding by ensuring that positive behaviour management strategies are used consistently by all staff.
- B2.** Actively develop and champion students’ wellbeing and resilience, promoting positive mental health and growth mindset.
- B3.** Ensure high standards of uniform and students being ‘prepared for learning’, having consistent expectations and placing emphasis on student responsibility.

**Leadership and management**

- L1.** Develop culture with a high level of consistency in the way that key policies are implemented across the school.
- L2.** Ensure outstanding student progress is kept at the heart of all our leadership activities, meeting the requirements and challenges of all curriculum, assessment and other changes.

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**L3.** Develop our capacity, financial stability and curriculum to prepare for future changes and address falling roll.

**Public Benefit**

The governors of the academy trust have complied with their duty to have due regard to the guidance on Public Benefit published by the Charity Commission in exercising their powers and duties. The activities undertaken to further the academy trust's purpose for the public benefit include:

- Providing subsidised access to leisure facilities and transport to after school sporting activities for students
- Providing subsidised visits to enhance future learning and employment opportunities (trips / visits)
- Providing additional curriculum activities (e.g. through NWLSSP)
- Supporting and encouraging the community to participate in leisure and health activities, including the use of community garden.

**STRATEGIC REPORT**

**Achievements and Performance**

Data for the end of key stage in 2019 shows that:

Student attendance:

- was 94.4, which is about the national average. National average being 94.5.

Student intake numbers:

- students joining us in Year 7 totalled 159 which was an increase on previous years intake due to new housing in the area and that we hope to see this higher intake maintained.

Student achievement:

- Attainment in English and maths and across a range of subjects is above national levels.
- Proportions of students making expected progress in English and maths over Key Stage 3 are also above the national levels.
- Attainment of students for who we receive the Pupil Premium has increased over the last 3 years and is above the national levels for all students for 2019. The progress of this group is similar to the progress for all students although their attainment is still lower overall.

The quality of teaching also continued to improve. The Ofsted inspection in December 2017 confirmed the college's view that teaching is good in all subjects and the college continues to invest in developing teaching through a focus upon literacy, curriculum development and knowledge retention strategies.

**Key Performance Indicators**

The key performance indicators include Ofsted inspection outcomes and student performance data which have been included in the previous section.

Student's attendance for 2017-18 was 94.2%. There are a number of outliers that have an impact upon this figure and there was an impact from inconsistency of holidays across the local schools partnership.

Student numbers have fallen over the last few years and the college has been negatively impacted by the age range change at neighbouring schools. Forecasts provided by the local authority however, now show the figures raising again particularly with the housing growth in the area. Numbers are anticipated to rise in the college as a result of larger cohorts in the partner primary schools.

Financial key performance indicators are compared to local and national benchmarking data available.

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**TRUSTEES' REPORT (continued)  
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**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 in the form of recurrent grants, the use of which is restricted and therefore must be used for educational purposes. The grants received from the ESFA during the year ended 31 August 2019 and the associated expenditure are shown as restricted funds in the Statement of Financial Activities on [page XXXXX](#)

Trustees agreed a balanced budget for 2018 – 2019 and a five year budget forecast remains in place which was regularly reviewed by the director of finance and administration and the accounting officer. The data, which included the assumptions used to which the figures are based upon, were presented to the trustees at the business management and audit committee on a termly basis. The committee in turn, provided recommendations to the full governing body for approval. All opportunities to reduce financial liabilities are continually explored, which have minimal impact on the quality teaching and learning.

Student numbers are still a concern as they remain lower than the published admissions number. The academy has been directly impacted by changes made to neighbouring academies which includes age ranges changes made in the other schools, therefore the growth in actual student numbers has not matched the growth projected by the local authority.

Student projections for numbers however, remain positive for future year due to the vast amount of housing development in the area. Work continues with the local schools and the local authority to try and accurately forecast numbers which are realistic and which take into account the competition in the vicinity.

Proactive measures have been taken in response to the decline in student numbers during the last 3 years, and the budget position remains stable in the short term based on the assumptions known at this current time.

Strategically, discussions are on-going with the academy's governing body, Executive Headteacher, Regional School's Commissioner and local MATs in relation to forming/ joining a mat and undertaking an age change if it is felt that it is right for the students.

The finance regulations manual and policy have been reviewed by the trustees and approval given to a scheme of financial delegation that allows responsibilities to be delegated to ensure the effective running of the academy.

The academy provides a wide range of facilities and services to pupils of the college, feeder primary schools, and members of the community to generate further income (unrestricted funds). The total income generated during the year ending 31 August 2019 [was xxxx and reported under note 5, other trading activities](#).

Pupil Premium and Year 7 literacy and numeracy catch-up premium received have allowed the academy to provide in whole or in part interventions including specific learning groups, additional mentoring and 1:1 working, early morning, lunchtimes, afterschool and holiday activities, and reduced class sizes. Full details can be found on the academies website at [www.ibstockcollege.co.uk](http://www.ibstockcollege.co.uk)

The overall balance (revenue and capital) at the end of the year 31<sup>st</sup> August 2019 was [XXX](#) made up of fixed assets of [xxx](#), school fund balance of [xxx](#) and the pension liability of [xxxx](#).

The net book value of fixed assets was [xxxxxxx](#) and movements in tangible fixed assets are shown in [note 12](#) to the financial statements. The assets were used exclusively for providing education and the associated extended and support services of the academy.

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**TRUSTEES' REPORT (continued)  
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**Reserves Policy**

At 31 August 2019 the total funds comprised:

Unrestricted		XXXXXXXX
Restricted:	Fixed asset funds	XXXXXXXX
	Pension reserve	(XXXXXX)
	Other	XXXXXXXX
		<u>XXXXXXXX</u>
		<u>XXXXXXXX</u>

The trustees are responsible for managing and administering the assets of the academy which include funds and investments and their aim is to spend the ESFA grants on the pupils in the current year to which it is intended but they also have a duty to balance the needs of current and future beneficiaries of the academy trust. Therefore an agreed level of reserves has been defined to help to protect the provision of the core activities by providing a financial comfort zone against an unpredictable environment and to make sufficient provision for future cash flow requirements.

The financial risks identified, determined the amount of reserves to be held subject to permitted levels set by the ESFA and which is agreed annually as part of the budget approval process.

Regular cashflows have been prepared by the director of finances and administration to monitor that there are adequate funds to meet all obligations. Where the cashflow identifies a level of cash funds that will be surplus to requirements, an appropriate range of options will be considered. These options will include releasing the funds into the revenue budget in support of the college's objectives, assigning funds to an appropriate designated activity, or investing to generate further income for the future.

**The target range of reserves for financial year ending 31st August 2019**

The governing body decided to separate the reserves of cash from the general budget reserves and therefore set two limits.

- The cashflow reserve is required to fund at least one month's payroll, and the average cost is currently £212,000. This is should minimise a potential cashflow risk in the event of a delay in the receipt of the monthly payment from the ESFA.
- In addition governors recognise that the ESFA would expect to see contingency of at least 1% of the GAG income when approving budgets and therefore a budget reserve has been set at £25,000.

At 31 August 2019 the total funds comprised:

Unrestricted		XXXXXXXX
Restricted:	Fixed asset funds	XXXXXXXX
	Pension reserve	(XXXXXX)
	Other	XXXXXXXX
		<u>XXXXXXXX</u>
		<u>XXXXXXXX</u>

**Investment Policy**

To try and protect the real value of any surplus cash funds, investments have been made in accordance with agreement of the trustees. Accounts are held in the name of Ibstock Community College and match the signatory instructions already in place for the main bank account.

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Funds are only be invested in low risk, UK interest bearing accounts such as treasury deposits and savings accounts where it is considered that there is no risk of loss in the capital value.

On maturity, the Director of finance and administration reviews new investment opportunities available at that time that comply with the parameters of the investment reserves policy and the level of reserves set. Authorisation is obtained in accordance with the policy before any new investments are made.

Funds during this period have continued to be invested in a Virgin deposit account and with Lloyds Bank in a fixed term deposit (Treasury Deposit). Governors gave agreement to close the 30 day notice account in February 2019 and the funds have been deployed to upgrade the college's ICT infrastructure. All interest accrued is paid into the academy trust's current account. Amounts can be found under **note XXXXXX** page **XXXX**

### **Principal Risks and Uncertainties**

#### **Principal Risks and Uncertainties**

The trustees have a responsibility to assess the strategic risks of the academy trust and they have considered the following to be the principal risks:

- Financial risk – The principal financial risks are a continued uncertainty relating to central government funding especially relating to the Funding Formula and the central government review. The academy has no control over increasing staff costs as a result of the minimum wage, increases to employee pension and NI contributions and centrally awarded pay deals. The college has also seen a reduction in pupil numbers over the last few years.

The risks identified are mitigated by regular budget forecasting in a timely manner, continually reviewing staffing requirements against forecasting pupil numbers, pupil forecasts taken from demographic data and site maintenance plans. The leadership team and governors have identified strategies to address the potential deficit and financial stability in the short term, based on the assumptions known at the time.

- Strategic risk – mitigated by long term planning, OFSTED, audits, ACE partnership agreement, regular key personnel meetings, including governors, external advisers and colleagues in the locality.
- Performance risk – mitigated by self-evaluations, regular training, CPD and DFE guidance.
- Reputational risk – mitigated by policies, procedures and internal controls
- Risks associated with personnel (including recruitment and retention) - mitigated by staff policies, procedures, CPD and regular meetings.

Like every business, risk is an inherent aspect of the academy and if not managed appropriately it has the potential to adversely impact on the success. Sound risk management principles must be in place and become part of the routine management activity. The academy aims to use risk management to take better informed decisions and improve the probability of achieving its strategic and operational objectives.

Controls are in place to mitigate the risk or minimise any potential impact, include:

- A risk management policy and register
- Regular review and re-assessment of the risks
- Delegated committees with the necessary skills and experience
- Internal & external auditors

### **Pension Reserves:**

The college calculates its reserves without setting aside a designated reserve to cover the pension liability. The presence of the local government pension deficit on the balance sheet in note 29 does not constitute an immediate liability and therefore, resulting in the funds not being available to the college. However any

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changes to pension contributions will generally result in a cashflow effect over a period of years. The college is confident that it can meet the current pension contributions from projected income without significantly impacting upon its planned level of activities. However, this situation will be subject to on-going review.

**FUNDRAISING**

The Academy Trust does not use any external fundraisers. All fundraising undertaken during the year was monitored by the Trustees”.

The college actively supports both national and local charities. Staff and students are involved in raising funding by organising events such as a non-uniform days, sponsored runs or walks, and cake and craft sales etc. All contributions are given on a purely voluntary basis with no minimum amount being set nor expected.

The income is credited to a separate cost centre and nominal code in the college’s finance system to ensure that it is ring fenced. This allows for full transparency of income collected and charities donations made. This is also therefore subject to scrutiny annually by audit.

During the year ending 31 August 2019 the following charities have benefited from the fund raising activities of the college:

**National**

- Macmillan - £284.05
- Save the Children - £392.56
- Dementia UK - £170.83
- Children in Need - £458
- Comic Relief - £667.44 (paid September 2019 therefore income accrued)
- British Legion - £40

**Local**

- Diabetes Leicestershire (Richard Mayne Foundation ) £396

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**PLANS FOR FUTURE PERIODS**

The key priorities that the college has identified for 2019-20 are as follows:

**Quality of Education**

- Q1.** Design a knowledge rich, systematic and planned curriculum which prioritises reading
- Q2.** Develop high quality teaching with a mastery learning focus which leads to a change in long term memory and ensure that progress for all is built firmly on the acquisition of knowledge and its application.
- Q3.** Develop and implement assessment and the 20:20:20 homework systems which support and enhance knowledge acquisition and application, building successful learning habits.
- Q4.** Organise high quality professional learning for teachers and classroom staff which supports staff in their work and leads to the best learning for students across the school.

**Behaviour and Attitudes**

- B1.** Implement the RESPECT standards effectively so that low level disruption is minimal and students learn exceptionally well in lessons.
- B2.** Reduce internal and external exclusion through early intervention and de-escalation which address behaviour concerns and ensure students' learning is maximised.
- B3.** Review and improve SEND provision for students and address the learning needs of SEMH students to improve inclusion in lessons.

**Personal Development and Wellbeing**

- P1.** Celebrate good character through the RESPECT standards – ensuring that the low level disruption is minimal and this leads to exceptional learning.
- P2.** Provide a range of opportunities for students to learn about themselves, their physical, emotional and mental wellbeing, and how to keep themselves safe.
- P3.** Develop an effective careers education across all year groups.
- P4.** Focus on staff wellbeing with an aim to reduce staff absence

**Leadership and Management**

- L1.** Model a culture of hard work and aspiration across the school
- L2.** Improve attendance and reduce persistent absence rate for all students.
- L3.** Review and plan Pupil Premium spending so that it has maximum impact on attendance as well as achievement.
- L4.** Continue to invest in our staff and leaders, and work in partnership as system leaders, so that we build capacity and are ready for future changes.

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**IBSTOCK COMMUNITY COLLEGE  
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**TRUSTEES' REPORT (continued)  
FOR THE YEAR ENDED 31 AUGUST 2019**

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**FUNDS HELD AS CUSTODIAN TRUSTEE ON BEHALF OF OTHERS**

*None are held.*

**AUDITOR**

In so far as the Trustees are aware:

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

Trustees' report, incorporating a strategic report, was approved by order of the Board of Trustees, as the company directors, on 11<sup>th</sup> December 2019 and signed on the board's behalf by:

.....  
**[Name]**  
Trustee

..... 2019

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**IBSTOCK COMMUNITY COLLEGE  
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**GOVERNANCE STATEMENT (continued)  
FOR THE YEAR ENDED 31 AUGUST 2019**

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**SCOPE OF RESPONSIBILITY**

As Trustees we acknowledge we have overall responsibility for ensuring that Ibstock Community College 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 Executive Head as Accounting Officer, for ensuring financial controls conform to 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 Ibstock Community College and the Secretary of State for Education. They are also responsible for reporting to the Board of Trustees any material weaknesses or breakdowns in internal control.

**GOVERNANCE**

The information on governance included here supplements that described in the Trustees' Report and in the Statement of Trustees' Responsibilities. The **Board of Trustees** has formally met **[5]** times during the year. Attendance during the year at meetings of the Board of Trustees was as follows:

<b>Trustee</b>	<b>Meetings attended</b>	<b>Out of a possible</b>
Gary Grey (Chair)	5	5
John Kailofer (vice Chair)	4	5
Edward Hines	5	5
Dawn Marie Horne	3	5
Polly Todd	3	5
Anne-Marie Blewitt (Accounting Officer)	4	5
Haseeb Ilyas	4	5
Mike Griffiths	4	5
Lee Donaghy	4	5
Joanne Fairbrother	1	3
Kate Meadows	4	5

The total movement saw one term renewed, one new appointment and resignation.

**Governance Reviews:**

Trustees maintain a skills which is used to prioritise desirable skills for further trustee recruitment and to confirm where additional expertise should be brought in on an ad-hoc basis (e.g. legal support). Trustees continue to attend regular training & briefing events held by Governors Development Service (GDS). Records are maintained of training undertaken by the college.

Trustees engage external educational advisers to guide governance of specific tasks and give overall feedback on governance. This includes support and challenge through the School Improvement Partner and support through the ACE partnership.

The ACE Partnership performs an annual health-check, which includes a view on governance. The ACE partnership has trained a team to undertake a quality assurance process across the partnership – this will involve evaluating governance

The Key for School Governors and National Governors Association subscription services provide a knowledge bank of guidance and up to date information which ensures the trustees are kept up to date with important changes nationally and good practice in other areas of the country. Local good practice is shared through GDS briefings and local partnership arrangements.

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**IBSTOCK COMMUNITY COLLEGE  
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**GOVERNANCE STATEMENT (continued)  
FOR THE YEAR ENDED 31 AUGUST 2019**

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**The business management and audit committee** is a sub-committee of the main board of trustees and the purpose is to assist the decision making of the full board of trustees.

The sub-committee enables more detailed consideration to be given and therefore fulfil the trustee's responsibilities to ensure sound management of the academy trust's finances and resources, including forecasting, monitoring and probity. This includes statutory responsibilities, policy review, ensuring the publication of information and other statutory responsibilities including those set out in funding agreements and the Academies Financial Handbook.

The scope includes the operation of the college, the nursery, leisure and any other responsibilities of the trust. This includes all audit responsibilities as outlined in the Academies Financial Handbook which are maintaining an oversight of the academy trust's governance, risk management, internal control and value for money. Also it provides assurance to the board of trustees that risks are being adequately identified and managed.

The business management and audit committee will make decisions, comments or recommendations on such matters relating to finance, audit, staffing, health and safety and facilities management within the schemes of financial and general delegation and in relevant policies and procedures.

The sub-committee met three times during the year and attendance at the meetings during the year were as follows:

Trustee	Meetings attended	Out of a possible
John Kailofer	3	3
Gary Grey	3	3
Edward Hines (chair)	2	3
Mike Griffiths	2	3
Anne-marie Blewitt	3	3
Joanne Fairbrother	2	2
Kate Meadows	2	3

**The teaching and learning committee** is again a sub-committee of the main board of trustees with the same purpose to assist the decision making of the full board.

Its focus is to ensure there are appropriate arrangements for the planning, implementation, support, monitoring and evaluation of teaching and learning. This includes safeguarding, policy review, ensuring the publication of information and other statutory responsibilities of the whole academy trust.

The teaching and learning committee will make decisions, comments or recommendations on such matters relating to teaching and learning and within the committees delegation and relevant policies and procedures.

The sub-committee met three times during the year and attendance at the meetings during the year were as follows:

Trustee	Meetings attended	Out of a possible
Lee Donaghy (chair)	3	3
Gary Grey	1	3
Haseeb Ilyas	1	3
Polly Todd	1	3
Anne-Marie Blewitt	3	3
Mike Griffith	1	3

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**IBSTOCK COMMUNITY COLLEGE  
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**GOVERNANCE STATEMENT (continued)  
FOR THE YEAR ENDED 31 AUGUST 2019**

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**REVIEW OF VALUE FOR MONEY**

As Accounting Officer the Executive Headteacher has responsibility for ensuring that the Academy Trust 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 Trust 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 Trust has delivered improved value for money during the year by:

- Continually reviewing expenditure, and utilising benchmarking data to ensure all costs are kept to a minimum and within the range of the DSFE recommendations
- Staffing numbers are reviewed in line with forecasted pupil numbers in a timely manner to not only ensure the quality of teaching & learning but to deliver as efficiently as possible.
- ICT management has been outsourced to Ivanhoe College which resulted in staff cost savings but has retained the capability of delivering sufficient improvements to the college IT infrastructure and security.
- Energy contracts have been renewed again by benchmarking suppliers to negotiate costs as low as possible.
- A rigorous site maintenance plan has been delivered which has improved site facilities and met compliance, including a Type 2 Fire risk assessment and legionella risk assessment and the auctioning of issues raised.
- Generally in-house repairs are undertaken by a very proficient team to reduce costs where possible and their skill sets means it is it safe to do so.

**Further funding programmes:**

Additional funding has been made available to support basic literacy, by way of 1:1 support with reading. There is clear evidence that there has been a direct increase in the reading ages of all individuals who received this support. In some cases, students' reading ages increased by 4, 5 or even 6 years.

The academy has audited its use of Pupil Premium money and a summary of the outcomes achieved are presented on the college website. Whilst the outcomes for Pupil Premium students across the curriculum are below other students, the progress is above and as a result gaps are closing. Pupil premium attendance and behaviour is also in line with other students.

**Partnership responses:**

Evidence is shown under "Achievements and performance" which demonstrates the effectiveness of the improvements made. Student and parent responses to surveys are overwhelmingly positive demonstrating dramatically increased attitudes of school from all stakeholders. 98% of parents are happy with the progress their children make at school and 98% of the parents say that the college deals with their concerns in a timely and effective way.

**Better purchasing**

The academy trust ensures it achieves best value for money from all purchases. The financial regulations manual sets out its meaning and considerations in relation to quality, quantity and best price. Acknowledging that a large proportion of the purchases made have been paid for with public funds and therefore working practices adopted by the academy have been based on the Seven Principles of Public Life.

**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

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**IBSTOCK COMMUNITY COLLEGE  
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**GOVERNANCE STATEMENT (continued)  
FOR THE YEAR ENDED 31 AUGUST 2019**

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and prioritise the risks to the achievement of Academy Trust 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 Ibstock Community College for the period 1 September 2018 to 31 August 2019 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 Trust 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 on-going process for identifying, evaluating and managing the Academy Trust's significant risks that has been in place for the period to 31 August 2019 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 Trust's system of internal financial control is based on a framework of regular management information and administrative procedures including the segregation of duties and a system of delegation and accountability. In particular it includes:

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

The board of trustees has considered the need for a specific internal audit function and has decided to appoint Leicestershire County Council (LCC) as an internal auditor.

A visit by members of LCC's Audit Service was made to the academy trust on the 10<sup>th</sup> & 11<sup>th</sup> April 2019 to undertake a full review of the financial systems and procedures, and a review of the internal controls in place surrounding both financial and governance issues. The audit coverage was determined by the service level agreement in place between LCC and the board of trustees but which is in line with the Public Sector Internal Audit Standards 2013. This audit engagement has been completed using a risk based approach, which seeks to provide independent assurance that:-

- Key risks are identified and actively managed
- A sound framework of controls is in place that adequately and effectively reduces risks to an acceptable level

In particular the testing carried out in the current period has evaluated in the following areas:-

- Governance and statutory responsibilities
- Risk management
- Financial information system
- Budget monitoring & reporting
- VAT

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**IBSTOCK COMMUNITY COLLEGE  
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**GOVERNANCE STATEMENT (continued)  
FOR THE YEAR ENDED 31 AUGUST 2019**

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Detailed testing also included the following areas:

- Invoices paid
- Receipted income
- Payroll charges to budget

This is to provide assurances to management and governors that:-

- Transactions are correctly recorded in the accounting system, including VAT and that they are appropriately authorised, and are in line with values permitted under the finance policy;
- Adequate supporting documentation exists;
- Salary payments reconcile to contract information.

A report was issued to the chair of governors which was tabled at the business management and audit sub-committee on the 13 June 2019 and at the full governor's meeting on the 26 June 2019, providing full assurance.

The report stated that they found everything to be operating effectively and no issues were found nor recommendations made.

**REVIEW OF EFFECTIVENESS**

As Accounting Officer the Executive 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 Internal auditor;
- the work of the external auditor
- the work of the executive managers within the academy trust 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 business management and audit sub-committee.

Approved by order of the members of the Board of Trustees on 11<sup>th</sup> December 2019 and signed on its behalf by:

.....  
**Gary Grey**  
Chair of Trustees

.....  
**Anne- Marie Blewitt**  
Accounting Officer

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**STATEMENT ON REGULARITY, PROPRIETY AND COMPLIANCE  
FOR THE YEAR ENDED 31 AUGUST 2019**

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As Accounting Officer of Ibstock Community College Trust I have considered my responsibility to notify the Academy Trust Board of Trustees and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of 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 2018.

I confirm that I and the Academy Trust Board of Trustees are able to identify any material irregular or improper use of all 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 2018.

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.

.....  
**Anne-Marie Blewitt**

Accounting Officer

10<sup>th</sup> December 2019