



2019 - 2020

TONBRIDGE GRAMMAR SCHOOL



**ANNUAL REPORT &
FINANCIAL STATEMENTS**

**COMPANY REGISTRATION
NUMBER 07455728**

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The Trustees of Tonbridge Grammar School ('the Academy' or 'the School') present their annual report together with the financial statements and the auditor's report of the charitable company for the period 1 September 2019 to 31 August 2020. The annual report serves the purposes of both a trustees' report and a directors' report under company law.

Tonbridge Grammar School ('TGS') provides secondary education to students of secondary school age (girls from the age of 11 to 16 and both boys and girls post 16) who are drawn mainly from the locality including specifically Tonbridge and Malling, Tunbridge Wells and Sevenoaks council areas. The Academy is selective within the meaning of section 6(4) of the Academies Act 2010. The planned capacity of the Academy is 1,260. There were 1,183 students on roll at the time of the School Census October 2020 (1,182 at October 2019).

The financial statements have been prepared in accordance with the accounting policies set out on pages 55 to 60 and comply with the Academy's memorandum and articles of association, applicable laws and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102).



Reference and administrative information

Tonbridge Grammar School Governing Body

Sally Dyson	Chair of Governors	
Laura Acosta	Staff Governor	Resigned 15 November 2019
Emily Ball		Appointed 1 September 2019
Pippa Blackstone	Staff Governor	
Fiona Conlan		
Mark Davis		Resigned 31 August 2020
Ruth Davis	Staff Governor	
Annette Doherty		Resigned 31 August 2020
Suzy Hughes		
Julie Humphryes		Resigned 20 July 2020
Shami Iqbal		
Rosemary Joyce	Head Teacher and Accounting Officer	
Mark Lavenstein		
Claire Lindridge		
Jose Parody		Resigned 31 January 2020
Richard Pryce		
Nigel Stratton		
Jeremy Timms		
Julia Wheeler		

Members All Governors are members of the Academy

Company Secretary Alison Hook

Senior Leadership Team

Head Teacher	Rosemary Joyce
Deputy Head Teacher	Christopher Fitt
	Joe Jardine-Viner
Assistant Head Teachers	Darryl Barker
	Jane Bishop
	Caroline Ghali

Company Name Tonbridge Grammar School

Company Registration Number 07455728 (England and Wales)

Principal and Registered Office Deakin Leas
Tonbridge
Kent
TN9 2JR

Independent Auditors

Buzzacott LLP
130 Wood Street
London
EC2V 6DL

Bankers

Lloyds Bank plc
121 High Street
Tonbridge
Kent TN9 1DB

Solicitors

Browne Jacobson
Mowbray House
Castle Meadow Road
Nottingham NG2 1BJ



Foreword from the Chair of Governors and the Head Teacher

EDUCATION Times

Tonbridge Grammar School continues to win top marks

Ofsted announced a new and more rigorous framework of school inspections earlier this year and Tonbridge Grammar School was one of the first in Kent to be assessed...

STAFF, students and parents at Tonbridge Grammar School (TGS) are celebrating after a recent visit from Ofsted confirmed the school's 'Outstanding' rating.

As a previously 'Outstanding' school, the grammar had been exempt from inspection since its conversion to an academy in 2011, but that changed with the introduction of Ofsted's much-publicised new Education Inspection Framework (EIF) rolled out in September this year.

"The TGS community is extremely proud of the outcome of the inspection"

PROUD
TGS Head Teacher
Rosemary Joyce (front
centre) with students

achieved the highest possible rating of 'Outstanding' since the new framework was introduced. Head Teacher Rosemary Joyce commented: "The TGS community is extremely proud of the outcome of the inspection and its recognition that the curriculum experience at TGS is outstanding for its breadth and rigour and, importantly, for observations, staff, student and governor interviews and a parent questionnaire."

It gives us great pleasure to once again welcome you to the Annual Report of the Tonbridge Grammar School Academy Trust. Tonbridge Grammar School provides a stimulating and exciting learning environment where learning and well-being are equally valued and members of our community are nurtured to take full advantage of the opportunities available. We hope that reading this report provides a flavour of the quality and range of educational provision that our dedicated and hard working staff and students contribute to and enjoy.

This year, like no other, has been a year of significant contrast. At the end of Term 1 the School celebrated Ofsted's confirmation that the quality of the educational provision offered to students at TGS is Outstanding in all categories. Confirmation of the Outstanding Ofsted judgement was very significant and welcome because the School had not been assessed by Ofsted for over a decade (June 2007) and the criteria for confirming Outstanding provision under the new framework, launched September 2019, is particularly stringent. We were delighted that the rigour of the Ofsted inspection process brought recognition that the quality of education, behaviour and attitudes, personal development, leadership and management and Sixth Form provision are all Outstanding at TGS.

We were particularly proud that Ofsted recognised:

- the ambition and richness of our curriculum;
- the exemplary behaviour of our students and their mature approach to learning;
- the strong values and strength of common purpose of leaders and staff in their commitment to provide the best education possible;
- the wide ranging extra curricular provision that genuinely enhances learning;
- the outstanding approach of the School to safeguarding the wellbeing of students.

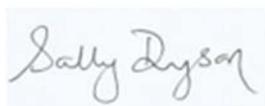
The Ofsted inspectors also recognised our commitment to Careers education commenting that '*Careers education is an important part of the curriculum. Students learn a lot from past students' visits. They inspire students to consider ambitious next steps. For example, a recent visitor explained her research about DNA to students in a biology lesson. This inspired several students to consider a career in science.*' The value placed on Careers education was evident in the highly successful annual Careers Fair which took place in March with 10 corporate sponsors. Students from Year 10 upwards had the opportunity to speak to over 60 representatives from a range of careers and professions including a number of alumnae and parent volunteers.



Foreword from the Chair of Governors and the Head Teacher

By the close of Term 3 the School was already addressing growing concerns across the school community arising from the emerging Coronavirus pandemic. Before the end of Term 4 the School had closed to all but key worker and vulnerable children with all learning delivered remotely as part of the national effort to contain the spread of the virus. The swift transfer from in school to remote learning was testament to preparation already in place to better utilise ICT to support learning and also to the professionalism and commitment of TGS staff – support and teaching – who showed such adaptability as they worked swiftly to adapt their approach and focus to a very different way of working from home. Throughout the lockdown and the partial opening of the School in Term 6 our priority was to support the wellbeing and safety of students and staff alongside ensuring our students were able to continue with their learning. Whilst some elements of our 2019-2020 strategic plan were put on hold others were fast tracked including the development of Microsoft Teams to support the delivery of effective blended learning. The Trustees also adapted their approach moving online to ensure they could continue to fulfil their statutory obligations and continue to offer exceptional governance.

As we approach the 2020-2021 academic year the Academy continues to feel the restrictive effects of the pandemic on aspects of school life that we ordinarily take for granted. The contents of this Trustees' Report serves as a reminder of the full and rich educational provision we expect to be able to offer once more when the Coronavirus pandemic has subsided.



Sally Dyson
Chair of Governors



Rosemary Joyce
Head Teacher



Governors' Report (including the Strategic Report)

Objects and Aims

The Academy's object is specifically restricted to the following:

- a) To advance for the public benefit education in the United Kingdom, in particular maintaining, carrying on, managing and developing a school offering a broad and balanced curriculum.
- b) To promote for the benefit of the inhabitants of Tonbridge 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, infirmity or disablement, financial hardship or social and economic circumstances or for the public at large in the interest of social welfare and with the object of improving the condition of life of the said inhabitants.

In accordance with the Articles of Association the Academy has adopted a 'Scheme of Governance' approved by the Secretary of State for Education.

In accordance with the Funding Agreement, Tonbridge Grammar School provides a broad and balanced curriculum offering an international focus for students. The Academy is at the heart of its community, promoting community cohesion and sharing facilities and resources with other schools and the wider community.

Public Benefit

The Academy aims to advance for the public benefit, education in the United Kingdom. The Trustees have paid due regard to the guidance on public benefit published by the Charity Commission in deciding what activities the charity company should undertake.



Governors' Report (including the Strategic Report)

Tonbridge Grammar School Strategic Vision 2016 - 2021

Tonbridge Grammar School is a centre of excellence for learning where students and staff are encouraged to be the very best they can be in a nurturing and kind community. Our enriching, academically ambitious curriculum promotes intellectual curiosity and personal growth, preparing students to mature as responsible global citizens. Our exceptionally dedicated staff support every student to success.

We are committed to:

- Developing opportunities for every student to learn through real world engagement - promoting collaboration, intercultural understanding and entrepreneurial endeavour.
- Building the resilience and confidence of every student so that they have the emotional literacy to make healthy life choices, flourish and be happy.
- Strengthening our community - securing strong, collaborative relationships with parents, alumni and the wider community.
- Promoting educational aspiration and supporting social mobility - making a positive difference to the life chances of students at and beyond the School.
- Investing in world class professional development - demonstrating best practice locally, nationally and internationally.

Members of our community are nurtured to be:

- Self-motivated, open minded and actively engaged in learning.
- Self-aware, adaptable and creative - taking full advantage of all opportunities.
- Respectful and considerate - celebrating and encouraging in equal measure.
- Courageous and honourable - facing challenge with bravery and acting with integrity.



Governors' Report (including the Strategic Report)

TGS STRATEGIC PLAN 2016 – 2021

The Academy Strategic Plan has been devised to secure progress towards the strategic priorities identified in the School Vision. The TGS community experience sits at the heart of all elements of our strategic planning and delivery. Safeguarding and supporting student well-being are key priorities that underpin curricular and co-curricular development and delivery and the approaches taken by the School to teaching and learning. The School prioritises resourcing that assists in the delivery of the School's strategic priorities. The strategic plan is reviewed and updated annually.



Every student to learn through real world engagement

Promoting collaboration, intellectual understanding and entrepreneurial endeavour

- Learning promotes authentic engagement, purposeful feedback, collaborative enquiry
- Teaching supports 7 year curriculum
- Promote global understanding and intercultural awareness across subjects
- Develop sustainable extra-curricular collaborative programmes (STEAM Connecting Classrooms)

Build resilience, confidence and emotional literacy

Enabling students to make healthy life choices, flourish and be happy

- Develop staff understanding and engagement with strategies to build resilience and self esteem
- Develop approaches to learning within the curriculum that build and support resilience
- Promote and develop opportunities for student decision making

Strengthen our community

Securing strong collaborative relationships with parents, alumni and the wider community

- Promote and develop student community interaction and service across the years
- Strengthen collaboration between the School and parents
- Increase alumni engagement for student support
- Promote and enhance the image of the School in the community



Governors' Report (including the Strategic Report)

Promote educational aspiration and social mobility
Make a positive difference to the life chances of students at and beyond the School

- Secure increased social diversity in school admissions
- Raise aspiration and success to grammar school amongst the economically disadvantaged
- Determine TGS approach for educational impact beyond the School

Invest in world class professional development
Promoting best practice locally, nationally and internationally

- Secure research driven, accredited professional development that promotes global awareness
- Establish ways of working that increase staff effectiveness and support work life balance
- Attract and retain the very best staff
- Ensure TGS is a great place to work

Be entrepreneurial in securing resources to realise our aspirations

- Secure sustainable non General Annual Grant income from School Fund, lettings and grant applications
- Maintain and develop school facilities fit for 21st century learning – identify funding to support
- Diversify the income generation portfolio of strategies



Governors' Report (including the Strategic Report)

Review of Strategic Objectives 2019 – 2020

Every Student to learn through real world engagement

Promoting collaboration, intellectual understanding and entrepreneurial endeavour

In the penultimate year of our current school vision and strategic priorities the Academy continues its focus on promoting a learning experience centred on collaboration and the development of entrepreneurial approaches to learning within an ethos that values internationalism. Having received MYP accreditation last year our focus across all subjects has been to embed the MYP principles fully into student learning across years 7 – 9 in addition to plan for the launch of the MYP community project. Subject teams have continued to focus on the development and successful delivery of reformed GCSE courses. The role of the Librarian has continued to develop with particular attention on developing Library and Librarian support for research and development. Ofsted recognised the strength of our curriculum in their judgement on the quality of education which they considered Outstanding – commenting that: *“Leaders ensure that the curriculum is exceedingly ambitious. They think very carefully about what pupils need to know, remember and understand. Leaders also think about when pupils should learn about different topics within each subject. For example, in modern foreign languages, pupils learn about the rules on how to fit words and phrases together before moving onto learning about complicated phrases.”* The national lockdown in March which forced all schools in England to close to all but key worker and vulnerable children meant a move from face to face to virtual learning with some adaptations to the curriculum and to strategic priorities. The School was able to move to an online learning platform with staff and students learning and working from home quite swiftly although some elements of our strategic priorities linked to collaborative learning and some authentic learning experiences including our interdisciplinary learning was halted in light of the constraints imposed through to the end of the academic year.

Build resilience, confidence and emotional literacy

Enabling students to make healthy life choices, flourish and be happy

The Academy has continued its focus on building the resilience, confidence and emotional literacy of students. Our participation in the National Lottery Funded ‘Headstart’ project has enabled the School to benefit from additional resources to support our resilience and emotional literacy development with access to analysis of resilience levels of our students, training of students as youth health champions and access to additional resources to support students in response to their individual needs. Resilience related learning in subjects continues to be developed and mindfulness as a core experience for students from Year 7 is embedded. Focus groups of students have continued to engage in policy and planning reviews linked to the School Council. The health education programme continues to support health and wellbeing including mental health and stress management. A fresh approach to peer mentoring was launched with the first tranche of peer mentors trained in the summer term and further students trained in the autumn term. Ofsted recognised the strength of personal and health education to support wellbeing and emotional literacy commenting that: *“Leaders have made sure that personal, social, health and economic (PSHE) education is expertly planned. Pupils develop their understanding of cultural and social issues very well. They learn about healthy body image, healthy relationships, and managing a budget. PSHE topics link with other subjects so that pupils connect their learning. They have a sophisticated understanding of British values such as tolerance, respect and the rule of law. For example, Year 9 pupils recreated a magistrates court. Pupils enjoyed investigating the legal issues surrounding online abusive behaviour.”*



Governors' Report (including the Strategic Report)

Review of Strategic Objectives 2019 - 2020 (continued)



Strengthen our community

Securing strong collaborative relationships with parents, alumni and the wider community

The Academy commitment to student community service initiatives through IB Diploma Creativity Action Service (CAS) and Year 11 voluntary service continues. Students have been involved in a wide range of activities including supporting local fun runs, assemblies and food collections for a local food bank, participating in Bronze, Silver and Gold DofE community projects and providing sports coaching and leadership within school and in the wider community. Year 13 students have been involved in community projects with adults with learning difficulties and supported the continued successful development of our Horizons project supporting disadvantaged students from local primary schools in their preparation for secondary transfer. The leadership structure for House and Charities supports increased engagement in House and Charity activities with an international focus. In October our Sixth Form supported a reunion event for the class of 1966. In January the School's birthday event was a 'big sing' celebration for current and former students including a ten-year reunion for the class of 2009. From early March the School's significant involvement in wider community activities was halted due to the pandemic and the national lockdown imposed. Unfortunately this meant that our planned humanitarian trip to Malawi had to be cancelled. However all the fundraising undertaken before the lockdown including a half marathon from staff was passed on to the Joshua Orphan Charity in Malawi to provide much needed support for initiatives on the ground in Malawi.

Promote educational aspiration and social mobility

Make a positive difference to the life chances of students at and beyond the School

The Horizons initiative supporting aspiration and access to grammar schools for Pupil Premium children from local primary schools has continued and the number of participating students has expanded given increased capacity. The Horizons programme has been further enhanced with the provision of additional resources through the School's positive relationship with '[Right Tuition](#)'. Having developed the Pupil Premium Promise to support disadvantaged students at TGS in Years 7 – 11 the Trustees have worked to provide the resource to promote a similar scheme for students in the Sixth Form. The Sixth Form Promise benefits from income generated from the Debney Endowment Fund which has ensured the School has been able to provide substantial support to sixth formers most in need who might otherwise find it difficult to continue with their studies.



Governors' Report (including the Strategic Report)

Review of Strategic Objectives 2019 - 2020 (continued)

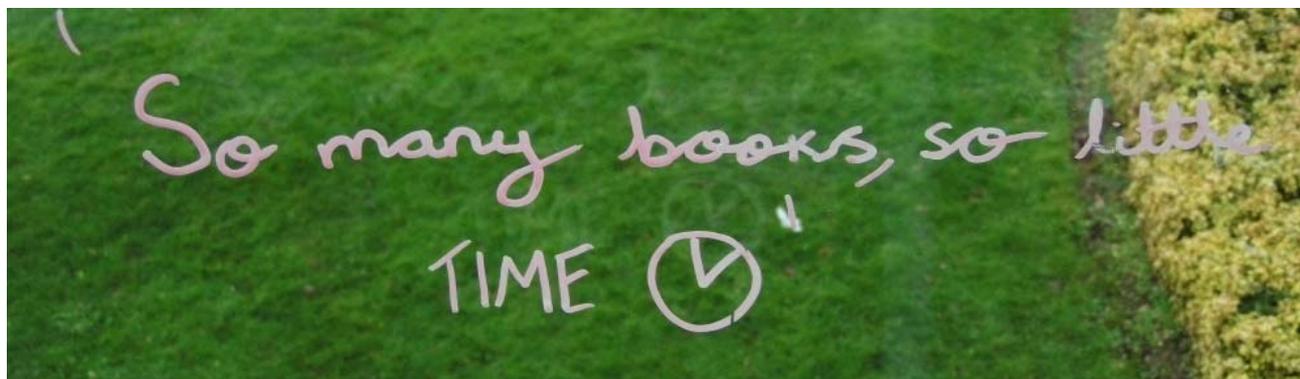
Invest in world class professional development

Promoting best practice locally, nationally and internationally

The Academy continues to invest in accredited IB professional development for the Diploma and to support MYP development at the School. Training for new specifications and subjects has been a priority. TGS continues as an active strategic partner within the local teaching school alliance (Kaizen) with senior staff at TGS leading key areas of teaching school strategy related to ITT and Research and Development. Opportunities for middle and senior leadership development through in house and nationally accredited professional development programmes has been a priority. Middle Leaders have successfully completed the National Professional Qualification for Senior Leadership (NPQSL). A bespoke in school programme for trainees and Newly Qualified Teachers (NQTs) has been supplemented by participation in SCITT and Kaizen training and development. The extensive in house professional development programme has supported all staff in developing approaches to learning through collaborative enquiry. Academy Days have supported time for team collaboration, whole staff and team training including Safeguarding, GDPR and the development of our remote learning platform where plans for the training and implementation of Microsoft Teams were fast tracked in light of the pandemic and the requirement for schools to switch from face to face to remote learning from March to the end of the Academic year. Ofsted recognised the strength of investment in professional development and the commitment of staff to their professional development in their comments: *“Teachers have excellent subject knowledge. They do their own research into how to help pupils excel. Teachers share their findings with other staff. They plan lessons that enthuse and inspire pupils. As a result, pupils develop a deep understanding of the subjects they study.... Staff feel that leaders support them very well. Leaders are quick to put in place support strategies when staff have issues with workload. Staff are highly skilled because of very effective training. They feel valued and enjoy being part of a very effective team.”*

Be entrepreneurial in securing resources to realise our aspirations

Whilst work to continue to develop and embed a sustainable School Fund strategy continued with some success some key elements of the School's strategy to increase income including increased lettings were affected by the restrictions imposed by the national lockdown from March through to the end of the summer. The Library development benefited from a substantial donation made by alumna Victoria Hislop and the School was successful in two CIF applications during the year with £694,000 of grant funding secured to complete the final phase of the School Heating project and a boiler and water improvement project.



Governors' Report (including the Strategic Report)

Performance and achievements

TGS remains one of the most academically successful schools in the country and a leading school for the International Baccalaureate Diploma Programme. The average total points score for the School reflects the exceptional performance of our students and is consistently between 36 and 37 points each year. Globally, the total points score awarded each year is between 29 and 30 points, with UK averages consistently between 34 and 35 points.

The exceptional circumstances this year necessitated a process for awarding IB grades based upon a rigorous analysis including Internal Assessments, evidence-based school predictions and historical data. One student achieved the maximum score of 45 points in the IB Diploma. Six students achieved 44 points with 53 students (41%) achieving a score of 40 or better and 66% of our students achieving 38 or above. 74% of individual subject grades were at a grade 7 or 6 with the average grade being 6.02. The worldwide average Diploma point score was 31.34; our average Diploma point score was 38.08.

GCSE grades were awarded this year based upon stringent processes directed by OFQUAL and the Department for Education. The School provided Centre Assessed Grades based upon rigorous evidence collected by teachers and in line with OFQUAL/DfE requirements. Our Year 11 students celebrated excellent GCSE outcomes this year, achieving at least the grades they deserved and reflecting two years of outstanding work. The results for our students were exceptionally strong. 33.3% of our GCSE entries were awarded a grade 9. 57.6% of pupils gained 10 or more 9-7 grades with 88.7% achieving 5 or more GCSEs at these top grades. Overall, 61% of all GCSE results were at grade 9/8 and 85% at 9/8/7 with the average points per entry of 7.77.

As a result of the unprecedented international situation which meant that no national or International Baccalaureate examinations took place this summer the DfE has withdrawn the usual processes for measuring school performance including attainment and progress measures for cohorts and sub groups. As a result there is no reporting of these measures in the Trustees' Report for 2019-2020. We hope that examination processes will return for summer 2021; in which case the Trustees' Report for 2020-2021 will reflect school performance against these measures in accordance with DfE requirements.

University Destinations – Summer 2020

139 students accepted university places

84 firm offers 22 Insurance offers 22 unconditional offers 10 through clearing 1 USA university

14 students placed for medicine 2 for dentistry and 2 for veterinary science

Amongst the most popular university destinations were:

Bristol (13) Exeter (11) Durham (10) Bath (8) Leeds (8) Oxbridge (5) Warwick (4)



Governors' Report (including the Strategic Report)

Performance achievements (continued)

Enrichment Opportunities

The Academy continues to ensure a wide range of extra curricular enrichment opportunities are available to students to support and enhance the curriculum so students have a real world context to learning that extends beyond subject areas and offers an authentic international perspective. The majority of clubs take place at lunchtime to support full student participation. The array of clubs and extra curricular activities are many and various. Sports clubs include Netball, Football, Gym, Hockey, Cricket, Trampolining and Basketball. Arts clubs include a range of Choirs, Dance, a range of Orchestras and Swing Band. Other clubs range from Japanese, Mandarin and Spanish to Philosophy, Classics, the Attenborough Society and Christian Union. 'Action' in Years 7 and 8 continues to thrive with all students participating in a wide range of enrichment opportunities on Wednesday afternoons including film making, arts and crafts, bridge, sports coaching, dance, first aid and musical theatre.

Despite a number of residential activities taking place in the first half of the year, including Spanish and French exchanges and the annual Ski Trip in February, the full range of residentials and overseas trips was significantly curtailed as a result of the travel restrictions imposed on schools and the general public due to the Coronavirus pandemic. This meant that activity camps for Years 7 and 9, Duke of Edinburgh Expeditions, the annual Mathematics Challenge to Holland, the Classics trip to Italy and the annual humanitarian trip to Malawi were cancelled. These and other extra curricular trips and activities will be offered again to students as part of our commitment to provide a broad and stimulating extra curricular programme when it is safe to do so.

It was gratifying that Ofsted recognised the strength of extra curricular provision at TGS in its Outstanding judgement of the School. *“Leaders plan a rich range of extra-curricular opportunities. These inspire pupils and stimulate their interests. For example, many pupils attend hockey, rugby, dance, badminton, classics and foreign language film clubs. Pupils are keen to run extra-curricular clubs themselves. They improve their own leadership skills by thinking of ideas for clubs that others would enjoy.”*



Governors' Report (including the Strategic Report)

Sporting Success

2019-2020 brought considerable sporting success for the period September to March when sports activities were curtailed due to the Coronavirus pandemic and the nationally imposed lockdown. Early in the year our under 13 Hockey Team came 3rd in the County Tournament and our under 16 team qualified for the regional finals. In November TGS students celebrated considerable swimming success with two teams competing in the National Swimming Relay finals at the London Aquatic Centre. Against 30 other schools in the country (many of whom offered swimming scholarships to students) our Year 9/10 team came 14th and 8th in the freestyle and medley relays respectively, whilst the Year 7/8 team came 11th in the freestyle and 2nd in the medley. Again in November our three Netball teams (under 14, 16 and 19) were all successful in Kent County Netball Championships with the under 14 and under 16 teams both celebrating as County Champions and our under 19 team as runners up. All groups secured a place in the London and South East Regional Finals where their strong performance led them to finish in the top eight schools in the region. Once again our elite gymnasts enjoyed success in a number of competitions with our under 19 team coming fourth in the Milano gymnastics competition, qualifying for the national finals. Our under 14 tumbling pair came 2nd in the South East Acrobatics and Tumbling competition hosted at the School, with the under 14 and under 19 Acrobatics groups both finishing in first place. The tumbling pairs and the acrobatics teams both qualified for the national finals. Not to be outdone by students one of our staff achieved a Bronze medal in the England Mixed Doubles Curling Championships with the final won by TGS alumna Anna Fowler. Alongside a range of competitive sporting opportunities run by our sports staff the team provided a large number of weekly sports clubs and training opportunities across the year to March. Interhouse sports competitions were a significant feature and the annual gym display was once again a real highlight of the year. Sports Day, not possible due to the national lockdown, was replaced by an online sports event which encouraged students stay active, challenge themselves and share this experience with the School.



Governors' Report (including the Strategic Report)

STEM @ TGS

The School continues to provide a range of curricular and extra curricular opportunities that support students to embrace STEM in particular using learning applied from a range of academic disciplines to support discovery and problem solving.

Tonbridge Grammar School Students Create Dye Sensitised Solar Cells

Four Year 9 students were finalists in the Youth Industrial Strategy Competition, a national STEM competition organised by the British Science Association. Over 2,000 students participated in the competition which saw teams submitting projects to address one of the UK Government's four Grand Challenges: Clean Growth, Artificial Intelligence and Data, Ageing Society and the Future of Mobility. Hazel, Abi, Esther and Sofie designed a project exploring how different purple dyes made from a range of fruits affected the voltage output of a Grätzel cell, responding to the challenge of Clean Growth. A Grätzel cell is a type of dye sensitised solar cell that is low cost and has little impact on the environment. The students made the cells themselves through the generosity of Pilkington Glass supplying slides of conducting glass. They presented their design to Tom Tugendhat, MP for Tonbridge and Malling, who commented that *"Once again Tonbridge Grammar School students are showing the innovative solutions that will transform how we live. They are a credit to the school and our whole community"*. The students and their design solution also featured in the BBC Science Focus online magazine outlining projects created by young people to address real world problems.

Engineering Team wins Trophy at Robotics Competition

A team of Year 10, 8 and 7 students enjoyed the challenge of designing and building a robot to solve a series of problems at the First Lego League Regional Finals, a competition designed to engage students in hands-on STEM activities. They were delighted to win the Core Values Trophy and the judges explained how the team *"showed inspiration, teamwork and professionalism in the way they approached the competition"*. *"It was so much fun working together and the best bit was when the code succeeded. We won the trophy for teamwork, which I am very proud of. It was amusing seeing our robot go and even though we failed at our first try (crashing the robot), we really were resilient as our code worked perfectly afterwards. It's a good experience for Lego builders and engineering lovers. It was such good fun! — Lakshita, Year 7"*

Student Success in Periodic Table Design Competition

Well done to Y11 students Beth, Jess, Renée and Eloise who combined their scientific knowledge and creativity to win 'Highly Commended' in the RSC Periodic Table of Kent Competition. 2019 was designated by UNESCO as the International Year of the Periodic Table, marking the 150th anniversary of the Mendeleev periodic table, which is an iconic image and a vital tool to all who learn and work in science. *"We really enjoyed the creative challenge of identifying a logo for each element of the Periodic Table. As a result of taking part in the competition our knowledge of the Periodic Table has improved."*

Gold Medals Awarded in British Astronomy and Astrophysics Olympiad

Congratulations to Year 10 students Megan and Lakshita who achieved gold medals in this prestigious Olympiad of the 847 candidates who entered across the country only 80 were awarded gold.



Governors' Report (including the Strategic Report)

Performance and Achievements (continued)



TGS and the Arts

Music, Art and Drama continued to provide a rich and vibrant backdrop to the year albeit that some of our planned community activities in the third trimester were cancelled due to the closure of the School as a result of the Coronavirus pandemic and the national lockdown. In the Autumn term music, dance and drama featured as part of the curricular and extra curricular life of the School with students participating in the St Cecilia concert held at St Stephen's Church Tonbridge. The last day of term before Christmas saw the School gather for Carol Services at Tonbridge School Chapel enhanced by uplifting contributions from the Junior, Cantores and Senior Choirs alongside stirring brass accompaniment. TGS students joined with other Choirs to perform at the Barnardo's Christmas Carol Concert in London. Our Drama students worked on their devised performances. Our school birthday in January brought alumni together to celebrate decades of singing led by the outgoing Choral Director of Motet, Adrian Pitts, who retired from his role as Assistant Head at TGS in the preceding summer. Also in January 2020 Year 9 students participated in the annual Music Showcase. The audience and judges were treated to a wide array of musical styles. Categories were group song, nominated small group performance and soloist. The key focus was communication and interpretation and the judges were not disappointed! Winners and those recognised as 'Outstanding Performers' will have the opportunity to record their music in TGS's music studio and benefit from the expertise of a professional sound engineer. TGS Design Technology students were invited to take part in the national *Young Fashion Designer UK* competition that challenged them to 'Celebrate a Decade of Design' by creating a capsule collection inspired by research that could feature in an online magazine with four TGS students: Gabriella (Y9), Hannah (Y11), Kaavya (Y9) and Milly (Y10) were awarded Highly Commended". Despite the restrictions imposed as a result of the Coronavirus pandemic the creativity of TGS students continued and we were able to celebrate the amazing work of our Year 13 Visual through a 'virtual exhibition'.



Governors' Report (including the Strategic Report)



Key Performance Indicators

The Academy's Key Performance Indicators are:

- ◆ **Examination Results** Due to the restrictions placed on school activities as a result of the Coronavirus pandemic it was not possible for the School to host examination sessions for IB Diploma and GCSEs in the summer of 2020. The School worked with the International Baccalaureate Organisation and national examination boards to ensure a robust process was in place to provide the required data and documentation to assist the awarding bodies to confirm appropriate grade outcomes. In line with DfE guidance given the exceptional arrangements for the awarding of examination grades summer 2020, there is no performance analysis or progress measures in place for examination outcomes summer 2020.
- ◆ **Pupil Attendance** The Academy recognises the link between high levels of attendance and success. Whole school and individual student attendance is monitored and recognised through awarding House points to Learning Communities with the highest levels of attendance. This process was in place from September to March but could not be applied during the national lockdown from March 2020 which led to the closure of schools. Attendance in Years 7 to 10 (for the period the School was open) was 96.2%. Attendance in Year 11 and the Sixth Form is strong although the inclusion of study leave during public examinations in authorised absence distorts the attendance figures. Authorised non attendance is predominantly due to illness and other authorised absence including absence for national sporting activities, religious festivals and university visits including interviews. Unauthorised absence is minimal, 0.6% across Years 7 – 13 (September to March) and includes absence for unauthorised holiday and absence for Climate Strike protests. The policy of the Academy is to authorise holiday during term time only where the Head Teacher considers the reason for this is 'exceptional'. The Academy monitors individually each student where termly attendance falls below 90%. Where unexplained patterns of absence are identified the well-being team work with the student, parents and external agencies (as appropriate) to support them.



Governors' Report (including the Strategic Report)

Key Performance Indicators (continued)

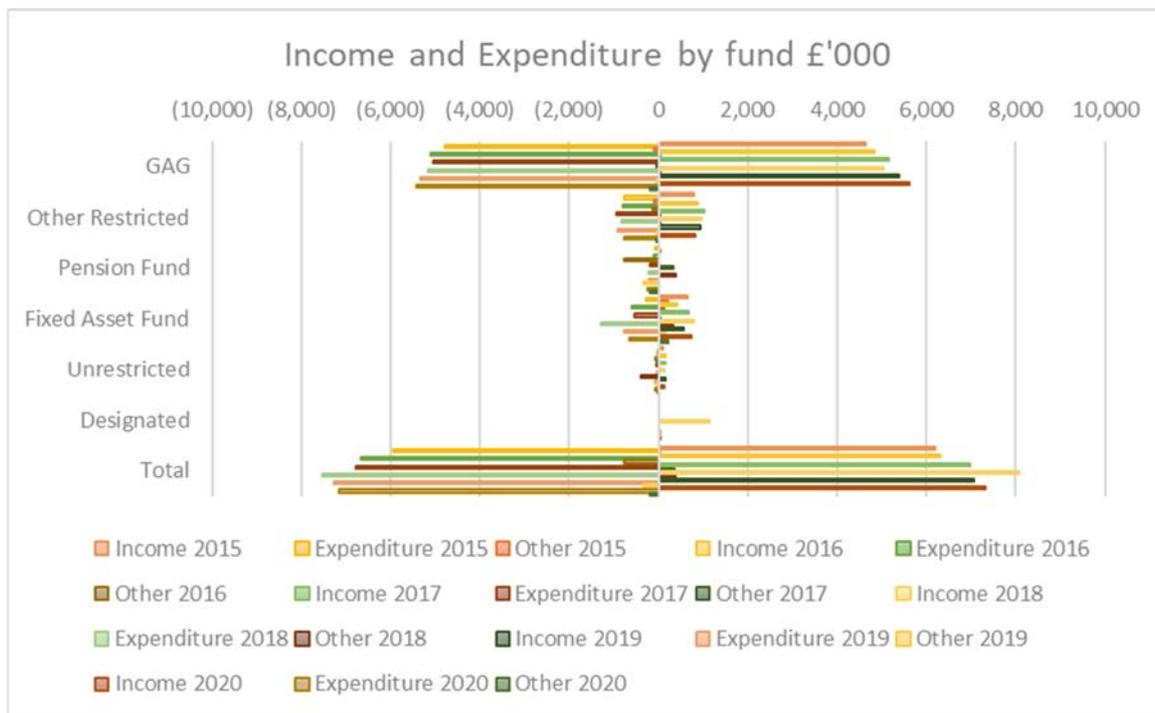
- ◆ **Student Retention** Following the 2012 move to an all IB Diploma in the Sixth Form retaining students from Year 11 into the Sixth Form and recruiting additional new joiners has been a priority. In the years since 2012 the Academy has refined retention and recruitment strategies for existing students and new joiners including information events in the summer of Year 10 and the Autumn of Year 11, marketing outreach to schools in neighbouring areas, teas and tours, guidance meetings, taster experiences and an induction day for prospective students at the end of Year 11. For September 2020 entry these activities have supported the Academy to retain 60% of the Year 11 cohort along with the recruitment of 36 new joiners to the School. The retention figure shows an increase from 2019. At this stage it is difficult to assess whether this increase arises as a result of the impact of the Coronavirus pandemic on examination outcomes impacting other post 16 provision, other Covid19 related decision making, or the impact of recruitment strategies. Overall the market for Sixth Form recruitment is highly competitive. The number of new joiners may have been detrimentally affected by concerns regarding the use of public transport for extended journeys following the full opening of schools but the continuation of Coronavirus transmission risks. The Academy continues to review existing recruitment strategies to improve and refine communication. For September 2021 the School has had to revert to virtual open events for Year 7 and Sixth Form due to the ongoing Coronavirus pandemic and transmission risks associated with bringing large groups of adults and young people onto the school site. The Academy will continue to implement positive strategies to retain our own students and recruit new joiners whilst ensuring appropriate academic standards are retained. The School continues to aspire to its ambitious target of 70% retention. The Academy set its on roll target for Year 12 September 2020 at 140 and has exceeded this target.
- ◆ For financial planning, the Academy has a policy that budgeted revenue deficits should be no more than the difference between the funding for lagged and actual student numbers, reflecting the fact that Department for Education funding is calculated each year on a lagged basis of student numbers at the start of the preceding school year.
- ◆ The Academy monitors student teacher ratios, average class sizes, contact ratios, average teaching salary and the percentage of GAG spent on teaching. The Academy undertakes benchmarking analysis of key areas of resourcing and expenditure and uses this analysis to inform strategic resource planning.



Governors' Report (including the Strategic Report)

Financial Review

During the year ended 31 August 2020, total income was £7,326,000 (2019: £7,122,000) and total expenditure was £7,157,000 (2019: £7,333,000), giving net income before gains and losses on investment assets of £169,000 (2019: net expenditure £(211,000)). After taking into account £193,000 actuarial loss on defined benefit pension fund (2019: actuarial loss £343,000 and gains on the revaluation of investments £2,000), the deficit for the year was £24,000 (2019: deficit £552,000), resulting in a decrease in net assets from £11,205,000 at the end of 2019 to £11,181,000 at 31 August 2020. The operational surplus excluding fixed assets, pension adjustments and designated funds was £89,000 (2019: surplus £3,000).



General Annual Grant (“GAG”) income was £5,619,000 (2019: £5,391,000) and expenditure was £5,431,000 (2019: £5,348,000) giving net income of £188,000 (2019: net expenditure £43,000). The increase in GAG income reflects the increase in the Minimum Funding Level which for 11-16 year olds was £4,700 per pupil in Kent (2019: £4,500). Costs were lower than last year mostly in premises costs. £153,000 of GAG was spent on fixed assets and transferred to the restricted fixed asset fund and £25,000 was transferred from GAG for energy efficiency savings to repay Salix loans, resulting in £10,000 GAG surplus after taking into account GAG funds brought forward.

The Academy incurred costs and lost income from the coronavirus pandemic amounting to £119,000, towards which it received £2,000 from the Coronavirus Statutory Sick Pay Rebate Scheme. The Academy did not meet the conditions to claim under the Department for Education’s funding for exceptional costs associated with coronavirus.



Governors' Report (including the Strategic Report)

Financial Review (continued)

Capital income was £745,000 (2019: £568,000) reflecting £694,000 grants from the Condition Improvement Fund ("CIF"), £25,000 Devolved Formula Capital and £26,000 private donations for the Library and ongoing school improvements. Capital expenditure was £652,000 (2019: £768,000) reflecting CIF spending from previous year's projects of £11,000, depreciation and amortisation of £630,000 and other capital spending of £11,000; £313,000 of work was carried out on CIF projects awarded in 2020 and capitalised as assets under construction; there were commitments of £509,000 under contracts to complete the CIF projects. Both CIF projects awarded in 2020 were partially funded by CIF loans totalling £64,000. £153,000 of fixed assets were transferred from GAG, £41,000 from other restricted funds, £5,000 from unrestricted funds and £25,000 was transferred from GAG from energy efficiencies to repay Salix loans.

Other restricted funds including Pupil Premium, other ESFA grants (including Teachers' Pay Grant and Teachers' Pensions Employer Contribution Grant) and Local Authority grants provided income of £835,000 (2019: £949,000), out of which spending was £767,000 (2019: £926,000). Both income and teacher pension costs were higher due to the increase in employer pension rate funded by the Teacher's Pension Employer Contribution Grant whilst trip income and expenses were both lower as a result of cancelled trips due to Covid-19. £41,000 of restricted funds was spent on fixed assets and transferred to the restricted fixed asset fund. There was no gain or loss on investment assets.

The pension reserve was a deficit of £2,485,000 at the end of 2020, an increase of £435,000 since the end of 2019; of the £435,000 change in the deficit, £242,000 has been recognised in expenditure and £193,000 as actuarial losses. The movements in the pension liability over recent years are mostly due to movements in the discount rate based on 23-year corporate bonds (2020: 1.6%, 2019: 1.85%, 2018: 2.65%, 2017: 2.6%). The Governors have been advised that pension accounting deficits have no effect on the contribution rate, which is determined using long-term funding assumptions based on the investment strategy of the pension fund, rather than solely on the yields of corporate bonds. The LGPS scheme underwent its three-yearly valuation as at 31 March 2019 as a result of which the employer contribution rate, currently 20%, will increase to 21% with effect from 1 April 2021 and 22.5% with effect from 1 April 2022.

Income from unrestricted funds was £127,000 (2019: £214,000), of which £5,000 was interest income on the legacy which has been designated by the Governors to provide student bursaries and for other educational purposes. £65,000 (2019: £73,000) of unrestricted income was expended, mostly on staff costs and agency costs funded by staff absence insurance claims and staff consultancy. £5,000 of restricted funds was spent on fixed assets and transferred to the restricted fixed asset fund.

Reserves Policy

The Governors receive monthly reports of the level of reserves and review reserves requirements annually as part of their budget procedures and when there are any significant developments that might affect the required level of reserves. The review considers the risk and likelihood of unforeseen emergencies, day-to-day operational expenditure needs, the stability, security and concentration volatility of income streams, committed and designated expenditure, the need to cover cash flows and its ability to fund the pension liability from current and future income. A significant proportion of income is restricted; unspent restricted funds fall outside the definition of free reserves but are taken into account as where the ability exists to use these funds, the overall need for reserves is reduced.

At 31 August 2020, the Academy's net assets were £11,181,000 (2019: £11,205,000).

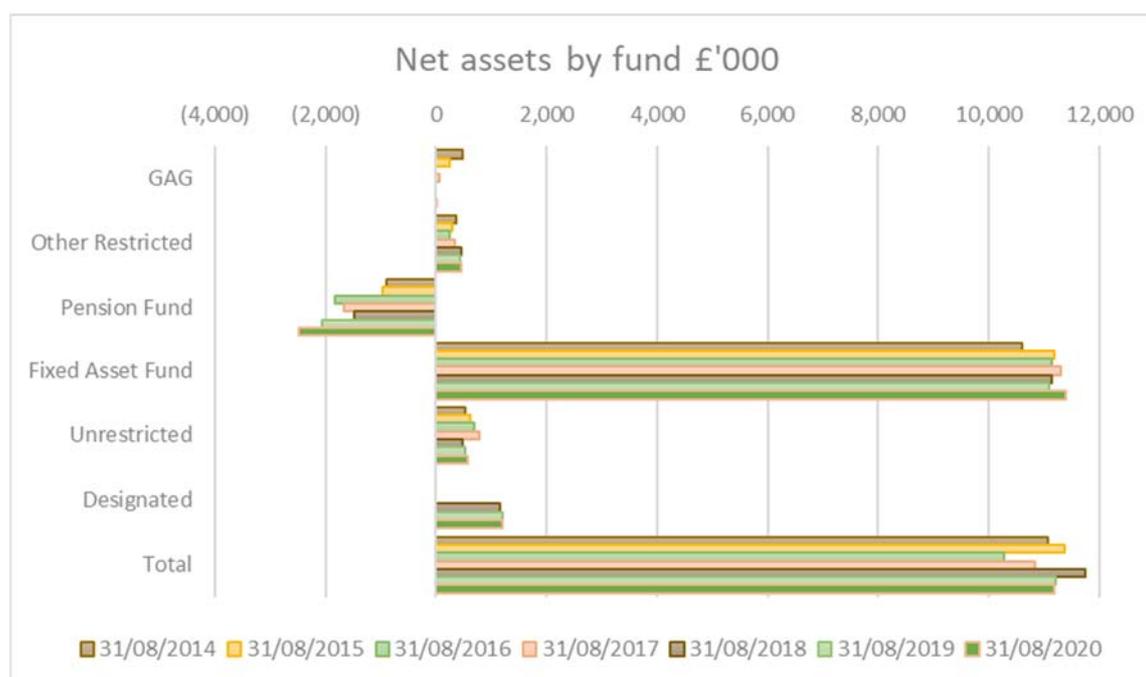


Governors' Report (including the Strategic Report)

Reserves Policy (continued)

Of these, restricted fixed asset funds were £11,410,000 (2019: £11,093,000), of which £11,152,000 (2019: £11,179,000) could only be realised by the disposal of intangible and tangible fixed assets, £(338,000) (2019: £(299,000)) was the Salix and CIF loans and £596,000 (2019: £213,000) was held in cash restricted for fixed asset investment, including unfinished CIF projects for which there were capital commitments of £509,000. The remaining £87,000 relates to £62,000 donations given specifically for the library and other school improvement projects, £18,000 efficiency savings to make Salix repayments on 1 September 2020 and £7,000 unspent Devolved Formula Capital Grant.

GAG restricted reserves were £10,000 (2019: £nil).



Other restricted reserves were £457,000 (2019: £430,000), of which £84,000 (2019: £82,000) belonged to Fayerman Scholarships and £70,000 (2019: £69,000) was restricted to student bursaries and were not available for the Governors to use for the general purposes of the Academy. After allowing for £20,000 received in 2019/20 which is budgeted to be spent in 2020/21, £24,000 savings to replace the all weather pitch surface every 10 years and £80,000 reserve requirement held to ensure the Academy is able to meet committed expenditure in the event of a fall in donations, the Governors plan to spend surplus funds of £179,000 on projects consistent with the restrictions with which the donations were made.

The pension reserve was a deficit of £2,485,000 (2019: £2,050,000); this does not mean that an immediate liability for this amount will crystallise but rather that a deficit position of the pension scheme would generally result in a cash flow effect for the Academy in the form of an increase in employers' pension contributions over a period of several years.

The value of unrestricted reserves held in general funds was £581,000 (2019: £529,000). The unrestricted designated fund was £1,208,000 (2019: £1,203,000) representing the legacy received in 2017/18 and 2018/19 and interest income, which the Governors intend to use for student bursaries (for which a Charitable Incorporated Organisation is being set up) and other educational purposes, including a project to improve dining facilities.



Governors' Report (including the Strategic Report)

Reserves Policy (continued)

The total of restricted general funds (excluding pension reserves) plus unrestricted general funds was £1,048,000 (2019: £959,000) of which £84,000 belonged to Fayerman Scholarships and £70,000 was restricted for use for student bursaries, giving reserves which were available for the general purposes of the Academy of £894,000 (2019: £808,000). The Governors consider that reserves are required for the following purposes:

- The budget for 2020/21 is a deficit due to Covid-19 costs and Emergency building works.
- Budgets for 2021/22 to 2023/24 are deficits unless funding matches expected increases in salary costs. A contingency is held to cover the uncertainty of future funding, the likelihood of increased public sector pay and the ongoing commitment of government funding in the form of Teachers' Pay Grant and Teachers' Pension Employer Contribution Grant.
- Unforeseen emergency building repairs to keep the school open; this covers items such as boiler breakdown and the hire of temporary classrooms.
- A reserve for Covid-19 costs including site modifications, staff absences, additional cleaning and reduced lettings income.
- General contingency for legal costs and fluctuations in Sixth Form numbers.
- A reserve for voluntary donations to allow ongoing school expenditure to continue should voluntary donations subside.
- A reserve to find replacement hirers if significant hirers terminate their agreements.
- A reserve to fund the replacement of the all weather pitch surface every 10 years.

The Governors assessment of these amount to a reserve requirement of £761,000. The current level of available reserves is £133,000 higher than this ongoing requirement. The surplus funds are mostly held in School fund, donations to which were given to enrich the educational experience of students. The Governors' plans for this, consistent with the restrictions with which the donations were given, are to improve dining facilities.

After taking into account these matters, the Governors consider that the current level of reserves is appropriate.

Investment Policy

The Governors' policy for investments is as follows: all the Academy's investments are in cash. The Governors' objectives are for these to be highly liquid, generate income without taking risk and to diversify the deposit base in order to reduce concentration risk. Most cash is held in interest bearing current accounts with the Academy's banker Lloyds Bank plc; at the end of August 2020, £1,867,000 (2019: £1,827,000) was held in an instant access savings account and notice deposit accounts with another major UK institution. This includes the £1,208,000 legacy fund. The only non-cash investment is held by Fayerman Scholarships, of which the Academy is the sole trustee. These investments are held in CCLA COIF Charities Investment Fund income units in order to generate an income stream to fund its charitable grant-making activities.

Going Concern

After making appropriate enquiries, the Governors have a reasonable expectation that the Academy has adequate resources to continue in operational existence for the foreseeable future. This assessment has taken into account the uncertain environment caused by the Coronavirus pandemic. 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.



Governors' Report (including the Strategic Report)



Principal Risks and Uncertainties

The primary objective of any academy is to deliver high quality education to students. There are a multitude of factors that can affect the achievement of this objective. Risk management is an essential part of managing any organisation and the ultimate responsibility for managing Academy risk rests with the Governors. To mitigate against such failures the Governors of Tonbridge Grammar School undertook in 2015/16 a comprehensive review of all potential risks that could impact on the effectiveness of the Academy and its ability to fulfil its objectives as laid out in the Funding Agreement. The risk review took account of risks associated with:

- Academy governance
- Academy operations
- Academy funding and financial activity
- Academy compliance with law and regulation

Further to the comprehensive review in 2015/16, a thorough review of the risk register is undertaken annually by the committees of the Governing Body co-ordinated by the Strategy and Steering Committee. Through this process the Governors and Senior Leaders identify, develop and implement a range of strategies to mitigate risk and identify the top risks requiring their specific focus to mitigate risk and monitor impact. From 2020/21 the responsibility for the comprehensive review of the risk register moves to the new Audit and Risk Committee in line with expectations outlined the Academies Financial Handbook.

Revisions and additions were made to the existing and comprehensive Academy Risk Register in the latter half of the academic and following a review of the full Risk Register the most significant risks to the Academy are identified as:

1. Non compliance with EU General Data Protection Regulation new legislation from May 2018;
2. Impact on GAG income of insufficient recruitment of learners to the Sixth Form;
3. High dependency on one main income source (GAG);
4. GAG income fails to maintain pace with imposed cost of living pressures;
5. Failure to ensure sufficient reserves to cover identified financing needs over the planning period;
6. Increased safeguarding risks for students during trips and offsite activities;
7. Hirers of Academy facilities fail to comply with statutory duties regarding safeguarding and health and safety;



Governors' Report (including the Strategic Report)

8. Contractor working at Academy in breach of safeguarding requirements;
9. Pupils or staff with identified medical conditions suffering an allergic reaction;
10. Risk of exposure of staff / students to unacceptable health and safety risks or hazards when taking part in off site Academy sponsored activity;
11. Detriment caused to the Academy by leaving EU including immediate impact of Brexit resolution.

In addition to these the requirement for the full opening of schools from September 2020 in light of the ongoing Coronavirus pandemic places additional significant risks on the Academy which are included in the current identification of principal risks.



Governors' Report (including the Strategic Report)

Principal Risks and Uncertainties (continued)

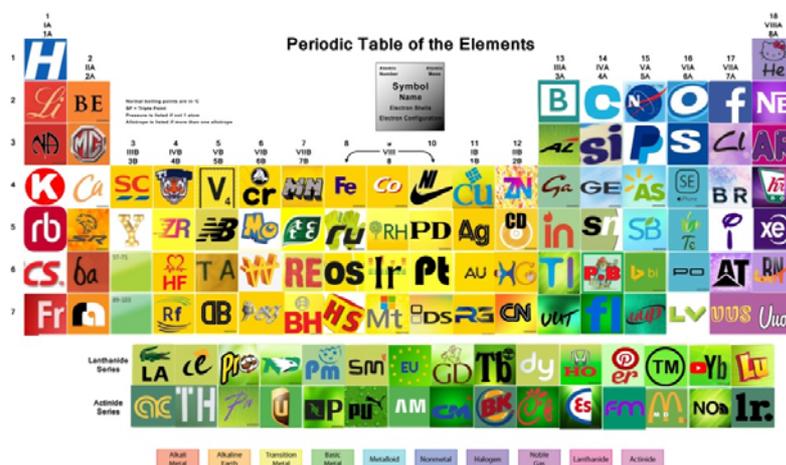
Coronavirus Pandemic Risk

The specific risks associated with the Coronavirus pandemic relate to:

- ◆ Ability of the Academy to comply with DfE guidance and statutory direction to ensure an effective system of controls in place to reduce risk of Covid19 transmission;
- ◆ Ability of the Academy to comply with DfE statutory direction to ensure accessibility of Remote Education is available for every student unable to attend School due to Covid 19 transmission restrictions imposed on the general public (self isolation and quarantine);
- ◆ Ability of the Academy to ensure that implementation of system of controls to reduce risk of Covid19 transmission is not compromised due to insufficient funding to support appropriate resources;
- ◆ Ability of the Academy to ensure appropriate curriculum and wellbeing intervention for students to mitigate impact of spring/summer school closure on progress and wellbeing of students across all years.

To mitigate these risks the Academy has taken the following action:

- ◆ Draft, implement and regularly review a comprehensive risk assessment to address the range of risks associated with Covid19 and the full opening of the School. The Risk Assessment takes account of all DfE guidance and statutory direction, has been reviewed and approved by the FGB prior to full opening, supported by associated protocols;
- ◆ Review and update the risk assessment on a regular basis including when DfE guidance is updated;
- ◆ Communicate directly and frequently with staff, students, parents and other community partners on the system of controls, sharing the risk assessment and any revisions on a regular basis including publication of the risk assessment on the School website;
- ◆ Ensure an IT structure, staff training and communication in place so that students are able to access remote learning when not permitted in school due to Covid 19 restrictions;
- ◆ Undertake extensive preparation prior to full opening to ensure the use and movement around the School site is consistent with the mitigation identified in the system of controls;
- ◆ Plan in the School budget for additional costs that might arise to support continued implementation of system of controls in accordance with risk assessment;
- ◆ Ensure school reserves policy includes provision for additional unplanned costs associated with Covid19 restrictions;
- ◆ Make financial provision for targeted intervention and catch up support;
- ◆ Make staffing and other resource provision to increase capacity of staff teams to meet wellbeing needs of students.



Governors' Report (including the Strategic Report)

Principal Risks and Uncertainties (continued)

Non Compliance with GDPR (Risk 1)

The new General Data Protection Regulation came into force in May 2018. To mitigate against risks associated with non compliance the School has contracted a specialist consultancy service to assist in audit and management of GDPR compliance. A preliminary audit was completed in consultation with the contracted advisors and an action plan drawn up identifying priorities. Identified actions have been incorporated into strategic and team plans and policies reviewed and revised as required in consultation with our advisors. Progress on the action plan is reviewed by the specialist consultancy service twice yearly and presented to governors. All staff have received training on GDPR requirements and responsibilities. School MIS have been revised to support security of data and staff issued with secure laptops for working off site. Withdrawal of use of external drives and data sticks introduced from September 2019. New protocols around emailing and downloading documents that identify individual students or staff are in place. The School has appointed an external data protection officer to ensure there is no conflict of interest. The School maintains a data breach register and a near miss register and reviews any potential breach internally in order to improve school processes, as well as referring breaches to the DPO and the Information Commissioner's Office where appropriate.



Governors' Report (including the Strategic Report)

Principal Risks and Uncertainties (continued)

Financial Risks (Risks 2-5)

The Academy is heavily oversubscribed in Year 7 and continues to be popular in a competitive post 16 market. The Academy promotes the distinctive post 16 curriculum and the recognised quality of educational provision offered which ensures the Academy remains an attractive post 16 destination supporting good retention and recruitment. The Academy has an active student marketing and recruitment strategy for the Sixth Form. Curriculum planning takes account of student course choices at GCSE and IB Diploma thereby ensuring subjects available are viable. Academy budget planning is based on a prudent and realistic assessment of future pupil numbers.

The Academy reviews the cost of curriculum provision annually prior to determining the curriculum offer and identifies the financial viability of the proposed curriculum taking account of an assessment of viable group size. Decisions on the full range of subjects within the curriculum offer are carefully reviewed and revised subject to projected numbers. Class sizes in Years 7 – 9 have been increased to 30 students with further revisions to classes in Year 10 to secure greater efficiency.

The School undertakes a full analysis of income and expenditure projections over a five year period to determine projected shortfalls in funding over this time in order to plan for further income reductions. Financial projections take account of known changes to grant funding to ensure realistic income projection and consider impact of changes in grant allocation. The School has a strategy to secure additional income streams to provide additional income beyond GAG to include; school fund, lettings, grant applications and additional revenue generation from sponsorship and legacy/alumni donations. The regularity, level and use of these additional income streams are kept under review by the Finance and General Purposes Committee. The Academy holds reserves to mitigate the risk of unfunded cost pressures arising, for example, from STPRB recommendations on pay awards and increases to employer pension costs. A reserves policy is in place and reviewed annually to ensure appropriate levels of reserve are in place. The level of reserves is monitored on a regular basis by the Finance and General Purposes Committee.

Safeguarding and Health and Safety – Trips and Outside Activities (Risks 6 and 10)

The Governors recognise that off site activities including high risk residentials (such as ski trips, homestays and overseas trips to challenging locations) expose students to increased risks of both a safeguarding and health and safety nature. To mitigate these risks the School has robust policies in place that are reviewed and revised on a regular basis. The Safeguarding Policy (revised annually) includes additional guidance for staff leading any residential activity. The Designated Safeguarding Lead (DSL) meets with all residential visit leaders to consider safeguarding risks and mitigating action required in advance of the residential. An e-briefing related to safeguarding duties and responsibilities is required of all staff participating in a residential with confirmation of completion to the trip leader required. The Educational Visits Policy includes a section on safeguarding which cross references to the Safeguarding Policy and Health and Safety. Latest recommendations on the planning and management of homestays to secure safeguarding has been adopted and is reflected in the Safeguarding section of the Educational Visits Policy. All residentials require KCC Outdoor Education Visit approval which includes appropriate vetting of external visit providers other than those pre-approved by KCC Outdoor Education. All trips require full risk assessments (taking account of both safeguarding and health and safety) to be completed by the trip leader which are then reviewed and approved by the appointed Educational Visits Co-ordinator. Academy systems and procedures are scrutinised by a Governor with educational visits responsibility and another with safeguarding responsibilities.



Governors' Report (including the Strategic Report)

Principal Risks and Uncertainties (continued)

Safeguarding and the External Use of School Facilities (Risk 7)

The Academy understands its responsibilities to ensure that any third party hiring the School's facilities must abide by their safeguarding obligations. The Academy further recognises that any failure in the safeguarding arrangements of third party hirers will expose young people or vulnerable adults to safeguarding risks and may expose the Academy to reputational risk or legal challenge. To that end the Academy operates a clear lettings policy requiring all individuals / organisations letting school facilities to comply with safeguarding requirements and responsibilities. All hirers must confirm by letter addressed to the Governors that supervising adults working with children have current DBS checks and all correct safeguarding policies are in place. A record of these is available for the safeguarding governor to inspect during review visits. Academy facilities and estates staff remain on site throughout all School lettings.

Contractor Breach of Safeguarding Requirements (Risk 8)

To mitigate the risk of contractors being unaware of the safeguarding requirements whilst working on the Academy site or not taking appropriate action to secure these requirements the Academy has a safeguarding clause in all its contracts for services that bring external personnel onto the site. Where it is known that contractors are on site for an extended period (planned building and maintenance work) the DSL provides a safeguarding briefing to the supervisor to ensure they are fully aware of the safeguarding requirements and expectations. All contractors accessing the Academy site are issued with a contractors' code of conduct. Contractors without DBS clearance must be supervised by a DBS approved foreman (or TGS staff where appropriate) at all times and/or work in a designated compound as agreed by the School. Colour coded lanyards are worn to designate whether an individual has the safeguarding clearance to be unsupervised on the Academy site. Where a contractor is in breach of the DBS requirements they will be instructed to leave the site until the arrangements can be regularised in accordance with their contract.

Pupils or staff with identified medical conditions suffering an allergic reaction (Risk 9)

The Academy has a clear policy for supporting students with medical needs setting out roles, responsibilities and emergency procedures. The Academy employs a qualified Nurse to advise on medical needs review and implement appropriate procedures and advise/provide training. Appointed first aiders supplement the School Nurse with further support staff receiving EpiPen training. The Academy contracts out catering to an external provider who is required to remain fully compliant with regulations around food and allergens. All staff are provided with written information and guidance around allergens and there are additional risk assessments for students with identified requirements including individual arrangements for Academy trips and residential activities. Any staff with identified medical conditions at risk of significant allergic reaction are referred to Occupational Health for additional advice and guidance on how best to be supported at work.

Detriment caused to the School by leaving EU including immediate impact of Brexit resolution (Risk 11)

The Academy has taken account of the advice and guidance issued by the ESFA and Kent County Council with regard to preparations for leaving the EU including a no deal Brexit. The Academy's caterers have been asked to review and confirm the availability of appropriate food supplies in the event of disruption to imported goods. Staff have been asked to advise on the likely impact of road disruption caused by delays at the ports on their journey to work. The Academy's HR consultants are advising on the impact on retention and recruitment of current EU staff. Existing EU staff have already completed their application process for settled status with some in receipt and other applications in process.



Governors' Report (including the Strategic Report)



Fundraising

The Academy engages in regular fundraising to support curriculum enrichment, opportunities to learn beyond the classroom and the School's ability to offer a wide range of extra curricular activities accessible to all students. Fundraising also supports identified capital fundraising projects that improve and enhance school facilities for the benefit of the whole school community. Income from fundraising does not finance basic school need which is covered by grant funding. All fundraising practices are strictly compliant with the most recent legislation around fundraising. The School does not employ professional fundraisers to operate on its behalf. The fundraising activities of the Academy are kept under review by the Governors who ensure that all funds are spent in accordance with the intended purpose stated.

The Development Fund: As members of the School community parents and carers are invited to participate in the School's annual Development Fund. Parental engagement is invited as both an expression of interest and/or a voluntary financial contribution. There is no prescribed requirement to give, prescribed amount or method of giving. The confidentiality of parent donors is strictly maintained and not disclosed to the wider body of staff (including the Head Teacher). There is scrupulously no educational advantage expected or given to children of donor parents. All parents and carers in the TGS community are kept up to date with how the funds donated annually are used to enrich and enhance the learning environment for all students at the School.

Capital Fundraising: On occasion the School conducts a capital fundraising campaign targeted towards a specific capital project. Parents along with alumni and former staff and parents who have maintained contact with the School through registering on our alumni portal may be invited to contribute. There is scrupulously no educational advantage expected or given to children of donating adults. All parents and carers in the TGS community are kept up to date with the progress of the Capital Fundraising project. Alumni are informed through the alumni website and have the option to unsubscribe.

Parental or other complaints about fundraising can be addressed through the School's Complaints Policy which is available on the School website. No complaints have been received.



Governors' Report (including the Strategic Report)

Plans for Future Periods

Due to the unprecedented international situation that led to the closure of all schools in the UK from March 2020 some key elements of the 2019/20 strategic priorities could not be progressed in the final trimester of the Academy year. As a consequence of this the strategic priorities for 2019/20 have been extended into 2020/21 academic year (below). The School has incorporated into this strategic plan the twin strategic focus around:

- Curriculum rebuilding and recovery to mitigate the impact of Covid 19 on the learning of students across all years;
- A programme of support to reconnect students who have experienced considerable isolation to best support their wellbeing.

The School will be implementing a programme of support and intervention targeted at identified curriculum and wellbeing needs for cohorts, small groups and individual students using money made available from the DfE for catch up – Years 7 – 11 and resources identified by the School to provide a similar programme of support for the Sixth Form who do not benefit from DfE funded support.

Strand One:

Develop opportunities for every student to learn through real world engagement – promoting collaboration, intellectual understanding and entrepreneurial endeavour

Skills for 21st Century Learning
Embed real world learning using local and global contexts
Embed feedforward as tool to develop resilient and self directed learners
Embed collaborative enquiry to build emotional intelligence and social, communication and research skills
Consistent Learning Experience So Every Student Counts
Ensure the student's learning experience is outstanding and consistent across the School
Ensure a high standard of behaviour for learning is expected and upheld
Reduce negative differentials in subgroup performance through timely interventions
Coherent Curriculum that Increases Life Chances and Opportunities for All
Ensure the curriculum provides a coherent 7 year experience that increases life chances and opportunities for every student
Inclusive and Sustainable Curriculum
Deepen real world understanding by learning from experts and first hand learning by experience
Develop community through the introduction of co-ordinated whole school themes
Develop a sustainable approach to entrepreneurial skills and the wider understanding of the world of work

Strand Two:

Build the resilience and confidence of every student so they have the emotional literacy to make healthy life choices, flourish and be happy

A Sustainable and Holistic School Wide Approach to Resilience – securing opportunities for students to contribute and building academic buoyancy
Ensure the HSEE programme promotes student well-being and develops resilience in learning and for life experiences
Develop a whole school approach to the development of effective study skills
Ensure the wider school experience (learning beyond the classroom) provides opportunities to develop resilience
Develop Student Participation in the Running of the School
Develop the School Council so all students have a voice
Develop Peer Support Structures so Students Support Each Other
Develop a whole school approach to service learning that engages all students
Embed the House system to reflect all aspects of the School experience



Governors' Report (including the Strategic Report)

Plans for Future Periods (continued)

Strand Three:

Strengthen our community – securing strong collaborative relationships with parents, alumni and the wider community

Strengthen the long term engagement with the School
Stengthen the long term engagement with the School through the TGS Community Network
Establish societies for Arts, Sport and STEM
Develop Clear and Effective Communication
Improve communications within our school community by exploiting technology
Celebrate the TGS experience within and beyond the School community
Develop Systems for Active Parental Engagement
Embed parent voice in school self review and decision making
Embed opportunities for HSEE support to parents

Strand Four:

Promote educational aspiration and social mobility; making a positive difference to the life chances of students at and beyond the School

Support Social Mobility
Embed pupil premium admissions criteria 7 - 11
Embed pupil premium strategy to ensure all students have equal access to the full school experience
Implement the Sixth Form Promise to enable all students to fully participate in the Sixth Form and prepare for further study

Strand Five:

Invest in world class professional development – promoting best practice locally, nationally and internationally

Establish a Leadership Development Programme
Embed a structure of leadership development to support aspiration to middle and senior leadership
Ensure consistently effective middle leadership practice
Provide Strategies to Support Student and Staff Well-being
Establish a whole school approach to staff well-being and workload
Develop staff awareness of strategies to support positive student mental health
Provide a Programme for Effective Teaching and Learning
Develop consistent behaviour management for learning
Engage in teaching networks to learn from and share best practice
Support and Training for Compliance
Ensure staff have a full understanding of their responsibilities related to GDPR
Provide safeguarding training that meets our statutory obligations
Provide health and safety training that meets our statutory obligations
Develop Staff Competence in IT
Develop digital literacy to support collaborative working practices, effective communication and compliance



Governors' Report (including the Strategic Report)

Plans for Future Periods (continued)

Strand Six:

Be entrepreneurial in securing resources to realise our aspirations

Further Develop and Embed Sustainable Income Generation
Further develop and embed sustainable school fund strategy and funding
Develop marketing plan to support an increase in lettings
Increase corporate sponsorship
Steer the launch and implementation of the Debney Endowment Fund
Capital Development
Secure CIF funding
Determine future capital development projects



Governors' Report (including the Strategic Report)

Structure, Governance and Management

Constitution

The Academy is a company limited by guarantee and an exempt charity. The Academy's Memorandum and Articles of Association are the primary governing documents of the Academy. The Trustees of Tonbridge Grammar School Academy (referred to as Governors in this report) are also the Directors of the charitable company for the purposes of company law. The charitable company is known as Tonbridge Grammar School.

Details of the Governors who served during the year are included in the reference and administrative details on page 4.

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.

Governors' Indemnities

The Governors have not given any third party indemnities.

Method of Recruitment and Appointment or Election of Governors

In accordance with the Articles of Association, the Trustees of the charitable company are the Governors. They are appointed as follows:

- ◆ members may appoint up to nine Governors;
- ◆ a minimum of two and up to seven Parent Governors are elected by parents;
- ◆ up to three Staff Governors comprising two teachers and one member of the support staff are elected by the relevant staff constituency (teachers and support respectively);
- ◆ the Head Teacher is an ex-officio Governor;
- ◆ up to three Governors may be co-opted;
- ◆ additional Governors may be appointed by the Secretary of State.

Policies and Procedures Adopted for the Induction and Training of Governors

The training and induction provided for new Governors depends on their existing experience. Newly appointed Governors complete the Governor Skills Audit to assist in planning induction and to ensure the Governing Body is best able to utilise their skills and experience. All newly appointed and elected Governors meet with the Head Teacher and members of the senior leadership of the Academy and are invited to sample the full range of sub-committees before deciding which sub-committee(s) they will serve on. New governors also have electronic access to a full range of School governance documentation held in a dedicated, password protected Governor area. All new Governors attend a new Governor training induction provided by The Education People and any further training is provided as required; this is both in-house and using external providers. All Governors are provided with the information needed (including terms of reference, policy documentation, minutes, budgets etc.) to undertake their role. All this documentation is also held in the secure electronic Governor area for ease of reference.



Governors' Report (including the Strategic Report)

Policies and Procedures Adopted for the Induction and Training of Governors (continued)

In addition to training in accordance with individual needs, the Academy arranges a programme of whole Governor training annually that takes account of outcomes of the annual governor skills audit and identified strategic priorities. Governor safeguarding training takes place annually at the beginning of the academic year. Members of the Governing Body access local and national governor training provided by the Academy's legal support, accountants, The Education People, National Governance Association, Governors for Schools and Confederation of School Trusts. Over the last year Governors have received in-house training in Safeguarding, Office 365 and the future of technology in education. Governors attended externally led courses on Academy finances, webinars on the new Ofsted education inspection framework and local area Governor briefings. They also took part in a Culture Questionnaire which introduced the language used around culture and explored individual style preferences.

The Governors have been involved in planning groups, subject reviews, student enrichment and other School activities that occur during the School day. These have included student forums, musical performances, alumni celebrations, discussing admission arrangements, health and safety and travel plans, contract tender presentations and decision making and working on the building development project. An additional 39 visits before lockdown restrictions were made in these and other capacities, illustrating the engagement and willingness of Governors to learn and understand as much as possible about the School, the staff and the students.

A key strategic priority for Governors this academic year was to separate our members and trustees in order to bring the Academy Governance structure in line with the expectations of the ESFA (DfE) as expressed in the Academies Financial Handbook and identified by the School's accountants in their audit report last academic year. In order to do this the Governing Board undertook an externally led review of governance. This review helped to inform the decisions on restructure and the required paperwork was completed by our legal representatives and lodged with the DfE before the end of the academic year. The establishment of a Charitable Incorporated Organisation to enable the Debney Endowment Fund remained a priority this year with papers being lodged with the Charities Commission by the close of the academic year.

Organisational Structure

Upon conversion, the management structure that had served the predecessor school well was adopted to enable continued improvement in the way the Academy is run. The structure consists of:

- ◆ the Governors;
- ◆ the Strategy Group (Senior Leadership Team of the Academy);
- ◆ the middle leadership team.

The management structure is designed to devolve responsibility to middle leaders in order to encourage and promote wider staff engagement in decision making and promote accountability at all levels.

The Board of Governors, the majority of whom are non-executive, comprises those persons appointed under the Articles of Association. The Board meets at least five times a year and in 2019/20 had three committees:

- Strategy and Steering
- Finance and General Purposes
- Curriculum and Staffing



Governors' Report (including the Strategic Report)

Organisational Structure (continued)

The Governors set the strategic vision of the Academy, agree Academy priorities and the annual Academy budget. The Governors are responsible for ensuring the Academy fulfils legal and statutory responsibilities and monitor the implementation of Academy priorities and financial planning. The Strategy Group consisted of the Head Teacher, Deputy Head Teachers and four Assistant Head Teachers. The Strategy Group controls the Academy at executive level and implements the Academy's strategic plans and policy. Each member of the Strategy Group has a clearly defined range of responsibilities to support the implementation of the Academy's strategic plans, quality assuring teaching and learning, maintaining and improving standards, and policy development and implementation. The key responsibilities are reviewed annually to ensure the focus reflects and supports implementation of the Academy's strategic priorities and development plans. The Head Teacher is responsible for the authorisation of spending within agreed budgets and staff appointments below senior leadership level. The Deputy Head Teachers deputise for the Head Teacher in her absence. The Governors receive regular reports from the Strategy Group through the committee structure. Middle leaders are accountable for the implementation of the curriculum plan, curriculum content, the quality of learning, attainment outcomes and the overall student experience within their remit. Middle leaders are responsible for leading their team in the delivery of these areas and quality assuring the student experience.

Arrangements for Setting Pay and Remuneration of Key Management Personnel

The pay and remuneration of all staff including key management personnel is determined by the School's Pay Policies (Teachers and Support). The key management personnel of the Academy comprise the Governors and the Senior Leadership Team as listed on page 4 and the Chief Financial Officer. The Teacher and Support Staff Pay policies are revised annually at the start of the Academy year and take account of recommendations from the School Teacher's Pay Review Body in its annual revision. The Pay Review Group of the Governing Body is responsible for reviewing the pay range and pay point of all members of the School's Senior Leadership Team and considers whether to approve annual pay progression recommendations by the Head Teacher on the basis of performance appraisal evidence. The Pay Review Group of the Governing Body is responsible for setting the pay and remuneration of the Head Teacher.

Trade Union facility time

The Academy had no employees who were relevant union officials during this period. No union facility time was incurred and there was no financial expenditure incurred.

Related Parties and other connected charities and organisations

The following related party transactions occurred in the year ended 31 August 2020 (further details can be found in note 24 to the financial statements):

There were no expenditure related party transactions.

Income Related Party Transactions

During the year, sponsorship for the Careers Fair of £250 (2019: £250 sponsorship) were received from Warners Solicitors. Warners Solicitors is a related party as Mark Davis, a Governor until 31 August 2020, is a partner of Warners Solicitors. There were no amounts outstanding at 31 August 2020 (2019: £nil).

The aggregate value of donations from Governors was £3,342 including gift aid (2019: £3,858).



Governors' Report (including the Strategic Report)

Related Parties and other connected charities and organisations (continued)

The Academy is the sole trustee of Fayerman Scholarships, a charity registered with the Charity Commission in England and Wales, registration number 307763. The Academy administers the charity and Fayerman Scholarships is therefore considered a connected charity under 8.3 of the Academies Accounts Direction 2019 to 2020. Its activities are the advancement of education of the public, including by the provision of scholarships and other financial assistance to pupils or former pupils of Tonbridge Grammar School. Its total assets at 31 August 2020 were £84,000, its income for the year ended 31 August 2020 was £2,000 and its expenditure £nil. There were no liabilities.

Funds Held as Custodian Trustee on behalf of Others

There were no funds held on behalf of others.

Auditor

In so far as the Governors are aware:

- ◆ there is no relevant audit information of which the charitable company's auditor is unaware; and
- ◆ the Governors 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.

Governors' report, incorporating a strategic report, was approved by order of the Board of Governors, as the company directors, on 15 December 2020 and signed on its behalf by:



Sally Dyson
Chair of Governors

Date: 15 December 2020



Governance Statement

Scope of Responsibility

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

The Board of Governors has delegated the day-to-day responsibility to the Head Teacher, 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 the Academy and the Secretary of State for Education. The Head Teacher is also responsible for reporting to the Board of Governors any material weaknesses or breakdowns in internal control.

Governance

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

The information on governance included here supplements that described in the Governors' report and in the Statement of Governors' Responsibilities. The Board of Governors has formally met 6 times during the year. Attendance during the year at meetings of the Board of Governors was as follows:

Governor	Meetings attended	Out of a possible
Sally Dyson (Chair of Governors)	6	6
Laura Acosta (resigned 15 November 2019)	1	1
Emily Ball (appointed 1 September 2019)	5	6
Pippa Blackstone	6	6
Fiona Conlan	5	6
Mark Davis (resigned 31 August 2020)	4	6
Ruth Davis	6	6
Annette Doherty (resigned 31 August 2020)	6	6
Suzy Hughes	6	6
Julie Humphries (resigned 20 July 2020)	—	6
Shami Iqbal	5	6
Rosemary Joyce (Head Teacher and Accounting Officer)	6	6
Mark Lavenstein	6	6
Claire Lindridge	5	6
Jose Parody (resigned 31 January 2020)	1	2
Richard Pryce	6	6
Nigel Stratton	5	6
Jeremy Timms	3	6
Julia Wheeler	6	6

The Full Board met six times during the year. It maintains effective oversight between meetings through its committee structure. Monthly management accounts are distributed to all governors.



Governance Statement

The Governors completed an internal review of their role and effectiveness and considered the structure of sub-committees. As a result of the review the Governors took the decision to revise the sub-committee structure from the beginning of 2016/17 to create a Strategy and Steering committee of the Governing Body alongside committees focussing on finance and physical resources and curriculum and staffing. A further review of the committee structure was undertaken during 2019/2020 as part of the separation of member and trustees and determined that from September 2020 an Audit and Risk committee would be introduced. The Strategy and Steering committee will cease to exist with the responsibilities of this committee being shared between the Full Governing Body and the Audit and Risk committees.

The Finance and General Purposes Committee is a sub-committee of the main Board of Governors. Its purpose is to assist and support the Governing Body, ensuring sound oversight is exercised over the management of the Academy's finances and resources. The Finance and General Purposes Committee, excluding staff members, also fulfils the role of Audit Committee. From 1 September 2020 the Audit and Risk Committee will fulfil the role of the Audit Committee. Attendance at meetings in the year was as follows:

Governor	Meetings attended	Out of a possible
Sally Dyson (Chair of Governors)	5	5
Emily Ball (appointed 1 September 2019)	3	4
Pippa Blackstone	5	5
Julie Humphryes (resigned 20 July 2020)	—	5
Rosemary Joyce (Head Teacher and Accounting Officer)	5	5
Claire Lindridge	5	5
Jose Parody (resigned 31 January 2020)	2	2
Richard Pryce	5	5
Nigel Stratton (Chair F&GP)	5	5
Jeremy Timms	2	5

Review of Value for Money

As Accounting Officer the Head Teacher 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 education 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 Governors 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:

- ◆ The Academy delivers excellent academic results and adds value as shown by its examination outcomes across all years including outcomes confirmed as a result of the grade awarding process implemented by the IB Diploma and UK exam awarding bodies summer 2020.
- ◆ The Academy has taken steps to improve financial efficiency to meet rising costs from staff incremental pay increases, pay settlement increases, rising social security costs and pension costs. Further to the substantive reduction in the level of its Senior Leadership Team in 2017/18, the Academy reduced the size of the Senior Leadership Team from 8 to 7 and to 6 at the end of 2018/19. The Academy has continued its ongoing review of courses offered reducing post 16 course choices where numbers are not viable reviewing curriculum timetabling, optimum class sizes and contact ratios. The Academy seeks a balance of offering a broad curriculum in line with its IB principles, balancing staff workload and being cost effective without a detrimental impact on teaching and learning.
- ◆ The Academy has undertaken range of capital improvements to secure energy efficiencies including the installation of LED lighting throughout the school (2028) 2018 with the



Governance Statement

assistance of a Salix loan under the SEEF scheme and has seen energy efficiencies which will be used to pay back the £165,000 interest free loan over eight years.

- ◆ Further to the above the Academy has replaced old oil fired boilers with energy efficient gas boilers in the oldest part of the School, funded in part by a CIF grant and a Salix loan under the SEEF scheme the boiler installation completed 2019 with further energy efficient improvements to heating and additional boilers implemented summer / autumn 2020 following two successful CIF applications submitted December 2019.
- ◆ The Academy continues to benefit from photovoltaic panels on the roof of Hands Building and on the Sports Hall roof installed in March 2016 under a Power Purchase Arrangement whereby the Academy buys the generated electricity it uses at less than half the cost of electricity imported from the grid.
- ◆ Recruitment costs continue to reduce as a result of negotiating an annual arrangement for recruitment advertising. It continues to use local sector specific websites to provide access to strong local candidates. The Academy is a sponsor of migrant workers under the Government scheme which it uses to attract highly qualified personnel.
- ◆ The Academy joined the Risk Protection Arrangement in September 2015 and reviews value for money annually. For 2018/19 it found the RPA provided a value for money alternative to insurance cover and saved third party brokerage costs. As a result of its review of insurance in July 2019, the Academy decided to move to a third party provider for insurance in 2019/20 as it provided better value for money. The insurance arrangements were reviewed summer 2020 and as a consequence the Academy has re-joined the Risk Protection Arrangements from September 2020 as this was identified as providing better value for money.
- ◆ During the year the following contracts were tendered or renegotiated: gas and electricity, telephone lines and meter operator agreements. The latter contract was arranged using ESPO's framework. The School made use of a Crescent Purchasing Consortium framework to tender for flooring in the summer 2020.
- ◆ Under PPN 02/20 the School continued to pay its cleaning contractor as usual during lockdown from March 2020. The staff of its catering contractor were furloughed and the School paid the catering contractor the amount it would normally have paid for free school meals and negotiated additional payments to ensure this key supplier was able to return to full operations when schools reopened. Grounds maintenance works were initially suspended, but after discussion with the contractor, a plan was agreed to both resume site visits and to catch up on those missed to ensure all contracted hours were delivered.
- ◆ The School has had to employ additional cleaning staff to meet the requirements of the Government's guidance for returning to school and employed temporary site staff in the summer of 2020 to prepare the site for the return to school in September 2020. It has also incurred additional costs for hygiene supplies such as sanitiser gel and PPE, water fountains and catering equipment to provide sufficient food serving points to enable year group bubbles to be maintained. The School does not expect it will receive government funding for any of these costs which it has had to meet from its own resources.

The Purpose of the System of Internal Control

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can therefore only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an ongoing process designed to identify and prioritise the risks to the achievement of the Academy's policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place at the Academy for the year ended 31 August 2019 and up to the date of approval of the annual report and financial statements.



Governance Statement

Capacity to Handle Risk

The Board of Governors 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 Governors 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 ended 31 August 2020 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Board of Governors.

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 monthly financial reports which are reviewed and agreed by the Board of Governors;
- ◆ regular reviews by the Finance and General Purposes Committee of monthly 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.

In 2019/20, the Finance and General Purposes Committee, in its role of fulfilling the functions of an audit committee, appointed UHY Hacker Young, an accountancy firm independent of its external auditor, to provide a programme of internal scrutiny.

UHY Hacker Young made two separate visits and performed checks on payroll, purchasing and related party transactions, as well as checks on general controls including month end procedures. Their reports and arising recommendations from each visit, all of which were graded low level concern or advisory only, were considered by the Finance & General Purposes Committee and the Governors formally responded to UHY Hacker Young on the points made. The Finance & General Purposes Committee reported to the Board of Governors on the internal scrutiny reports which were posted on the Governance portal for all Governors to access.

The Finance and General Purposes Committee recommended the appointment of UHY Hacker Young to provide a further programme of internal assurance for 2020/21 and the programme has been agreed with reference to the requirements of the Academies Financial Handbook 2020. As the internal scrutiny provider is independent of the external auditor, the arrangements for internal scrutiny are not affected by the newly revised FRC Ethical Standard. From September 2020 following a review of the Governance Committee structure the responsibility for Internal Audit moves to the newly established Audit and Risk Committee.



Governance Statement

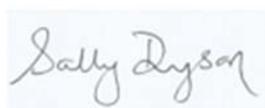
Review of Effectiveness

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

- ◆ the checks carried out by the appointed internal scrutiny provider;
- ◆ the work of the external auditor;
- ◆ 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 their review of the system of internal control by the Finance and General Purposes Committee and a plan to ensure continuous improvement of the system is in place.

Approved by order of the Board of Governors on 15 December 2020 and signed on its behalf by:



Sally Dyson
Chair of Governors



Rosemary Joyce
Accounting Officer



Statement on regularity, propriety and compliance

As Accounting Officer of Tonbridge Grammar School, I have considered my responsibility to notify the Academy Board of Governors and the Education and Skills Funding Agency of material irregularity, impropriety and non-compliance with ESFA terms and conditions of funding, under the funding agreement in place between the Academy and the Secretary of State. As part of my consideration I have had due regard to the requirements of the Academies Financial Handbook 2019.

I confirm that I and the Academy Board of Governors are able to identify any material irregular or improper use of funds by the Academy, or material non-compliance with the terms and conditions of funding under the Academy's funding agreement and the Academies Financial Handbook 2019.

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 Governors and ESFA.



Rosemary Joyce
Accounting Officer

Date: 15 December 2020



Statement of Governors' Responsibilities

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

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

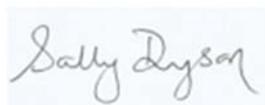
- ◆ select suitable accounting policies and then apply them consistently;
- ◆ observe the methods and principles in the Charities SORP 2015 and the Academies Accounts Direction 2019 to 2020;
- ◆ make judgments and estimates that are reasonable and prudent;
- ◆ state whether applicable United Kingdom Accounting Standards (FRS 102) have been followed, subject to any material departures disclosed and explained in the financial statements; and
- ◆ prepare the financial statements on the going concern basis unless it is inappropriate to presume that the charitable company will continue in operation.

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

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

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

Approved by order of the members of the Board of Governors on 15 December 2020 and signed on its behalf by:



Sally Dyson
Chair of Governors



Independent auditor's report on the financial statements

Independent auditor's report on the financial statements to the Members of Tonbridge Grammar School

Opinion

We have audited the financial statements of Tonbridge Grammar School (the 'charitable company') for the year ended 31 August 2020 which comprise the Statement of Financial Activities, the Balance Sheet, the statement of cash flows, the principal accounting policies and the related notes to the financial statements. The financial reporting framework that has been applied in their preparation is applicable law and United Kingdom Accounting Standards, including Financial Reporting Standard 102 'The Financial Reporting Standard applicable in the UK and Republic of Ireland' (United Kingdom Generally Accepted Accounting Practice), Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (the Charities SORP 2015) and the Academies Accounts Direction 2019 to 2020.

In our opinion, the financial statements:

- ◆ give a true and fair view of the state of the charitable company's affairs as at 31 August 2020 and of its income and expenditure for the year then ended;
- ◆ have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- ◆ have been prepared in accordance with the requirements of the Companies Act 2006; and
- ◆ have been prepared in accordance with the Charities SORP 2015 and Academies Accounts Direction 2019 to 2020.

Basis for opinion

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

Conclusions relating to going concern

We have nothing to report in respect of the following matters in relation to which the ISAs (UK) require us to report to you where:

- ◆ the Governors' use of the going concern basis of accounting in the preparation of the financial statements is not appropriate; or
- ◆ the Governors have not disclosed in the financial statements any identified material uncertainties that may cast significant doubt about the charitable company's ability to continue to adopt the going concern basis of accounting for a period of at least twelve months from the date when the financial statements are authorised for issue.



Independent auditor's report on the financial statements

Other information (covering the reference and administrative details, the governors' report and strategic report and the governance statement)

The Governors are responsible for the other information. The other information comprises the information included in the annual report other than the financial statements and our auditor's report thereon. Our opinion on the financial statements does not cover the other information and, except to the extent otherwise explicitly stated in our report, we do not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit or otherwise appears to be materially misstated. If we identify such material inconsistencies or apparent material misstatements, we are required to determine whether there is a material misstatement in the financial statements or a material misstatement of the other information. If, based on the work we have performed, we conclude that there is a material misstatement of this other information, we are required to report that fact.

We have nothing to report in this regard.

Opinions on other matters prescribed by the Companies Act 2006

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

- ◆ the information given in the Governors' report, which is also the directors' report including the strategic report for the purposes of company law and includes the strategic report, for the financial year for which the financial statements are prepared is consistent with the financial statements; and
- ◆ the Governors' report, which is also the directors' report including the strategic report for the purposes of company law and includes the strategic report has been prepared in accordance with applicable legal requirements.

Matters on which we are required to report by exception

In the light of the knowledge and understanding of the charitable company and its environment obtained in the course of the audit, we have not identified material misstatements in the Governors' report including the strategic report.

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

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



Independent auditor's report on the financial statements

Responsibilities of Governors

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

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

Auditor's responsibilities for the audit of the financial statements

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

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

Use of our report

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

Buzzacott LLP

Catherine Biscoe (Senior Statutory Auditor)
for and on behalf of Buzzacott LLP, Statutory Auditor
130 Wood Street
London
EC2V 6DL

17 December 2020



Independent reporting accountant's assurance report on regularity to Tonbridge Grammar School and the Education and Skills Funding Agency

In accordance with the terms of our engagement letter dated 2 July 2018 and further to the requirements of the Education and Skills Funding Agency (ESFA) as included in the Academies Accounts Direction 2019 to 2020, we have carried out an engagement to obtain limited assurance about whether the expenditure disbursed and income received by Tonbridge Grammar School during the period from 1 September 2019 to 31 August 2020 have been applied to the purposes identified by Parliament and the financial transactions conform to the authorities which govern them.

This report is made solely to Tonbridge Grammar School and the ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Tonbridge Grammar School and the ESFA those matters we are required to state in a report and for no other purpose. To the fullest extent permitted by law, we do not accept or assume responsibility to anyone other than Tonbridge Grammar School and the ESFA, for our work, for this report, or for the conclusion we have formed.

Respective responsibilities of Tonbridge Grammar School's Accounting Officer and the reporting accountant

The Accounting Officer is responsible, under the requirements of Tonbridge Grammar School's funding agreement with the Secretary of State for Education dated 22 December 2010, the Deed of Variation dated 19 May 2015 and the Academies Financial Handbook, extant from 1 September 2019, for ensuring that expenditure disbursed and income received is applied for the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

Our responsibilities for this engagement are established in the United Kingdom by our profession's ethical guidance and are to obtain limited assurance and report in accordance with our engagement letter and the requirements of the Academies Accounts Direction 2019 to 2020. We report to you whether anything has come to our attention in carrying out our work which suggests that in all material respects, expenditure disbursed and income received during the period from 1 September 2019 to 31 August 2020 have not been applied to purposes intended by Parliament or that the financial transactions do not conform to the authorities which govern them.

Approach

We conducted our engagement in accordance with the Academies Accounts Direction 2019 to 2020 issued by the ESFA. We performed a limited assurance engagement as defined in our engagement letter.

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

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

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



Independent reporting accountant's assurance report on regularity to Tonbridge Grammar School and the Education and Skills Funding Agency

Approach (continued)

The work undertaken to draw to our conclusion includes:

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

Conclusion

In the course of our work, nothing has come to our attention which suggests that in all material respects the expenditure disbursed and income received during the period from 1 September 2019 to 31 August 2020 has not been applied to purposes intended by Parliament and the financial transactions do not conform to the authorities which govern them.

Buzzacott LLP

17 December 2020

Reporting Accountant
Buzzacott LLP
Chartered Accountants
130 Wood Street
London
EC2V 6DL



Statement of financial activities for the year ended 31 August 2020 (including income and expenditure account)

	Notes	Unrestricted general fund £'000	Restricted funds		2020 Total funds £'000	2019 Total funds £'000
			General £'000	Fixed asset fund £'000		
Income from:						
Donations and capital grants	1	—	150	745	895	738
Charitable activities:						
. Funding for the Academy's educational operations	2	91	6,295	—	6,386	6,321
Other trading activities	3	25	6	—	31	45
Investments	4	11	3	—	14	18
Total income		127	6,454	745	7,326	7,122
Expenditure on:						
Raising funds		13	—	—	13	11
Charitable activities:						
. Academy's educational operations		52	6,440	652	7,144	7,322
Total expenditure	5	65	6,440	652	7,157	7,333
Net income (expenditure) before investment gains		62	14	93	169	(211)
Net gains on investment assets		—	—	—	—	2
Net income (expenditure) before transfers		62	14	93	169	(209)
Gross transfers between funds	17	(5)	(219)	224	—	—
Net income (expenditure) for the year		57	(205)	317	169	(209)
Other recognised gains and losses						
Actuarial (losses) gains on defined benefit pension scheme	23	—	(193)	—	(193)	(343)
Net movement in funds		57	(398)	317	(24)	(552)
Reconciliation of funds						
Total fund balances brought forward at 1 September		1,732	(1,620)	11,093	11,205	11,757
Total fund balances carried forward at 31 August		1,789	(2,018)	11,410	11,181	11,205

All of the Academy's activities derive from continuing operations during the above two financial periods.

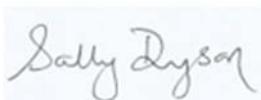
All gains and losses are included in the Statement of Financial Activities.



Balance sheet as at 31 August 2020

	Notes	2020 £'000	2020 £'000	2019 £'000	2019 £'000
Fixed assets					
Intangible fixed assets	11		15		10
Tangible fixed assets	12		11,137		11,169
			11,152		11,179
Current assets					
Debtors	13	875		436	
Investments	14	39		39	
Cash at bank and in hand		2,523		2,813	
		3,437		3,288	
Liabilities					
Creditors: amounts falling due within one year	15	(626)		(946)	
Net current assets			2,811		2,342
Total assets less current liabilities					
Creditors: amounts falling due after more than one year	16		(297)		(266)
Net assets excluding pension liability			13,666		13,255
Defined benefit pension scheme liability	23		(2,485)		(2,050)
Total net assets			11,181		11,205
Funds of the Academy					
Restricted funds					
. Fixed asset fund	17	11,410		11,093	
. General fund	17	10		—	
. Other restricted funds	17	457		430	
. Pension reserve	17	(2,485)		(2,050)	
			9,392		9,473
Unrestricted funds					
. General fund	17	581		529	
. Designated fund	17	1,208		1,203	
			1,789		1,732
Total funds			11,181		11,205

The financial statements on pages 51 to 79 were approved by the Governors, and authorised for issue on 15 December 2020 and are signed on their behalf by:



Sally Dyson
 Chair of Governors
 Tonbridge Grammar School
 Company Limited by Guarantee
 Registration Number: 07455728



Statement of cash flows for the year ended 31 August 2020

		2020 £'000	2019 £'000
Cash flows from operating activities			
Net cash provided by operating activities	A	159	102
Cash flows from investing activities			
	B	(488)	(27)
Cash flows from financing activities			
	C	39	106
Change in cash and cash equivalents in the year		(290)	181
Cash and cash equivalents at 1 September		2,813	2,632
Cash and cash equivalents at 31 August	D	2,523	2,813
A Reconciliation of net income to net cash flow from operating activities			
		2020 £'000	2019 £'000
Net income (expenditure) for the year (as per the Statement of Financial Activities)			
		169	(209)
Adjusted for:			
Amortisation and depreciation (notes 11 and 12)		630	570
Capital grants from DfE and other capital income		(745)	(568)
Interest receivable (note 4)		(14)	(18)
Net gains on investment assets		—	(2)
Defined benefit pension scheme cost less contributions payable (note 23)		205	179
Defined benefit pension scheme finance cost (note 23)		37	37
Decrease (increase) in debtors		9	59
Increase (decrease) in creditors		(132)	54
Net cash provided by operating activities		159	102
B Cash flows from investing activities			
		2020 £'000	2019 £'000
Dividends, interest and rents from investments		14	18
Purchase of tangible fixed assets (net of debtors and creditors)		(784)	(613)
Purchase of intangible fixed assets		(15)	—
Capital grants from DfE/ESFA		271	528
Capital funding received from sponsors and others		26	40
Net cash used in investing activities		(488)	(27)
C Cash flows from financing activities			
		2020 £'000	2019 £'000
Cash inflows from new borrowing		64	116
Repayments of borrowing		(25)	(10)
Net cash provided by financing activities		39	106



Statement of cash flows for the year ended 31 August 2020

D Analysis of cash and cash equivalents

	2020	2019
	£'000	£'000
Cash at bank and in hand	1,814	2,646
Short-term deposits	709	167
Total cash and cash equivalents	2,523	2,813

E Analysis of changes in net debt

	At 1 September 2019 £'000	Cash flows £'000	At 31 August 2020 £'000
Cash	2,646	(832)	1,814
Cash equivalents	167	542	709
	2,813	(290)	2,523
Loans falling due within one year	(33)	(8)	(41)
Loans falling due after more than one year	(266)	(31)	(297)
Total	2,514	(329)	2,185



Notes to the financial statements for the year ended 31 August 2020

Statement of accounting policies

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

Basis of preparation

The financial statements of the Academy, which is a public benefit entity under FRS 102, have been prepared under the historical cost convention, as modified by the inclusion of investments at market value, in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS 102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their financial statements in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) (Charities SORP (FRS 102)), the Academies Accounts Direction 2019 to 2020 issued by ESFA, the Charities Act 2011 and the Companies Act 2006.

Going concern

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

Income

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

Grants

Grants are included in the Statement of Financial Activities on a receivable basis. The balance of income received for specific purposes but not expended during the period is shown in the relevant funds on the Balance Sheet. Where income is received in advance of meeting any performance-related conditions there is not unconditional entitlement to the income and its recognition is deferred and included in creditors as deferred income until the performance-related conditions are met. Where entitlement occurs before income is received, the income is accrued. General Annual Grant is recognised in full in the Statement of Financial Activities in the year for which it is receivable and any abatement in respect of the period is deducted from income and recognised as a liability. Capital grants are recognised in full when there is unconditional entitlement to the grant. Unspent amounts of capital grant are reflected in the Balance Sheet in the restricted fixed asset fund. Capital grants are recognised when there is entitlement and not deferred over the life of the asset on which they are expended.

Sponsorship income

Sponsorship income provided to the Academy Trust which amounts to a donation is recognised in the Statement of Financial Activities in the period in which it is receivable (where there are no performance-related conditions) where the receipt is probable and the amount can be measured reliably.

Donations

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



Notes to the financial statements for the year ended 31 August 2020

Legacies

Legacies are included in the Statement of Financial Activities when the Academy is entitled to the legacy, the executors have established that there are sufficient surplus assets in the estate to pay the legacy, and any conditions attached to the legacy are within the control of the Academy.

Entitlement is taken as the earlier of the date on which either: the Academy is aware that probate has been granted, the estate has been finalised and notification has been made by the executor to the Academy that a distribution will be made, or when a distribution is received from the estate. Receipt of a legacy, in whole or in part, is only considered probable when the amount can be measured reliably and the Academy has been notified of the executor's intention to make a distribution.

Where legacies have been notified to the Academy or the Academy is aware of the granting of probate, but the criteria for income recognition have not been met, then the legacy is treated as a contingent asset and disclosed if material. In the event that the gift is in the form of an asset other than cash or a financial asset traded on a recognised stock exchange, recognition is subject to the value of the gift being reliably measurable with a degree of reasonable accuracy and the title of the asset having been transferred to the Academy.

Other income

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

Donated fixed assets

Where the donated good is a fixed asset it is measured at fair value, unless it is impractical to measure this reliably, in which case the cost of the item to the donor is used. The gain is recognised as income from donations and a corresponding amount is included in the appropriate fixed asset category and depreciated over the useful economic life in accordance with the Academy's accounting policies.

Expenditure

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

- ◆ **Expenditure on raising funds**

This includes all expenditure incurred by the Academy to raise funds for its charitable purposes and includes costs of all fundraising activities events and non-charitable trading.

- ◆ **Charitable activities**

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

All resources expended are inclusive of irrecoverable VAT.



Notes to the financial statements for the year ended 31 August 2020

Intangible fixed assets

Intangible assets costing £5,000 or more are capitalised and recognised when future economic benefits are probable and the cost or value of the asset can be measured reliably. Intangible assets are initially recognised at cost and are subsequently measured at cost net of amortisation and any provision for impairment.

Amortisation is provided on intangible fixed assets at rates calculated to write off the cost of each asset on a straight-line basis over its expected useful life, as follows:

Purchased computer software	3 years
-----------------------------	---------

Tangible fixed assets

Assets costing £5,000 or more per item or which form part of a larger purchase or project costing £5,000 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

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

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

Freehold buildings	35-50 years
Building refurbishments	10 years
Computer equipment	3 years
Furniture and equipment	5 years
Salix funded assets	8 years

Assets in the course of construction are included at cost. Depreciation on these assets is not charged until they are brought into use and reclassified to freehold land and buildings.

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

Cash at bank and in hand

Cash at bank and in hand represents such accounts and instruments that are available on demand.

Debtors

Debtors are recognised at their settlement amount less any provision for non-recoverability. Prepayments are valued at the amounts prepaid.



Notes to the financial statements for the year ended 31 August 2020

Investments

Investments are recognised at their market value as at the balance sheet date. Realised gains (or losses) on investment assets are calculated as the difference between disposal proceeds and their opening carrying value or their purchase value if acquired subsequent to the first day of the financial year. Unrealised gains and losses are calculated as the difference between the fair value at the year end and their carrying value at that date. Realised and unrealised investment gains (or losses) are combined in the Statement of Financial Activities and are credited (or debited) in the year in which they arise.

Liabilities

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

Leased assets

Rentals under operating leases are charged on a straight-line basis over the lease term.

Financial instruments

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

Financial assets – trade and other debtors are basic financial instruments and are debt instruments measured at amortised cost as detailed in note 13. Prepayments are not financial instruments.

Investments – are recognised at their market value with realised and unrealised gain recognised in the Statement of Financial Activities.

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

Financial liabilities – trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost as detailed in notes 15 and 16. Taxation and social security are not included in the financial instruments disclosure definition. Deferred income is not deemed to be a financial liability, as the cash settlement has already taken place and there is an obligation to deliver services rather than cash or another financial instrument.

Taxation

The Academy is considered to pass the tests set out in Paragraph 1 Schedule 6 of the Finance Act 2010 and therefore it meets the definition of a charitable company for UK corporation tax purposes. Accordingly, the Academy is potentially exempt from taxation in respect of income or capital gains received within categories covered by Part 11 Chapter 3 of the Corporation Tax Act 2010 or Section 256 of the Taxation of Chargeable Gains Act 1992, to the extent that such income or gains are applied exclusively to charitable purposes.



Notes to the financial statements for the year ended 31 August 2020

Pensions benefits

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

The TPS is an unfunded scheme and contributions are calculated so as to spread the cost of pensions over employees' working lives with the Academy in such a way that the pension cost is a substantially level percentage of current and future pensionable payroll. The contributions are determined by the Government Actuary on the basis of quadrennial valuations using a prospective unit credit method. As stated in note 23, the TPS is an unfunded multi-employer scheme with no underlying assets to assign between employers. Consequently, the TPS is treated as a defined contribution scheme for accounting purposes and the contributions recognised in the period to which they relate.

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

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

Fund accounting

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

Unrestricted designated funds represent those resources which the Governors have designated for a particular purpose.

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

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



Notes to the financial statements for the year ended 31 August 2020

Critical accounting estimates and areas of judgement

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

Critical accounting estimates and assumptions

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

- The present value of the Local Government Pension Scheme defined benefit liability depends on a number of factors that are determined on an actuarial basis using a variety of assumptions. The assumptions used in determining the net cost (income) for pensions include the discount rate. Any changes in these assumptions, which are disclosed in note 23, will impact the carrying amount of the pension liability. Furthermore a roll forward approach which projects results from the latest full actuarial valuation performed at 31 March 2019 has been used by the actuary in valuing the pensions liability at 31 August 2020. Any differences between the figures derived from the roll forward approach and a full actuarial valuation would impact on the carrying amount of the pension liability.
- The charges in respect of depreciation of tangible fixed assets and amortisation of intangible fixed assets are derived after determining an estimate of an asset's expected useful life and the expected residual value at the end of its life. Increasing an asset's expected life or its residual value would result in a reduced depreciation charge in the Statement of Financial Activities.
- Under the catering contract, the catering service provider invested in catering facilities for the Academy. Should the Academy terminate the catering contract before the end of the term, the Academy would be liable to repay an amount equal to the net book value of the facilities at the date of termination. No provision has been made for this as based on current and past performance, the Academy does not intend to terminate the contract early.

Critical areas of judgement

Other than discussed above, the Governors do not consider that there are any key judgements made in the preparation of the financial statements.



Notes to the financial statements for the year ended 31 August 2020

1. Donations and capital grants

	Unrestricted funds £'000	Restricted funds £'000	2020 Total funds £'000	2019 Total funds £'000
Legacies	—	—	—	45
Other private donations	—	176	176	165
Capital grants	—	719	719	528
	—	895	895	738

	Unrestricted funds £'000	Restricted funds £'000	2019 Total funds £'000
Legacies	40	5	45
Other private donations	—	165	165
Capital grants	—	528	528
	40	698	738

2. Funding for the Academy's educational operations

	Unrestricted funds £'000	Restricted funds £'000	2020 Total funds £'000	2019 Total funds £'000
DfE / ESFA revenue grants				
. General annual grant (GAG)	—	5,619	5,619	5,391
. Other DfE/ESFA grants	—	344	344	100
National College grants	—	—	—	19
	—	5,963	5,963	5,510
Other Government grants				
Local authority grants	—	18	18	3
	—	18	18	3
Other funds				
Other educational income	91	312	403	808
Exceptional government funding				
Other coronavirus funding	—	2	2	—
	—	2	2	—
Total funding	91	6,295	6,386	6,321

The academy trust has been eligible to claim additional funding in year from government support schemes in response to the coronavirus outbreak. The funding received is shown above under "exceptional government funding".

- ◆ The funding received for coronavirus exceptional support covers £2,000 of Coronavirus Statutory Sick Pay costs. These costs are included in note 8 below as appropriate.



Notes to the financial statements for the year ended 31 August 2020

2. Funding for the Academy's educational operations (continued)

	Unrestricted funds £'000	Restricted funds £'000	2019 Total funds £'000
<i>DfE / ESFA revenue grants</i>			
· General annual grant (GAG)	—	5,391	5,391
· Other DfE/ESFA grants	—	100	100
National College grants	—	19	19
	—	5,510	5,510
<i>Other Government grants</i>			
Local authority grants	—	3	3
	—	3	3
<i>Other funds</i>			
Other educational income	114	694	808
Total funding	114	6,207	6,321

3. Other trading activities

	Unrestricted funds £'000	Restricted funds £'000	2020 Total funds £'000	2019 Total funds £'000
Hire of facilities	23	—	23	45
Miscellaneous income	2	6	8	—
Other trading activities	25	6	31	45

	Unrestricted funds £'000	Restricted funds £'000	2019 Total funds £'000
<i>Hire of facilities</i>	45	—	45

4. Investment income

	Unrestricted funds £'000	Restricted funds £'000	2020 Total funds £'000	2019 Total funds £'000
Bank interest and COIF charity investment fund	11	3	14	18

	Unrestricted funds £'000	Restricted funds £'000	2019 Total funds £'000
<i>Bank interest and COIF charity investment fund</i>	15	3	18



Notes to the financial statements for the year ended 31 August 2020

5. Expenditure

	Non-pay expenditure			2020 Total funds £'000	2019 Total funds £'000
	Staff costs £'000	Premises £'000	Other costs £'000		
Raising funds					
.. Direct costs	—	—	5	5	5
.. Allocated support costs	8	—	—	8	6
Academy's educational operations					
.. Direct costs	3,793	501	709	5,003	5,060
.. Allocated support costs	1,320	628	193	2,141	2,262
	5,121	1,129	907	7,157	7,333

	Non pay expenditure			2019 Total funds £'000
	Staff costs £'000	Premises £'000	Other costs £'000	
Raising funds				
.. Direct costs	—	—	5	5
.. Allocated support costs	6	—	—	6
Academy's educational operations				
.. Direct costs	3,473	452	1,135	5,060
.. Allocated support costs	1,212	806	244	2,262
	4,691	1,258	1,384	7,333

Net income (expenditure) for the year includes:

	2020 Total funds £'000	2019 Total funds £'000
Depreciation	620	565
Amortisation	10	5
Operating lease rentals	23	57
Fees payable to auditor		
. Statutory audit	13	12
. Other services	2	3

Included within expenditure are the following transactions:

	2020 Total funds £	2019 Total funds £
Gifts made by the Academy	—	127



Notes to the financial statements for the year ended 31 August 2020

6. Charitable activities - Academy's educational operations

	2020 Total funds £'000	2019 Total funds £'000
Direct costs	5,003	5,060
Support costs	2,141	2,262
	7,144	7,322
Analysis of support costs		
	2020 Total funds £'000	2019 Total funds £'000
Support staff costs	1,320	1,212
Depreciation	124	113
Technology costs	16	20
Premises costs	504	693
Legal costs - other	7	8
Other support costs	97	128
Governance costs	73	88
Total support costs	2,141	2,262



Notes to the financial statements for the year ended 31 August 2020

7. Comparative information

Analysis of income and expenditure in the year ended 31 August 2019 between restricted and unrestricted funds:

	Unrestricted general fund £'000	Restricted funds		2019 Total funds £'000
		General £'000	Fixed assets fund £'000	
Income from:				
Donations and capital grants	40	130	568	738
Charitable activities:				
. Funding for the Academy's educational operations	114	6,207	—	6,321
Other trading activities	45	—	—	45
Investments	15	3	—	18
Total income	214	6,340	568	7,122
Expenditure on:				
Raising funds	—	11	—	11
Charitable activities:				
. Academy's educational operations	73	6,481	768	7,322
Total expenditure	73	6,492	768	7,333
Net income (expenditure) before investment gains	141	(152)	(200)	(211)
Net gains on investment assets	—	2	—	2
Net income (expenditure) before transfers	141	(150)	(200)	(209)
Gross transfers between funds	(52)	(101)	153	—
Net income (expenditure) for the year	89	(251)	(47)	(209)
Other recognised gains and losses				
Actuarial (losses) gains on defined benefit pension scheme	—	(343)	—	(343)
Net movement in funds	89	(594)	(47)	(552)
Reconciliation of funds				
Total fund balances brought forward at 1 September	1,643	(1,026)	11,140	11,757
Total fund balances carried forward at 31 August	1,732	(1,620)	11,093	11,205



Notes to the financial statements for the year ended 31 August 2020

8. Staff

(a) Staff costs

Staff costs during the year were:

	2020 Total funds £'000	2019 Total funds £'000
Wages and salaries	3,722	3,517
Social security costs	374	344
Operating costs of defined benefit pension schemes	1,011	762
	5,107	4,623
Agency staff costs	12	32
Staff redundancy costs	2	36
	5,121	4,691

(b) Staff numbers

The average number of persons (including the Senior Leadership Team) employed by the charitable company during the year ended 31 August 2020 was as follows:

Charitable activities	2020 No.	2019 No.
Teachers	68	68
Administration and support	42	41
Management	6	7
	116	116

The average number of persons (including the Senior Leadership Team) employed by the charitable company during the year ended 31 August 2020 expressed as full-time equivalents was as follows:

Charitable activities	2020 No.	2019 No.
Teachers	59	59
Administration and support	30	29
Management	6	7
	95	95

(c) Higher paid staff

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

	2020 No.	2019 No.
£60,001 — £70,000	3	1
£70,001 — £80,000	2	2
£90,001 — £100,000	—	1
£100,001 — £110,000	1	1



Notes to the financial statements for the year ended 31 August 2020

8. Staff (continued)

(d) Key management personnel

The key management personnel of the Academy comprise the Governors and the Senior Leadership Team as listed on page 4 and the Chief Financial Officer. The total amount of employee benefits (including employer national insurance contributions and pension contributions) received by key management personnel for their services to the Academy was £684,000 (2019: £735,000) .

9. Related party transactions - Governors' remuneration and expenses

One or more Governors have been paid remuneration or have received other benefits from an employment with the Academy. The Head Teacher and other staff Governors only receive remuneration in respect of services they provide undertaking the roles of Head Teacher and staff members under their contracts of employment.

The value of Governors' remuneration and other benefits was as follows:

Mrs R A Joyce (Head Teacher and Governor)	
. Remuneration	£105,000 - £110,000 (2019: £100,000-£105,000)
. Employer's pension contributions	£25,000 - £30,000 (2019: £15,000-£20,000)
Mrs P Blackstone (Staff Governor)	
. Remuneration	£45,000 - £50,000 (2019: £45,000-£50,000)
. Employer's pension contributions	£5,000 - £10,000 (2019: £5,000-£10,000)
Mrs R Davis (Staff Governor)	
. Remuneration	£50,000 - £55,000 (2019: £45,000-£50,000)
. Employer's pension contributions	£0 - £5,000 (2019: £5,000-£10,000)
Ms L Acosta (Staff Governor) (resigned as trustee 15 November 2019)	
. Remuneration	£10,000 - £15,000 (2019: £45,000-£50,000)
. Employer's pension contributions	£0 - £5,000 (2019: £5,000-£10,000)

During the year ended 31 August 2020, travel and subsistence expenses totalling £347 (2019: £1,435) were reimbursed to four Governors (2019: four).

Other related party transactions involving the Governors are set out in note 24.

10. Governors' and officers' insurance

In accordance with normal commercial practice, the Academy purchased insurance to protect governors and officers from claims arising from negligent acts, errors or omissions whilst on Academy business. The insurance provided cover up to £5,000,000 and the cost for the period ended 31 August 2020 was £199 (2019: During the year 2018/19, the Academy opted into the Department for Education's risk protection arrangement (RPA), an alternative to insurance where UK government funds cover losses that arise. It is not possible to quantify the Governors and officers indemnity element from the overall cost of the RPA scheme). The cost of this insurance is included in the total insurance cost..



Notes to the financial statements for the year ended 31 August 2020

11. Intangible fixed assets

	Computer software £'000
Cost/valuation	
At 1 September 2019	21
Additions	15
At 31 August 2020	<u>36</u>
Amortisation	
At 1 September 2019	11
Charge in year	10
At 31 August 2020	<u>21</u>
Carrying amount	
At 31 August 2020	<u>15</u>
At 31 August 2019	<u>10</u>

12. Tangible fixed assets

	Freehold land and buildings £'000	Assets under construction £'000	Furniture and equipment £'000	Computer equipment £'000	Total £'000
Cost/valuation					
At 1 September 2019	12,804	377	776	357	14,314
Transfers	377	(377)	—	—	—
Additions	158	313	49	68	588
At 31 August 2020	<u>13,339</u>	<u>313</u>	<u>825</u>	<u>425</u>	<u>14,902</u>
Depreciation					
At 1 September 2019	2,433	—	402	310	3,145
Charge in year	455	—	121	44	620
At 31 August 2020	<u>2,888</u>	<u>—</u>	<u>523</u>	<u>354</u>	<u>3,765</u>
Net book values					
At 31 August 2020	<u>10,451</u>	<u>313</u>	<u>302</u>	<u>71</u>	<u>11,137</u>
At 31 August 2019	<u>10,371</u>	<u>377</u>	<u>374</u>	<u>47</u>	<u>11,169</u>

13. Debtors

	2020 £'000	2019 £'000
Trade debtors	22	22
Prepayments and accrued income	771	313
VAT debtor	62	101
Other debtors	20	—
	<u>875</u>	<u>436</u>



Notes to the financial statements for the year ended 31 August 2020

14. Investments

	2020 £'000	2019 £'000
COIF Charities Investment Fund	39	39

The investments comprise 2,298 units in COIF Charities Investment Fund Income Units. They are held by Fayerman Scholarships which is a registered charity in England and Wales, registration number 307763.

The investments, together with cash at bank of £45,000 (2019: £43,000), are consolidated in the Academy's financial statements as the Academy is the sole trustee and administers the charity. Fayerman Scholarships is therefore considered a connected charity under 8.3 of the Academies Accounts Direction 2019 to 2020. Its activities are the advancement of education of the public, including by the provision of scholarships and other financial assistance to pupils or former pupils of Tonbridge Grammar School. Its total assets at 31 August 2020 were £84,000 (2019: £82,000), its income for the year ended 31 August 2020 was £2,000 (2019: £1,000) and its expenditure for the year ended 31 August 2020 was £nil (2019: £1,000). There were no liabilities (2019: none).

15. Creditors: amounts falling due within one year

	2020 £'000	2019 £'000
Trade creditors	338	434
Other creditors	25	18
Accruals and deferred income	222	461
Loans (see note 16)	41	33
	626	946
Deferred income		
Deferred income at 1 September	266	274
Resources deferred in the year	131	266
Amounts released from previous years	(266)	(274)
Deferred income at 31 August	131	266

At the balance sheet date the Academy was holding funds received in advance for ESFA funding of National Non-Domestic Rates, Devolved Formula Capital grant in respect of 2019/20 and income received in the year for school trips which had not yet taken place.



Notes to the financial statements for the year ended 31 August 2020

16. Creditors: amounts falling due after more than one year

	2020 £'000	2019 £'000
Loans	297	266
	297	266
Analysis of loans		
Wholly repayable within ten years	338	299
Less: included in current liabilities (note 15)	(41)	(33)
Amounts included above	297	266
Loan maturity		
Debt due in one year or less	41	33
In more than one year but not more than two years	95	83
In more than two years but not more than five years	90	80
In more than five years	112	103
	338	299

During the year ended 31 August 2020, the Academy received CIF loans of £64,000 as a result of its Condition and Improvement Fund applications. The interest rates and repayment terms of the loans are as follows:

SEEF loan for LED lighting £134,000 0% interest, maturity September 2026

Salix loan for CIF Windows £24,000 0% interest maturity March 2027

Salix loan for CIF Heating Phase 1 £94,000, 0% interest maturity September 2028

CIF loan for CIF Heating £22,000 1.96% interest, maturity August 2024

CIF loan for CIF Tech Boilers £27,000 2.2% interest, maturity August 2031

CIF loan for CIF Heating Phase 2 £37,000 2.2% interest, maturity August 2031



Notes to the financial statements for the year ended 31 August 2020

17. Funds

	Balance at 1 September 2019 £'000	Income £'000	Expenditure £'000	Gains, losses and transfers £'000	Balance at 31 August 2020 £'000
Restricted general funds					
. General annual grant (GAG)	—	5,619	(5,431)	(178)	10
. Pupil premium	10	14	(8)	(6)	10
. Other DfE/ ESFA grants	5	332	(333)	—	4
. Pension reserve	(2,050)	—	(242)	(193)	(2,485)
	<u>(2,035)</u>	<u>5,965</u>	<u>(6,014)</u>	<u>(377)</u>	<u>(2,461)</u>
Other restricted funds					
. Local authority grants	8	18	(14)	—	12
. Other restricted funds	407	471	(412)	(35)	431
	<u>415</u>	<u>489</u>	<u>(426)</u>	<u>(35)</u>	<u>443</u>
Restricted fixed asset funds					
. Transfer on conversion	7,446	—	(208)	—	7,238
. DfE Group capital grants	2,617	719	(183)	25	3,178
. Capital expenditure from GAG	94	—	(60)	159	193
. Private sector capital sponsorship	936	26	(201)	40	801
	<u>11,093</u>	<u>745</u>	<u>(652)</u>	<u>224</u>	<u>11,410</u>
Total restricted funds	<u>9,473</u>	<u>7,199</u>	<u>(7,092)</u>	<u>(188)</u>	<u>9,392</u>
Unrestricted funds					
. General fund	529	122	(65)	(5)	581
. Designated funds	1,203	5	—	—	1,208
Total unrestricted funds	<u>1,732</u>	<u>127</u>	<u>(65)</u>	<u>(5)</u>	<u>1,789</u>
Total funds	<u>11,205</u>	<u>7,326</u>	<u>(7,157)</u>	<u>(193)</u>	<u>11,181</u>

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

Restricted general funds

General Annual Grant (GAG)

Under the funding agreement with the Secretary of State, the Academy was not subject to a limit on the amount of GAG that it could carry forward at 31 August 2020.

Pupil Premium

This represents Pupil Premium Grant receipts and the spending of that grant on eligible pupils.

Other DfE/ESFA grants

This represents other grants from the ESFA including Teachers' Pay Grant, Teachers' Pension Employer Contribution Grant, Funding of Appeals, Prior Academisation Service Costs and Sixth Form Bursary grant. The spending of the Sixth Form Bursary grant is controlled by the Academy and therefore is accounted for as income and expenditure rather than an agency arrangement.

Pension reserve

The pension reserve represents the Academy's share of the LGPS Pension Fund deficit.



Notes to the financial statements for the year ended 31 August 2020

17. Funds (continued)

Other restricted funds

These funds represent the Voluntary Fund for school trips, Fayerman Scholarships and the Academy's own fundraising initiatives through School Fund.

Restricted fixed asset funds

The restricted fixed asset fund represents the net book value of fixed assets plus the unspent element of capital funds including the Academy's own fundraising initiatives for development projects. When assets are purchased the fund is increased and depreciation charges reduce the fund.

Unrestricted funds

Unrestricted funds represent balances held at the period end that can be applied at the discretion of the Governors, to support any of the Academy's charitable purposes. These funds may be general or designated by the Governors for a particular purpose. In 2018, the Academy received a legacy of £1,150,000 and a further legacy of £39,500 was received from the same estate in 2019. The Governors have designated the legacy to provide student bursaries (for which a Charitable Incorporated Organisation is being set up) and for other educational purposes, including a project to improve dining facilities.

Transfers of funds

Computer equipment purchases of £57,000, new roofing and flooring of £28,000, software of £15,000, contributions to CIF projects of £53,000 and energy efficiency savings to repay Salix loans of £25,000 were funded from GAG; these amounts have been transferred from GAG to the restricted fixed asset fund.

£6,000 computer equipment was funded from Pupil Premium Grant.

Equipment of £35,000 to provide more catering outlets was funded by School Fund; this amount has been transferred from Other restricted funds to the restricted fixed asset fund.

£5,000 of computer equipment was funded by a supplier rebate scheme.

Reserves held

The Trust is carrying a net surplus of £1,048,000 (2019: £959,000) on restricted general funds (excluding pension reserve) plus unrestricted general funds for the reasons set out in the Reserves policy on page 22.



Notes to the financial statements for the year ended 31 August 2020

17. Funds (continued)

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

	Balance at 1 September 2018 £'000	Income £'000	Expenditure £'000	Gains, losses and transfers £'000	Balance at 31 August 2019 £'000
Restricted general funds					
. General annual grant (GAG)	—	5,391	(5,348)	(43)	—
. Pupil premium	10	18	(18)	—	10
. Other DfE/ ESFA grants	6	101	(102)	—	5
. Pension reserve	(1,489)	—	(218)	(343)	(2,050)
	<u>(1,473)</u>	<u>5,510</u>	<u>(5,686)</u>	<u>(386)</u>	<u>(2,035)</u>
Other restricted funds					
. Local authority grants	12	3	(7)	—	8
. Other restricted funds	435	827	(799)	(56)	407
	<u>447</u>	<u>830</u>	<u>(806)</u>	<u>(56)</u>	<u>415</u>
Restricted fixed asset funds					
. Transfer on conversion	7,654	—	(208)	—	7,446
. DfE Group capital grants	2,381	528	(314)	22	2,617
. Capital expenditure from GAG	68	—	(47)	73	94
. Private sector capital sponsorship	1,037	40	(199)	58	936
	<u>11,140</u>	<u>568</u>	<u>(768)</u>	<u>153</u>	<u>11,093</u>
Total restricted funds	<u>10,114</u>	<u>6,908</u>	<u>(7,260)</u>	<u>(289)</u>	<u>9,473</u>
Unrestricted funds					
. General fund	493	161	(73)	(52)	529
. Designated funds	1,150	53	—	—	1,203
Total unrestricted funds	<u>1,643</u>	<u>214</u>	<u>(73)</u>	<u>(52)</u>	<u>1,732</u>
Total funds	<u>11,757</u>	<u>7,122</u>	<u>(7,333)</u>	<u>(341)</u>	<u>11,205</u>



Notes to the financial statements for the year ended 31 August 2020

18. Analysis of net assets between funds

Fund balances at 31 August 2020 are represented by:

	Unrestricted funds £'000	Restricted general funds £'000	Restricted fixed assets fund £'000	2020 Total funds £'000	2019 Total funds £'000
Intangible fixed assets	—	—	15	15	10
Tangible fixed assets	—	—	11,137	11,137	11,169
Current assets	1,789	782	866	3,437	3,288
Current liabilities	—	(315)	(311)	(626)	(946)
Non—current liabilities	—	—	(297)	(297)	(266)
Pension scheme liability	—	(2,485)	—	(2,485)	(2,050)
Total net assets	1,789	(2,018)	11,410	11,181	11,205

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

	Unrestricted funds £'000	Restricted general funds £'000	Restricted fixed assets fund £'000	2019 Total funds £'000
Intangible fixed assets	—	—	10	10
Tangible fixed assets	—	—	11,169	11,169
Current assets	1,732	877	679	3,288
Current liabilities	—	(447)	(499)	(946)
Non-current liabilities	—	—	(266)	(266)
Pension scheme liability	—	(2,050)	—	(2,050)
Total net assets	1,732	(1,620)	11,093	11,205

19. Capital commitments

	2020 £'000	2019 £'000
Contracted for, but not provided in the financial statements	509	116

At 31 August 2020, the Academy had contracted for works under CIF grants that had not been completed. The remaining works were £440,000 for the Heating project phase 2 and £69,000 for the Tech Block Boiler project (2019: £111,000 for the Heating project and £5,000 for the Fire phase 2 project).



Notes to the financial statements for the year ended 31 August 2020

20. Commitments under operating leases

Operating leases

At 31 August 2020, the total of the Academy's future minimum lease payments under non-cancellable operating leases was as follows:

	2020 £'000	2019 £'000
Amounts due within one year	23	23
Amounts due between one and five years	17	45
	40	68

All operating leases relate to equipment.

21. Contingent liabilities

In accordance with the contract for the provision of catering services, the catering services provider has invested in catering facilities for the Academy, which have a net book value of £7,000 at 31 August 2020 (2019: £21,000). Should the Academy terminate the catering contract before the end of the term on 31 March 2022, the Academy will be liable to repay an amount equal to the net book value of these catering facilities, at the date of termination. On the basis of current and past performance under the contract, the Academy does not intend to terminate the contract early, therefore the amount has been disclosed as a contingent liability and not included as a provision on the Balance Sheet.

22. Members' liability

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

23. Pension and similar obligations

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

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

Contributions amounting to £18,000 were payable to the schemes at 31 August 2020 (2019: £17,000) and are included within creditors.



Notes to the financial statements for the year ended 31 August 2020

23. Pension and similar obligations (continued)

Teachers' Pension Scheme

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

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

Valuation of the Teachers' Pension Scheme

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

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

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

The employer's pension costs paid to TPS in the period amounted to £639,000 (2019: £432,000).

A full copy of the valuation report and supporting documentation can be found on the [Teachers' Pension Scheme website](#).

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



Notes to the financial statements for the year ended 31 August 2020

23. Pension and similar obligations (continued)

Local Government Pension Scheme (LGPS)

The LGPS is a funded defined-benefit scheme, with the assets held in separate trustee-administered funds. The total contribution made for the year ended 31 August 2020 was £217,000 (2019: £200,000), of which employer's contributions totalled £165,000 (2019: £152,000) and employees' contributions totalled £52,000 (2019: £48,000). The agreed contribution rates are 20.0% for employers to 31 March 2021 (21.0% from 1 April 2021 and 22.5% from 1 April 2022) and between 5.5% and 12.5% for employees.

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

At the 2019 valuation, the Academy pool in which the School participates had a funding deficit on the ongoing basis adopted for the 2019 valuation. The contributions certified for the School include a contribution towards the deficit of the pool in an aim to return the pool to a fully funded position over a period of 14 years from 1 April 2020.

Principal Actuarial Assumptions	At 31 August 2020 %	At 31 August 2019 %
Rate of increase in salaries	3.30	3.70
Rate of increase for pensions in payment / inflation	2.30	2.20
Discount rate for scheme liabilities	1.60	1.85
Inflation assumption (CPI)	2.30	2.20
Commutation of pensions to lump sums	50.00	50.00

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

	At 31 August 2020	At 31 August 2019
<i>Retiring today</i>		
Males	21.8	22.1
Females	23.8	24.0
<i>Retiring in 20 years</i>		
Males	23.2	23.7
Females	25.2	25.8



Notes to the financial statements for the year ended 31 August 2020

23. Pension and similar obligations (continued)

Local Government Pension Scheme (LGPS) (continued)

The sensitivity analysis of the present value of defined benefit obligations was as follows:

	At 31 August 2020 £'000	At 31 August 2019 £'000
Discount rate +0.1%	(123)	(98)
Discount rate -0.1%	126	100
Mortality assumption – 1 year increase	(189)	(161)
Mortality assumption – 1 year decrease	196	167
CPI rate +0.1%	117	92
CPI rate -0.1%	(114)	(90)

The Academy's share of the assets in the scheme were less than 1% and were:

	Fair value at 31 August 2020 £'000	Fair value at 31 August 2019 £'000
Equities	1,817	1,626
Gilts	19	17
Corporate bonds	363	215
Property	309	278
Cash and other liquid assets	86	64
Investment funds	214	185
Total market value of assets	2,808	2,385

The actual return on scheme assets was £184,000 (2019: £98,000).

Amounts recognised in Statement of Financial Activities	2020 £'000	2019 £'000
Current service costs	370	331
Interest income	(46)	(58)
Interest cost	82	96
Administrative expenses	1	1
Total amount recognised in the SOFA	407	370



Notes to the financial statements for the year ended 31 August 2020

23. Pension and similar obligations (continued)

Local Government Pension Scheme (LGPS) (continued)

Changes in the present value of defined benefit obligations were as follows:	2020 £'000	2019 £'000
At 1 September	4,435	3,602
Current service cost	370	292
Interest cost	82	96
Employee contributions	52	48
Actuarial gain	375	383
Benefits paid	(21)	(25)
Past service cost	—	39
At 31 August	5,293	4,435

Changes in the fair value of the Academy's share of scheme assets:	2020 £'000	2019 £'000
At 1 September	2,385	2,113
Interest income	46	58
Actuarial gain	182	40
Administration expenses	(1)	(1)
Employer contributions	165	152
Employee contributions	52	48
Benefits paid	(21)	(25)
At 31 August	2,808	2,385

24. Related party transactions

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

The following related party transactions took place in the financial period:

Income Related Party Transactions

During the year, sponsorship for the Careers Fair of £250 (2019: £250 sponsorship) were received from Warners Solicitors. Warners Solicitors is a related party as Mark Davis, a Governor until 31 August 2020, is a partner of Warners Solicitors. There were no amounts outstanding at 31 August 2020 (2019: £nil).

The aggregate value of donations from Governors was £3,342 including gift aid (2019: £3,858).

Expenditure Related Party Transactions

There were no expenditure related party transactions other than certain trustees' remuneration and expenses already disclosed in note 9.

