

## **Bournemouth School**

(A Company Limited by Guarantee)  
Company Registration Number: 07745881 (England and Wales)

### **Annual Report and Financial Statements**

Year ended 31<sup>st</sup> August 2020

# BOURNEMOUTH SCHOOL

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# BOURNEMOUTH SCHOOL

## Reference and Administrative Details

### Governors

Mr David Sidwick\* x<sup>1</sup>(Chair)  
Mr Eugene Brunet  
Mrs Sally Burrows\*  
Miss Michelle Gosling  
Mr Michael Jones x<sup>1</sup>  
Ms Caroline Kelleway (Resigned 29<sup>th</sup> October 2020)  
Dr Dorian Lewis\* (Headteacher and Accounting Officer)  
Mrs Cara Lloyd-Hopkins  
Mrs Jennifer Roche (Appointed 10<sup>th</sup> December 2019)  
Mrs Kate Shaw+  
Mr Noel Smith\* x<sup>1</sup>  
Mr Simon Spendlowe (Resigned 12<sup>th</sup> June 2020)  
Mr Anthony Spotswood (Appointed 5<sup>th</sup> May 2020)  
Mr Alan Turle  
Ms Angela Turton  
Ms Danielle Watts+

\*Members of the Resources Committee that have finance and audit oversight responsibility.

+ Parent Governors

x<sup>1</sup>Audit Committee

### Members

Mr David Sidwick\* x<sup>1</sup>(Chair)  
Mr Eugene Brunet  
Mrs Sally Burrows\*  
Miss Michelle Gosling  
Mr Michael Jones x<sup>1</sup>  
Ms Caroline Kelleway (Resigned 29<sup>th</sup> October 2020)  
Dr Dorian Lewis\* (Headteacher and Accounting Officer)  
Mrs Cara Lloyd-Hopkins  
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Mr Simon Spendlowe (Resigned 12<sup>th</sup> June 2020)  
Mr Anthony Spotswood (Appointed 5<sup>th</sup> May 2020)  
Mr Alan Turle  
Ms Angela Turton  
Ms Danielle Watts+

Academy Trust (Company) Secretary Not appointed

### Key School Personnel

Headteacher\* Dr Dorian Lewis  
Deputy Headteacher\* Mr Jamie Anderson  
Deputy Headteacher\* Mrs Katherine Ateaue  
Assistant Headteacher\* Mrs Clare Wood  
Business Manager\* Mrs Julie Wheatley  
Finance Manager Mrs Karen Newton

*\*Senior Leadership Team*

# BOURNEMOUTH SCHOOL

## Reference and Administrative Details

Company Name	Bournemouth School
Principal and Registered Office	East Way Bournemouth Dorset BH8 9PY
Company Registration Number An exempt Charity	07745881 (England and Wales)
Independent Auditor	Moore (South) LLP 33 The Clarendon Centre Dalry Meadow Lane Salisbury Wiltshire SP1 2TJ
Bankers	Lloyds Bank PLC 45-47 Old Christchurch Road Bournemouth BH1 1ED
Solicitors	StoneKing LLP 13 Queen Street Bath BA1 2HJ

# **BOURNEMOUTH SCHOOL**

## **Governors' Report**

The Governors (who are also directors of the charity for the purposes of the Companies Act) present their annual report together with the financial statements and auditor's report of the charitable company and group 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.

The trust operates an academy for pupils aged 11 to 18 serving Bournemouth and the locality. The school currently has 1,145 pupils on roll, 325 of whom are in the sixth form.

### **Structure, Governance and Management**

#### **Constitution**

The Academy Trust is a company limited by guarantee and an exempt charity. The Charitable Company's Memorandum and Articles of Association are the primary governing documents of the Academy Trust.

The Governors act as the trustees for the charitable activities and are also the directors of the Academy Trust for the purposes of company law. The Academy Trust is known as Bournemouth School.

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

#### **Members' Liability**

Each member of the Academy Trust 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 Academy Trust has purchased cover through the Department for Education Risk Protection Arrangement which includes Governors Liability (£10,000,000) and Employee and Third Party Dishonesty (£500,000). The cost of these items is not separately identifiable.

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

Governors shall be appointed or elected, as the case may be, as set out in the Academy Trust's Articles of Association and Funding Agreement.

The Headteacher shall be treated for all purposes as being an *ex officio* Governor.

The Parent Governor(s) shall be elected by parents of registered pupils at the Academy. A Parent Governor must be a parent of a pupil at the Academy at the time when they are elected. The Governing Body shall make all necessary arrangements for, and determine all other matters relating to, an election of Parent Governors, including any question of whether a person is a parent of a registered pupil at the Academy. Any election of Parent Governors, which is contested, shall be held by secret ballot.

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

Where a vacancy for a Parent Governor is required to be filled by election, the Governing Body shall take such steps, as are reasonably practical, to secure that every person who is known to them to be a parent of a registered pupil at the Academy, is informed of the vacancy and that it is required to be filled by election, informed that s/he is entitled to stand as a candidate, and vote at the election, and given an opportunity to do so. The number of Parent Governors required, shall be made up by Parent Governors appointed by the Governing Body if the number of parents standing for election is less than the number of vacancies. In appointing a Parent Governor the Governing Body shall appoint a person who is the parent of a registered pupil at the Academy; or where it is not reasonably practical to do so, a person who is the parent of a child of compulsory school age.

The Staff Governors shall be elected by staff members at the Academy. A Staff Governor must be a staff member at the time when s/he is elected. If a Staff Governor ceases to be a staff member then s/he shall be deemed to have resigned and shall cease to be a Governor. The Governors shall make all necessary arrangements for, and determine all other matters relating to, an election of the Staff Governors, including any question of whether a person is a staff member. Any election of Staff Governors which is contested shall be held by secret ballot.

Governors are appointed for a four year period, except that this time limit does not apply to the Headteacher. Subject to remaining eligible to be a particular type of Governor, any Governor can be re-appointed or re-elected.

When co-opting new Governors, the Board will give consideration to the skills and experience mix of existing Governors in order to ensure that the Board has the necessary skills to contribute fully to the Academy's development.

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

Governors undergo an induction and mentoring process. The training and induction provided for new Governors will depend upon their existing experience but would always include a tour of the Academy and a chance to meet staff and pupils. All Governors have access to copies of policies, procedures, minutes, accounts, budgets, plans and other documents that they will need to undertake their role as Governors. As there are normally only two or three new Governors a year, induction tends to be done informally and is tailored specifically to the individual. Advantage is taken of specific courses offered by the Local Authority and other bodies. The school also subscribes to The Key Governor Support, providing all governors with up-to-date online support and guidance.

### **Organisational Structure**

Bournemouth School has a Governing Body, the composition of which is set out in the Academy's Articles of Association. The Academy has four main Governor Committees: Resources, Audit, Student Experience and Futures to which Governors are appointed. The Academy will also call on members of the Governing Body to sit on a Staff Dismissals Committee and Staff Dismissals Appeal Committee on an *ad hoc* basis should either committee be required. The Governing Body and its Committees have Terms of Reference which are reviewed annually and contain details of meeting dates, compositions, responsibilities, delegated authorities and matters reserved for the Governing Body itself.

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

The Board of Governors normally meets once each term. The Board establishes an overall framework for the governance of the Academy and determines membership, terms of reference and procedures of Committees and other groups. It receives reports including policies from its Committees for ratification. It monitors the activities of the Committees through the minutes of their meetings. The Board may from time to time establish Working Groups to perform specific tasks over a limited timescale.

The following decisions are reserved to the Board of Governors:

- to consider any proposals for changes to the status or constitution of the Academy and its committee structure
- to appoint or remove the Chairman and/or Vice Chairman
- to appoint the Headteacher and Clerk to the Governors
- to approve the School Improvement Plan
- to approve the budget and variations to budget over £25,000
- to authorise expenditure/orders over £25,000 (excluding payroll).

The Trustees and Board of Governors have devolved responsibility for day-to-day management of the Academy to the Headteacher and Senior Leadership Team (SLT). The Scheme of Delegation was last reviewed at the AGM in December 2019. The SLT comprises of those persons listed on page 1. Their roles and responsibilities are reviewed annually by the Governing Body as part of the School Improvement Plan. This was last completed in July 2019, and is due to be undertaken once more in November 2020. Financial and other authorities are confirmed annually by the Governing Body within the adopted Statement of Roles and Responsibilities. This was last completed on 10 December 2019.

The SLT implement the policies laid down by the Governors and report back to them on performance. Some spending control is devolved to Budget Holders which must be authorised in line with the Scheme of Delegation. The Headteacher is responsible for the appointment of staff, though appointment panels for senior teaching posts always include a Governor.

The Headteacher is the Accounting Officer.

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

Pay and remuneration of key management personnel is determined by a number of contributory factors including the pay scales for each role determined by the Governing Body and published in the Pay Policy e.g. Headteacher, Deputy Headteacher, Assistant Heads, the level of experience of the staff member and annual appraisal outcome. Levels of pay may be affected by any nationally agreed pay awards, the ability to recruit key management personnel and retain them in post. All amendments to key management personnel's pay and remuneration is discussed and agreed by the governing body's Pay Committee.

The remuneration of the school's senior leaders was last reviewed in December 2018. Governors were mindful that the statutory pay range for members of the leadership group in a maintained school in England (excluding the London area) is published in the School Teachers' Pay and Conditions Document (STPCD). Whilst the school, as an academy, is able to set its own pay scales, they felt it appropriate to use the same rationale to determine the pay of those on the leadership scale as we do for other teachers, *i.e.* staying within the recommendations of the STPCD. Governors are aware of a number of academies who have adopted a different approach, especially in respect of the pay for principals and executive principals.

# **BOURNEMOUTH SCHOOL**

## **Governors' Report (continued)**

Within the STPCD, a "unit score" determines the headteacher group and pay range. The unit score is determined by the number of pupils at each key stage on the school register. As part of their review, governors considered the number of students currently on the school register and that forecast in the future, and derived a unit score that indicated that the headteacher group should be set as Group 7 (for a unit score of 11,001 to 17,000). Governors were reassured by the headteacher's current remuneration falling within the range recommended for the headteacher of a Group 7 school in the STPCD.

### **Trade Union Facility Time**

There are no trade union officials at the school.

### **Related Parties and Other Connected Charities and Organisations**

The Academy Trust is not part of a wider network such as a soft federation, whereby the relationship involved impacts on the operating policies. The Academy has not established any relationships with related parties and any other charities/organisations with which it cooperates in the pursuit of charitable activities such that they have influence over operational policies. The Academy is associated with Bournemouth School Charitable Trust (a registered charity and company limited by guarantee) which does not have access to public funds. The Academy contributes £16,584 per annum to Bournemouth School Charitable Trust to secure the future of the Sir David English Sports Centre and associated facilities (to which the school has access).

The Academy is a beneficiary of the Bournemouth School Fund (registered charity 291760). The Academy provides support and administration as required. Dr Lewis is a trustee of both entities. The School Fund exists for advancing the education of pupils by providing and assisting in the provision of facilities for the education of pupils at the school.

The Academy provides support and administration as required to the Roberts Thomson and Other Scholarships Foundation (registered charity 306304). The charity exists to enable boys of the School and old boys under the age of 25 to pursue their education. Mrs Burrows and Dr Lewis are trustees of both the School and the Roberts Thomson and Other Scholarships Foundation.

Due to the overall benefit and control the Academy has over the Bournemouth School Fund and the Roberts Thomson and Other Scholarships Foundation these entities have been consolidated with the Academy accounts.

There are no related parties which either control or significantly influence the decisions and operations of Bournemouth School. There are no sponsors associated with the Academy.

### **Objectives and Activities**

#### **Objects and Aims**

In setting our objectives and planning our activities the Governors have given careful consideration to the Charity Commission's general guidance on public benefit.

#### *Legal framework*

The characteristics of the Academy as set down in section 482 (2) of the Education Act 1996, substituted by the Education Act 2002, are that the school: should have a broad curriculum with an emphasis on a particular subject area, or particular subject areas, specified in the Funding Agreement; and, should provide education for able students and who are wholly or mainly drawn from the area in which the school is situated.



# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

### *The Strategic Vision and Principles for Bournemouth School*

The purpose of Bournemouth School, as a selective boys' grammar school with a limited number of girls in the sixth form, is to provide an outstanding education enabling all students to take a career path that is fulfilling, exciting and challenging. This will provide them with the skills to make the right development choices when leaving Bournemouth School, from accessing the best universities to apprenticeships in finance, engineering and elsewhere.

In order to achieve the academic standards necessary the school will have an integrated and connected outstanding teaching and learning programme from the outset.

The school will support extra-curricular activities and other appropriate qualifications to build talent, leadership and confidence. These activities will form an integral part of the school and the competitive offering.

In order to strengthen and enrich the community of the school all children should have a fair and equal chance to participate in all the activities of the school and should ideally live within the vicinity.

The Governing Body will provide the strategic vision for the school independent of any personal interest and hold the school accountable for the enactment of the vision.

### **Goals**

- To ensure that all students realise their academic potential and through such high levels of achievement are equipped to further their education at the very best universities or embark upon a rewarding career.
- To enable students through a variety of experiences to develop their talents and capabilities to become future leaders and make a valuable contribution to society.
- To establish the school as the leading centre of educational excellence within the region, principally serving academically gifted students from the locality.
- To secure the school's financial and political sustainability, and its place within the local community.

### *Our Context*

Bournemouth School is an over-subscribed grammar school for boys (with girls in the sixth form) serving Bournemouth and the surrounding area. The school's published admission number for Year 7 entry is currently 180. A small number of students also join us in Year 12 from other local schools. The school converted to become an academy on 1<sup>st</sup> September 2011. Shortly afterwards, it was inspected by Ofsted and judged to be "outstanding".

So committed are the Governing Body and school leaders to the belief that high ability students from all backgrounds should be able to access selective education and that disadvantaged children are not held back due to financial or other barriers, that there have been significant changes made to the School's Admissions Policy over the last 6 years. Priority is now given to boys eligible for the Pupil Premium Grant who have met the required standard in the entrance tests. The School has also determined a "priority area" to ensure that it provides education for students who are mainly drawn from the area in which the School is situated. A reduction in the size of the catchment will over time increase participation by local, high achieving but disadvantaged students (as they would have fewer students to compete with).

# **BOURNEMOUTH SCHOOL**

## **Governors' Report (continued)**

Despite these changes to the Admissions Policy, the proportion of students known to be eligible for free school meals (FSM) remains low (5.3% in 2020) compared to that nationally, as is the proportion of disabled students and those with special educational needs (4% SEND Support; 0.4% EHCP). Around 25% of students are from minority ethnic groups, with 4.5% having a first language not believed to be English. The School benefits from having a stable roll and serves an area with, on average, low deprivation.

Bournemouth School is one of very few maintained schools in the United Kingdom that has a Combined Cadet Force (CCF). Membership of our CCF is also offered to girls from Bournemouth School for Girls (BSG). The School also has a Royal Navy accredited Sea-Scout Group, and is a Duke of Edinburgh (DofE) Award Directly Licensed Centre. We offer students an extensive extra-curricular provision (sport, music, drama, theatre club, etc.). A number of students attend off-site provision to support their sporting excellence. At present we have been forced to curtail our extra-curricular programme to minimise the risk of transmission of the coronavirus, ensuring that the "year bubbles" are not compromised and the number of adults visiting the school site is minimised.

The School is not part of a Multi-Academy Trust and has no religious affiliations, but enjoys close links with many local schools and all of the main faith communities in the Bournemouth area. There is an extensive assembly programme, including House and year group assemblies that afford the opportunity to consider spiritual, moral, social and cultural development and to reinforce the school's ethos.

The school does not enter students early for GCSE examinations. Students joining the sixth form are expected to follow three or four two-year A-level courses. A comprehensive offer, including the Pre-U, Core Maths, the Crest Gold Award, sport, volunteering and work experience enrich students' sixth form experience. The programme for each individual student is agreed with their tutor at the beginning of Year 12 to ensure that they make the most of the opportunities that are available to them and are well prepared for the next stage of their education or to enter the workplace.

As part of our recent, successful bid to the Selective Schools Expansion Fund we reaffirmed our commitment to working with local non-selective secondary schools and primary schools to raise aspirations, particularly for those students from disadvantaged backgrounds. We already enable students from a number of local primary schools to access our specialist facilities, equipment, and expertise. We believe that competition between schools does not prevent collaboration, especially as we share the moral purpose to ensure that all children, irrespective of background, earlier experience or status, achieve their best. We want to ensure that the most academically gifted children get support to fulfil their potential regardless of their circumstances (or indeed whichever primary or secondary school they attend).

### **Objectives, Strategies and Activities**

Details of the main objectives for the year and the strategies for achieving them are included in the Strategic Report below.

### **Public Benefit**

The Governors confirm that they have complied with their duty in Section 4 of the Charities Act 2006 to have due regard to the Charity Commission's general guidance on public benefit in exercising their powers or duties and in setting our objectives and planning our activities. They have referred to this guidance when reviewing the Academy's aims and objectives and in planning its future activities.

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

### Strategic Report

The school's financial position was secured by increasing recruitment into the sixth form (to exceed 150), planning for the future increase in those admitted to Year 7 and ensuring that student outcomes improved at A-level and continued to improve at GCSE.

### Achievements and Performance

#### *Summary of current position*

- The School continues to be oversubscribed (1145 on roll; 325 in the Sixth Form, of whom 37 are girls).
- The number of students admitted into Year 7 increased from 150 to 180 in September 2019. In September 2020, 184 students joined Year 7 (4 students were admitted as a result of successful admissions appeal)
- A successful bid to the *Selective Schools Expansion Fund* to increase partnership working and extend our existing accommodation was successful, resulting in the commissioning of a new building comprising enlarged dining facilities, additional classrooms and toilets and a new sixth form study centre. Unfortunately, despite submitting the application in August 2019, we have yet to secure the necessary permissions to begin work on a new block. The block must be available for occupation by September 2022 to enable us to accommodate the projected student numbers.
- A successful bid to the Condition Improvement Fund has resulted in significant work having been undertaken to repair and replace a number of roofs and windows (completed in Summer 2020). A further successful bid is enabling the school to improve site security and accessibility over the next year.
- The number of students registering to sit entrance tests to become eligible at the school continues to significantly exceed the number of places available.

#### *At GCSE (2019)<sup>1</sup>*

- A8 was 71.88 (72.91 in 2018; 73.68 in 2020)
- P8 was 0.47 (0.59 in 2018; 0.63<sup>2</sup> in 2020)
- The proportion of students achieving a strong pass in English and mathematics was 97%
- P8 score for disadvantaged students was 0.31, with all achieving a strong pass in English and mathematics (for the 12 students in the 2020 cohort, the P8 score was -0.10, A8 was 62.83, and all achieved a standard pass in English and mathematics)
- 88% of the cohort were entered for the English Baccalaureate (88% in 2020), with 73% (78% in 2020) achieving a strong pass (EBacc APS of 6.55; 7.07 in 2020)

#### *At A-level (2019)<sup>3</sup>*

- APS was 42.2 (39.6 in 2018; 44.7 in 2020)
- The proportion of students achieving 3 A levels at grades AAB or high with 2 facilitating subjects was 41% (36% in 2018; 65% in 2020)
- VA score was +0.22 (+0.04 in 2018; +0.26 in 2020<sup>4</sup>)

<sup>1</sup> The 2020 GCSE results were based upon centre-assessed grades submitted to the examination boards by the school, following the DfE's decision to cancel public examinations due to the coronavirus pandemic. Caution must be exercised in comparing these outcomes with results from previous years and with those of other examination centres.

<sup>2</sup> Unvalidated data from 4Matrix

<sup>3</sup> The 2020 A-level results were also based on centre-assessed grades; the same degree of caution in their interpretation should be exercised

<sup>4</sup> Unvalidated data from 4Matrix

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

### *Quality of education*

#### *Intent*

A curriculum is adopted that is ambitious and designed to meet our students' needs, including disadvantaged and students with SEND, extremely well, promoting and sustaining their thirst for knowledge, love of learning and skills needed in later life. Students study a broad curriculum (exemplified by the national curriculum) in Years 7 and 8 and continue to study a broad range of subjects in Years 9-11. Our GCSE courses begin in Year 9, with students able to choose 4 options (including a language and either history or geography) in addition to their core programme. Students typically follow 11 GCSE courses. In addition to the core curriculum (mathematics, English language and literature, biology, chemistry, physics) all students study Religious Studies as it is important that they appreciate different viewpoints and learn to respect diversity.

The EBacc is at the heart of our curriculum and during Key Stage 3 approximately 12% of curriculum time is dedicated to the study of a language ensuring that virtually all students study French and Spanish or German. At GCSE we already exceed the government's target of 75% being entered for the EBacc by 2022; in 2019<sup>5</sup> 88% of students were entered for the EBacc and of those 73% achieved a strong pass. As we are firmly committed to offering a curriculum that is academically, physically and socially enriching, art, music and sport are strengths of the School and feature prominently in our provision for all year groups (with all being offered at GCSE and A-level). Uptake in creative subjects is strong with approximately 40% studying technology, 30% PE and between 15-20% studying art or music to GCSE level.

The curriculum offered is, on occasions, modified to meet the needs of individuals. Students with a SEND (which makes up approximately 10% of the cohort) have access to an Independent Learning Centre (ILC) and a very strong SENCO and team of teaching assistants. A student's curriculum will be adapted following one of the termly SEND reviews held with the parent, child and a senior member of staff and the child will then be supported through the ILC; study skills, spelling and reading programmes are offered as well as specialist English and Maths intervention being offered in Year 11.

The volume of extra-curricular activities ensures that the interests and talents of every individual are met. The school's curriculum, ethos and expectations promote students' outstanding spiritual, moral, social and cultural development and also fundamental British values (the promotion of the latter also accentuated by the school having a Combined Cadet Force and offering the Duke of Edinburgh Award Scheme). A range of trips provide good opportunities to experience and learn about different cultures. The carefully planned curriculum ensures that students of all ages, including those in the sixth form, are encouraged to lead safe and healthy lives. Work is undertaken on a variety of themes and covers the adverse effects of drugs and alcohol, for example, as well as looking at topics such as safe driving and e-safety.

#### *Implementation*

High-quality teaching practice enables all students to make good progress and attain highly. Teachers have very high expectations for their students, which encourages them to progress well in lessons and over time. The excellent relationship between students and teachers lies at the heart of the school's continued success. There is a well-established culture and ethos of scholastic excellence. Effective teaching is supported by teachers' strong subject knowledge and their awareness of their students' needs. Lessons are carefully planned and structured, thereby enabling the students to extend their knowledge and understanding readily. The best lessons proceed at a rapid pace and succeed in meeting needs extremely well.

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<sup>5</sup> We have chosen to cite values for 2019, rather than 2020 given the impact of Covid-19 upon public examinations

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

Teachers systematically and effectively check students' understanding throughout lessons, anticipating where they may need to intervene, giving clear, direct feedback and doing so with notable impact on teaching and learning. Teachers seek to assess the effectiveness of their own teaching and adapt accordingly. Detailed marking and constructive feedback from teachers ensure that students make significant and sustained gains in their learning. Work in lessons is supplemented by relevant and challenging homework. Increasingly homework is being organised across year groups and this is certainly true in English through *Edmodo*, mathematics through *Hegarty Maths* and science through *Dynamic Learning*. The more recent implementation of MS Teams across the school has ensured that there is greater consistency in the delivery of material within subject areas, the independent learning being set and the extent and quality of the feedback given. In the short term, the introduction of MS Teams may have had a detrimental effect upon teacher workload, but as we have experienced previously with the introduction of other platforms, its widespread use will reduce workload and improve colleagues' work-life balance.

Improving the quality of education is the mainstay of the *School and Department Improvement Plans*. The most recent professional development activities have focused upon assessment and feedback, behaviour for learning, engaging the sixth form, leadership, teaching examination technique and responsive teaching.

Developing students' levels of literacy across the curriculum continues to be important. All students in years 7 and 8 have a library lesson per fortnight where students choose a book from a prescribed list to ensure there is challenge. There is differentiation to ensure that any student who is struggling reads with the librarian.

Assessment takes various forms:

- analysis of student performance – *i.e.* participation, presentation or the production of practical work
- analysis of written work – *i.e.* tests, assignments, projects, reports;
- positive and constructive verbal feedback
- positive and constructive written comments on written work produced by students or on aspects of practical performance

All our assessment interactions with students are focussed on enabling them to eliminate weaknesses in performance, accentuate positives and achieve higher standards.

The school routinely uses *Fischer Family Trust (FFT)* data to set individual targets for students (and to establish benchmark estimates for whole school performance). The quantitative targets set seek to ensure that all students aspire to achieve highly, and are supplemented by formative assessment and qualitative targets that further encourage students to realise their potential. Student attainment within subjects is recorded centrally at least once per term. The progress made towards the target is reported formally to parents once per term, other than in those cases where a student is performing significantly below expectation, in which case intervention is more timely. Following significant assessments (*e.g.* annual examinations), heads of faculty or departments analyse the performance of the cohort, groups and individuals against national benchmarks and the class, department and school targets (using *4Matrix*). The results of the analyses contribute significantly to the departments' self-evaluation and influence the departmental improvement plan or necessitate the implementation of a short term action plan.

All staff can readily access appropriate information about vulnerable students to enable them to tailor their provision accordingly. Heads of Department monitor the progress of vulnerable groups and intervene in an appropriate and timely manner.

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

### *Impact*

Students enter the school with attainment levels above national averages. By the end of Year 11, the attainment of all students is very high in comparison with national averages. In all year groups students have developed detailed knowledge and skills across the curriculum and make substantial and sustained progress across a wide range of subjects. Their achievements are outstanding.

In 2019<sup>6</sup>, there were 145 students at the end of key stage 4 with students being entered for 11 GCSEs on average. EBacc subjects form a strong academic foundation for the KS4 curriculum and the EBacc entry rate in 2019 was 88%. Overall 59% of entries were graded 9-7. 65.3% of all grades awarded were 9-7, with 38% of entries being awarded grade 8 or 9. The average attainment of students in their best 8 subjects was 71.88, with 73% of the cohort achieving a strong pass in the English Baccalaureate and 97% achieving a strong pass in both English and mathematics.

Overall Attainment 8 as well as the English, mathematics, EBacc and open elements have been in the highest 20% of all schools in 2017, 2018 and 2019.

The mathematics, EBacc and open element of Progress 8 are all significantly above the national average and in the top 20% of schools nationally. Although English progress 8 declined between 2017 and 2018, the overall improvement in students' progress in English is significant since 2016 (a reflection of the success of the strategies that have been implemented over the last 2-3 years). The science value added has been significantly above the national average and in the highest 20% of all schools in 2017, 2018 and 2019.

The most recent data shows that progress and attainment for SEN students are significantly above the national averages for non-SEN students.

Disadvantaged students performed well at GCSE in 2019. There were 6 students in total. The A8 and P8 are calculated as 67.67 and 0.31 respectively with 83.33% achieving a strong pass in the English Baccalaureate. 100% of disadvantaged students achieved a strong pass in both English and mathematics.

It should be noted that the numbers of students in all sub-groups (SEND, disadvantaged, EAL, but not Gifted and Talented) have been, and continue to be, relatively low, making it statistically invalid to compare progress year on year. In the past 3 years, the progress of students within each sub-group has not been significantly different from the rest of the student body (given the sample size and confidence intervals), and well above national comparators.

The vast majority (approximately 85%) of Year 11 students continue their education in the sixth form. The students who choose to pursue their education at other institutions or to undertake an apprenticeship are very well supported.

Students enter the school with attainment levels above national averages. By the end of Year 11, the attainment of all students is very high in comparison with national averages. In all year groups students make substantial and sustained progress across a wide range of subjects. Their achievements are outstanding.

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<sup>6</sup> We have chosen to cite values for 2019, rather than 2020 given the impact of Covid-19 upon public examinations.

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

### *Behaviour and attitudes*

Students and staff play an important role in creating a culture that is characterised by a caring community where differences are respected and valued. The behaviour policy embodies the core values of; hard work, discipline, smart appearance and respect. Bournemouth School is committed to improving positive outcomes for all students and to eliminating any form of discrimination, harassment and/or bullying. Vulnerable students, including looked after children, students with SEN, physical or mental needs, will receive support according to their individual need.

Student's consistent thoughtful behaviour is an outstanding factor in their successful learning and creates an extremely positive school ethos. Students are highly considerate and supportive of each other in lessons. The House System successfully brings together students from different year groups, helping the school to function cohesively. Students have a pride in themselves and the school, and develop a thirst for knowledge and love of learning. Students settle quickly on their own, and take a pride in their work. Incidents of low-level disruption in lessons are very rare. Students move sensibly around the school site, allowing others to pass on stairways or in corridors, holding doors open for each other and staff. Staff throughout the school model this behaviour.

Parents, staff and the students themselves are highly positive about the quality of behaviour. Incidents of misbehaviour (including bullying) are rare and are handled quickly, properly and effectively. Students have considerable confidence in the staff and trust them to help if any problems arise. Our approach to behaviour management was last reviewed in July 2018 (as per the Behaviour Policy).

The House system fosters an immensely powerful and strong sense of community amongst our students and it embodies the same principles: they are permanent, cross-sectional with a family-like theme. Through this system, students are involved actively in many activities that promote our ethos such as peer mentoring, raising money for charity, supporting all events within school and work in the wider community.

We work closely with the student and parent in order to triangulate the support programmes we put in place. External agencies are frequently used for either advice or assessment purposes and to this end we work closely with the 'Early Help Team', 'Safer School and Community Team', BCP, Dorset and Hampshire authorities, Educational Psychologists, Speech and Language therapists, Child and Adolescent Mental Health Services, Dorset Healthcare nursing team, Paediatricians, Psychologists, local charities and specialist teachers. Each student's particular needs are addressed through the pastoral systems, departmental staff and SEND team. Individual plans, such as Monitoring documents, SEND Plans, Health care plans, Pastoral Support Plans and risk assessments are drawn up to support those at risk.

School operates a system of achievement and behaviour points. Achievement points continue to exceed the behaviour points by between 5 and 6 to 1. The majority of achievement points continue to be awarded for hard work. Each year the majority of behaviour points are given because of homework being missed on one or more occasions. Celebration assemblies happen each term and are run by the House Leaders. These have been well received by the student body.

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

### *Exclusions*

Historically both fixed and permanent exclusions have been significantly lower than the national average. Students with two or more fixed term exclusions continue to be lower than the national average. In 2018/2019, there was a spike in permanent exclusions. This was due to the incidents involving the use of drugs by a small number of students, before school or during the school day. The school has a 'zero tolerance' policy and is robust at dealing with such incidents. Students have had considerable information about the use of drugs and the effects on their mental health. This has come through the PSHE programme, whole school assemblies, including an assembly from the 'Safer Schools Community Team'.

### *Bullying*

Recorded incidents of bullying are extremely low. Most students do not experience the threat of physical bullying or intimidation and feel safe at school (annual student and parent questionnaire).

There are isolated incidents, which are dealt with swiftly and appropriately. Student/staff relationships are very positive and students appreciate creating an atmosphere of trust and willingness to raise any issues.

The School and Sixth Form Councils confidently raise issues, but in recent years, they have not felt the need to raise concerns about bullying. The School Council helped to create our Anti-Bullying Policy, and were involved in its review in 2016-17.

We take a restorative approach to resolving conflict and preventing harm amongst our students. We know that this has enabled those that have been harmed to convey the impact of their feelings on those that are responsible for this. We believe that by doing it this way the students can understand the impact of their actions and we have had no cases of repeated offending after this approach has been used. There has been a marked reduction in bullying over the last 3 years.

### *Discrimination*

The Governing Body has adopted a Single Equality Scheme in the belief that all students and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. As a School, we are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We appreciate that a culture that promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school. Moreover, we recognise that equality will only be achieved by the whole school community working together – our learners, staff, governors and parents in particular. The Equality Policy was reviewed in 2016-17. This was the focus of whole staff training sessions on the 20/9/2019.

Recorded incidents of racism and homophobia are extremely low. However, when these occur they are addressed immediately and robustly.



# **BOURNEMOUTH SCHOOL**

## **Governors' Report (continued)**

### *Addressing Radicalisation*

The school is committed to fulfilling its duties under the Counter-Terrorism and Security Act, which came into force on 1 July 2015, including:

- Assessing the risk of students being drawn into terrorism, and having robust safeguarding policies in place to identify students at risk and refer them to relevant authorities;
- Ensuring that visiting speakers are suitable and appropriately supervised;
- Working in partnership with other local bodies and following local authority inter-agency procedures;
- Ensuring staff are trained to identify students at risk of being drawn into terrorism, challenge extremist ideas and refer children to appropriate authorities where necessary;
- Ensuring the school has internet filters in place to block terrorist and extremist material

There is an annual briefing for all school staff and they have completed certificated on-line training on 'Prevent'.

### *Attendance and Punctuality*

Bournemouth School is committed to providing an education of the highest quality for all its students and recognises this can only be achieved by supporting and promoting excellent school attendance for all.

The whole school community (students, parents and carers, teaching and support staff and school governors) have a responsibility for ensuring good school attendance and have important roles to play. Our procedures for monitoring attendance start with first day calling for absence. We then have bi-weekly attendance checks with Heads of Year and their member of SLT, letters to parents, attendance contracts and panels with the SLT and a member of the Governing body.

Attendance and punctuality are excellent. The attendance rate in the last four years has been 96%. Attendance is well above national averages and above the median FSM level. The percentage of persistent absentees is well below the national average. Attendance is improving each year. Unauthorised absence, persistent absentees and the number of lates are decreasing each year. This is due to the significant improvement in the attendance policy within school and the robust systems that are now in place. Closer monitoring and weekly lunchtime reflection sessions with Heads of Year have addressed punctuality issues with repeat offenders.

### *Attitudes to Learning*

Data is harvested four times per year and Teachers are required to comment on the student's attitudes towards their learning. Tutors use this data, alongside 'progress trackers' to inform the monitoring meetings that they have twice per year. The Mentoring Appointments are seen as integral to supporting the student to fulfil their potential and ambitions whilst at Bournemouth School.

### *Personal Development*

Beyond the academic curriculum our PSHCE programme, enrichment week and range of trips and visits are designed to enhance the spiritual, moral, social and cultural development of our students. These experiences are supported through the "champion" roles fulfilled by our House Leaders which enable the school community to focus on the important areas of: e-safety, anti-bullying, student leadership, student mentoring, equality and diversity and health and well-being. In addition, assemblies are themed to consider and highlight national celebrations such as Black History Month and Mental Health Awareness and promote British values of tolerance and respect.

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

The range of activities within the House Championship includes music, singing, photography, chess, sporting events, debating, speeches, creative writing and quizzes. This ensures that a wide range of talents are developed and stretched. Regular 'show case' events such as the Christmas Concert, Art and Design Exhibition and work with local galleries such as Russell Coates enables the fantastic work of our students to reach a wider audience.

Our commitment to the effective pastoral support of students ensures that they are at the heart of what we do. The Student Hub offers support for the physical and mental well-being of students, as well as enabling preparation for their next steps through work experience and advice relating to post-18 options such as UCAS and apprenticeships. Students with additional needs are aided through the work of the Independent Learning Centre and their needs are met through SEND Plans and ongoing intervention such as 1:1 mentoring, anger management and developing students' social skills. Heads of Year lead the intervention for the majority of our students using data to inform decisions and to reward/sanction students. A strategic approach to intervention is enabled through the use of Rolling Agendas which focuses support around the attendance, behaviour and progress of students. We work closely with the Local Authority, utilising support from Early Help, and take on the Lead Professional role in TAF meetings where appropriate.

Students achieve well at GCSE and A level, and have high aspirations with around 80% progressing to HE after Year 13.

### *Spiritual, moral, social and cultural development*

Students engage well with the school's PSHCE programme, which deals with relevant issues in each year group, e.g. keeping healthy, road safety, drugs, alcohol and relationship education. Specific issues such as online safety, bullying and drugs awareness are dealt with at appropriate stages and reinforced regularly. Parents are also offered advice and guidance relating to social media during information evenings. Last year we took part in "Save a Life September" and, in partnership with St John's Ambulance, trained KS3 students in emergency first aid. Awareness of racism and homophobia are dealt with through the Citizenship programme within PSHCE, assemblies and relevant lessons in RS, History and Geography. As a result, racist and homophobic incidents are very rare.

Students make a very strong contribution, both as leaders and participants, to many activities and events at school. They lead and perform in assemblies and other presentations where they share and celebrate their experiences. The prefect system is a great strength in this respect; both creating and developing an expectation that students will have a stake in the on-going success of the school and helping to create a very strong collective identity. There is a strong tradition of raising money for local and national charities; with such activities entirely run by students. Many students act as ambassadors for the school locally, for example working at the local junior school and with the elderly.

### *British values*

The values of tolerance, liberty, justice and respect underpin the ethos of Bournemouth School. There is an extensive assembly programme, including House and year group assemblies that afford the opportunity to consider spiritual, moral, social and cultural development and to reinforce this. The most moving occasion is the school calendar is our annual observance of the Act of Remembrance, at which time the whole school falls silent for two minutes.

This year students will take part in a mock election to reinforce the importance of democracy and the mechanisms of the British political system.

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

### *Relationship, health and sex education*

We have implemented the requirements for secondary schools contained within the DfE guidance "Relationships education, relationships and sex education (RSE) and health education" and will refine the experience for students through the course of this academic year. Students will experience a combination of external speakers such as RespectEd and classroom based activities in PSHCE, science and RS in order to cover the following areas:

- families
- respectful relationships (including friendships)
- how to maintain healthy online and media relationships
- remaining safe
- intimate and sexual relationships, including sexual health

Where sex education is given to students at the school, it will be given in such a manner as to encourage a due regard to moral considerations and the value of family life, tailored to the age and understanding of the students. The teaching about the physical aspects of sexual behaviour is set within a clear moral framework in which students are encouraged to consider the importance of self-restraint, dignity and respect for themselves and for others, and helped to recognise the physical, emotional and moral risks of casual sexual behaviour.

### *PSHE and equality*

All students follow a GCSE Religious Studies course that is built on a KS3 curriculum which explores each of the 5 major world religions. PSHCE is taught once per fortnight and follows the model suggested by The PSHE Association. Students engage well with the school's PSHCE programme, which deals with relevant issues in each Year group, e.g. keeping healthy, road safety, drugs, alcohol and relationship education. Specific issues such as bullying and drugs awareness dealt with at appropriate stages and reinforced regularly. Internet safety is central to the ICT programme, in which all students in Years 7 and 8 participate and is included in our overall PSHCE curriculum each year. Additional information events with the Police have been provided for students. Students from the School's CCF have delivered courses in basic First Aid to other students. Awareness of racism and homophobia are dealt with through the Citizenship programme within PSHCE, assemblies and relevant lessons in RS, History and Geography. As a result, racist and homophobic incidents are very rare.

We have introduced a spiral curriculum running from Yr7-13 that adopts the three key themes suggested by the PSHE Association. These are:

- Living in the wider world
- Relationships
- Health and well-being

PSHCE is taught by tutors during one timetabled lesson per cycle and also in tutor time. The materials are organised by their Head of Year in order to tailor the programme to the young people in their care, preparing them for life in modern Britain.

We are currently working towards the Silver National Equalities Award to build on the work we have done to celebrate and encourage tolerance and respect of each other. Our RS department have offered training to all staff relating to the major religions, and we recently had whole school INSET led by the Dorset Race and Equality Council. Displays are routinely changed around the school to recognise and celebrate difference and to remind us of the consequences of intolerance by recognising events such as the Holocaust Memorial Day.

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

### *Character education*

Alongside academic rigour, students' characters are nurtured and developed through a variety of means. Character education is embedded in the School's ethos, in the classroom and on the playground, on the sports field and through our students' contribution to the local community. The school's provision of a Combined Cadet Force, a RN Sea Scout Group and the Duke of Edinburgh Award Scheme afford further character-building opportunities.

The House System is a vital component in developing the character traits, attributes and behaviours that underpin our students' success. Form tutors monitor students' progress and encourage them to take advantage of the opportunities available. Form and House Captains and House Prefects are selected on an annual basis and represent their House in a number of ways as well as being role models for others. The prefect system and School Council enable students to contribute to the on-going success of the school and create a very strong collective identity. Many Post-16 students act as ambassadors for the school locally, e.g. working at the local junior school and in care homes for the elderly.

The Houses compete against each other in a number of activities, including: a range of sports, chess, music, singing, debating, and drama. The House Championship is complemented by an extensive extra-curricular provision (including sports such as fencing, kayaking and surfing, life drawing classes, a range of music ensembles, theatre club, etc.). All students in Year 10 participate in two weeks' work experience<sup>7</sup>. There is an annual programme of events including a ski trip, Battlefield trips, Berlin, and visits to universities<sup>8</sup>. All these activities offer memorable and character building experiences for the participants. The Pupil Premium Grant is used to ensure equality of access to our provision.

Students undertake community service for a number of local schools and charities. Raising money for charity has always been important to us. Every year, each of the five Houses at Bournemouth School is tasked with organising a week of fundraising for their chosen House charity, from Leukaemia Busters to Julia's House (a local children's hospice). Typically the total raised for charity by the School exceeds £10,000.

Student successes in all fields of endeavour are reported in the School's newsletter and on our website. The House Competition culminates in our Sports' Day, to which parents are invited. Sporting, cultural and academic prizes are presented in assemblies and at our annual Speech Day. Parents, Old Bournemouthians and prominent members of the local community are invited to attend Speech Day, with the guest of honour usually a former student.

### *Student mental health and well-being*

The school has taken account of and implemented the recommendations in the DfE Guidance *'Keeping Children Safe in Education'* (updated 2020). All staff complete annually Level 2 Safeguarding training using an accredited on-line platform. Students feel safe in school and the curriculum supports them well in learning to stay safe. Students have a well-developed understanding about what constitutes unsafe situations, and have a well-tuned perspective on their own safety and that of others (including e-safety).

Mental health issues have been raised with the student body both as part of the PSHCE programme and through a number of assemblies. The School supports the Campaign Against Living Miserably (CALM) and the Distinguished Gentleman's Ride (DGR); resources from both charities are used to raise students' awareness of mental health issues and how to access support. We encourage

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<sup>7</sup> Work experience placements were not available in 2020 due to the coronavirus pandemic and consequent restrictions

<sup>8</sup> This programme is currently suspended due to coronavirus

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

students to be active at lunchtimes and after school by promoting sport as being of benefit to both physical and mental well-being. We ensure that there are quiet spaces accessible to students throughout the school day, with the provision of support from a number of adults (one of whom is a trained counsellor). We work with external agencies to secure support for individuals as and when necessary. Through our website, any issues relating to bullying may be reported anonymously, so that action may be taken in a timely manner.

All concerns regarding student well-being are reported and recorded centrally (through "My Concern") to ensure that all those who have contact with an individual may access readily appropriate information, and that a comprehensive and complete picture of all issues and interventions relating to a given individual is maintained.

### *Student voice*

Our Student Council comprises representatives from every tutor group in every year group. A House Leader has responsibility for co-ordinating the work of the Council, but much of its operation is controlled by two Deputy School Captains. These senior prefects set agendas, chair meetings and report outcomes to the wider school community. Discussions are often wide-ranging, from considering the elements of effective teaching and learning to evaluating the quality of the food available in the Deli Bar and Dining Room. In recent years, the School Council have influenced the School's policies on the use of electronic devices, homework, anti-bullying and behaviour management.

### *Preparing for next stage of learning/careers guidance*

Students are prepared for the world of work well through a variety of careers based experiences. All students are invited to the annual Careers Convention that is organised along with Talbot Heath and Bournemouth School for Girls<sup>9</sup>. This is attended by over 100 exhibitors from a range of services/industries. In Year 9 students visit Bournemouth University for subject based taster sessions and in Year 10 complete two weeks' of work experience. All students have access to high quality, independent careers advice through Ansbury, benefit from our involvement in the local Careers Hub, and have access to an online careers education resource (Kudos). We continue to develop our careers and work-related learning provision and are working towards meeting the Gatsby benchmarks.

### ***Leadership and management***

The school's leaders are relentless and uncompromising in their pursuit of excellence, striving to continually improve the already high levels of academic achievement, and ensuring that the education that the school provides has a positive impact on all its students; they have high expectations of all students. School leaders have an accurate understanding of the school's strengths, and identify where improvements are needed. Any identified shortcomings are addressed with determination. There is a strong focus on continually improving teaching and learning and to provide all staff with good training to enhance their professional effectiveness in delivering the curriculum and increase the school's capacity to bring about further improvement. Arrangements for the appraisal of staff are rigorous and have positive impact on students' achievement<sup>10</sup>. Leaders always take into account the workload and well-being of staff, while also developing and strengthening the quality of the workforce and provision.

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<sup>9</sup> The convention and university visits are currently suspended due to coronavirus

<sup>10</sup> In response to the coronavirus pandemic, the appraisal system has been streamlined for 2019-2021. All teaching staff will share similar objectives focused upon student and staff well-being and the development of resources to facilitate "blended learning" through MS Teams

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

Leadership is distributed effectively, with middle leaders playing an increasingly significant role in ensuring the quality of our provision and determining and leading areas for improvement. Colleagues at all levels are encouraged to progress their careers, with the appraisal process used to identify appropriate support and development opportunities.

The school has in place structures to ensure that its work is evaluated at all levels, and that plans are implemented to consolidate success and secure further improvement. Challenging, yet realistic, targets are set for individual students, groups of students, teachers and subject areas. Clear lines of responsibility and monitoring exist to ensure that targets are met and that any required intervention is timely. The analysis of assessment data and systematic lesson observations are used to identify areas of concern, with targeted observations used to tackle the areas of underperformance. Improving line management, targeted support for underperforming staff, and the effective application of the appraisal policy have been instrumental in raising the quality of teaching. The school's self-evaluation is further enhanced by an accountability framework, a key feature of which are progress meetings for both curriculum and pastoral leaders. The quality of leadership and management at all levels across all areas of the school's work is at least good, with leaders sharing a vision that creates coherence and consistency across the school so that all students benefit from effective teaching and consistent expectations in all year groups and across all subjects. Continued professional development activities are embedded in subject area improvement plans and are focused upon improving teachers' subject-specific pedagogical knowledge.

The school has a culture of safeguarding and has taken account of, and implemented, the recommendations in the DfE Guidance 'Keeping Children Safe in Education' (2020). The designated safeguarding lead provides support to staff members to carry out their safeguarding duties and liaises closely with other services such as children's social care. Other staff are appropriately trained (annual on-line Level 2 training from an accredited provider), with frequent updates in whole staff meetings. A specific member of the Governing Body has oversight of this area, and meets on termly basis with the designated safeguarding lead.

Although historically the numbers of LAC, PP and SEN students has been relatively small, structures and procedures are in place to ensure that all are able to access a rich curriculum and are given tailored support to ensure that each individual's potential is realised. The way in which any additional funding is used is carefully evaluated, with its impact reported to the governing body annually. The experienced and knowledgeable governing body effectively undertakes its statutory duties for example under the Equality Act 2010, and in relation to safeguarding and the "Prevent" duty. Governors are highly supportive of the headmaster and all his staff, but they are highly resolute in holding leaders to account. Governors act to improve their knowledge and understanding through actively engaging in training and spending an increasing amount of time in school. They ensure that the school has a clear vision and strategy, and that resources are managed well.

The school's finances are well-managed, ensuring that funding is spent wisely and contribute to improving student outcomes. Staffing and resources are deployed efficiently to the benefit of all groups of students. The implementation of the school's Financial Management Handbook, enables it to maintain and develop systems of financial control which conform to the requirements both of propriety and of good financial management. The handbook is reviewed and updated on a regular basis to ensure its contents are as up to date and accurate as possible, and it adheres to the latest financial standard for academies. All aspects of the school's financial management are scrutinised by the Governing Body's Audit Committee and external auditors (Moore South LLP). The school is fully compliant with the Schools' Financial Values Standards.

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

### *The Sixth Form*

#### *Quality of Education*

A broad curriculum whose aim is to promote high academic achievement for all is adopted. We encourage students to develop good study habits (including attendance, punctuality, adherence to deadlines, high quality note-taking, consolidation of learning outside of the classroom) and prepare them for life after the sixth form whether that be university, an apprenticeship or a career. In addition, we provide leadership opportunities for students and support them to develop their own enrichment experiences. Our intention is that our sixth form students will develop into well-rounded adults who have the attitude, resilience and skills that will allow them to follow their dreams achieve their ambitions and ultimately flourish.

Students typically follow either a 4 A level or 3 'plus' route during their time at Bournemouth School. The former is designed for the most able in the cohort and for those who wish to keep their future options open. The 'plus' route has been carefully designed to develop the skills necessary for students to succeed in their A level subjects and beyond. The 'plus' option comprises the Gold CREST award, Core Maths or the Pre-U qualification. In order to support individuals with a medical condition or SEND it is possible to reduce their curriculum to 3 A levels or, in rare instances, an individual may be entered for an AS examination.

The curriculum on offer to our sixth form is broader than that on offer at KS4, including new subjects such as psychology, economics and politics.

Focusing on A level qualifications, and not offering AS level examinations, enables Heads of Department to sequence learning to best suit their subject and students. All departments have clear long term plans that map carefully the A level specification and clearly set out assessment opportunities to aid the checking of progress. FFT is used to set individual targets and 4Matrix is used to analyse the progress of different cohorts of students. Past paper questions are regularly used to prepare students for their forthcoming examinations. Assessment is regular and embeds knowledge, and the resulting feedback enables progress to be rapid and sustained. The teaching of new material is completed early to provide adequate time for the revision programme for each subject.

High-quality teaching enables students to make good progress and attain excellent standards. Teachers have very high expectations for their students, which encourages them to achieve and progress well in lessons and over time. The excellent relationship between students and their teachers lies at the heart of the school's continued success. There is a well-established culture and ethos of scholastic excellence. Effective teaching is supported by teachers' strong subject knowledge and their awareness of their students' needs. Lessons are challenging, carefully planned and structured, thereby enabling the students to extend their knowledge, technical vocabulary and understanding rapidly. The best lessons proceed at a rapid pace and succeed in meeting needs extremely well. Lessons are supported through challenging and extensive independent learning tasks designed to consolidate and extend learning.

Students' achievements in the sixth form are outstanding. Over the last five years the proportion gaining A\* to B grades is well above the national average. The students' outstanding achievements can be linked to the high quality of advice they are given about their sixth form options and the quality of the monitoring procedures that are in place to secure such excellent outcomes.

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

In 2019<sup>11</sup>, 89 % of all entries were graded A\*-C and the average point score for A Level results increased on the previous 2 years to 42.29. 48.6% of entries were awarded the top A\*/A grades – well above the national average. The percentage of students attaining AAB or higher in 2 or more facilitating subjects in 2019 was 40.48%.

### *Behaviour and attitudes to learning in the Sixth Form*

As with Key Stages 3 & 4 both students and staff play a central role in creating the ethos, learning culture and community spirit of the Sixth Form. Members of the Sixth Form have a greater level of autonomy in relation to organisation, time management and self-study, and through this take a greater responsibility for their progress. The use of this is monitored closely by Tutors and, when needed, assistance to individual students is given.

Students in the Sixth Form consistently behave in a thoughtful and responsible manner that is reflected both in the supportive and collaborative approach seen in lessons but also around the school in general. The Sixth Form enable the House system to flourish through the leadership not only of the senior and school prefect teams but equally through the house prefects. Students take a pride in these roles and the position of prefect, whether House, School or Senior Prefect, are strongly contested. The fact that so many students organise, run and participate in societies and school events is indicative of how they buy into and engage with the school. Open evenings offer ample evidence of their pride in the school and our students are our greatest asset and on which visitors make many positive comments. House charity events raise between £1,000 and £2,000 each per year (6 houses). These are organised and run by the 6<sup>th</sup> form students and are hugely successful.

Behaviour and attitudes to learning in the Sixth Form are both very good. Exclusions continue to be rare and lower than the national average.

Attendance for Sixth Form continues to be a priority and this is improving each academic year. Weekly data is shared with tutors and the Sixth Form pastoral team to ensure prompt action is taken as appropriate.

### *Personal development in the Sixth Form*

PSHCE and Citizenship are delivered to all students through tutor time as well as in one lesson per fortnight. They focus explicitly on three stands identified by the PSHE Association and build on the work completed during Years 7 – 11. These are: Health & wellbeing, Relationships, and Living in the wider world. These lessons are tailored to the needs our students and supplemented by the use of outside speakers and additional days during enrichment week.

On Wednesday afternoons students are given the opportunity to engage in wider enrichment activities. These include, but are not limited to, representative and recreational sport, online courses and MOOCS, and volunteering in local primary schools, hospitals and care homes<sup>12</sup>. Students may use this time to complete work experience related to their future careers.

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<sup>11</sup> We have chosen to cite the 2019 results due to the cancellation of public examinations due to coronavirus in 2020. In 2020, based upon centre-assessed grades, 94 % of all entries were graded A\*-C and the average point score for A Level results increased to 44.7. 53% of entries were awarded the top A\*/A. The percentage of students attaining AAB or higher in 2 or more facilitating subjects 65%.

<sup>12</sup> These experiences are currently limited due to coronavirus



# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

We have a variety of student led societies that many sixth formers take part in. These often take place at lunchtimes and include: MedSoc (focussed on those applying to study medicine), Politics, Computing and Psychology societies. The meetings may be attended by visitors giving short presentations, or used to debate contemporary issues in that field e.g. research into the accuracy of algorithms. The broadening of these groups has been welcomed by students and proved an excellent place to foster curiosity and provide another opportunity for student leadership.

As with the lower school, students in the sixth form may also participate, and adopt leadership roles in CCF, Music & Duke of Edinburgh that take place at other times during the week

The senior prefect roles are highly sought after and contested through a Dragon's Den challenge which focusses on addressing a current school priority. In 2019 this was through the champion roles of the House Leaders including: e-safety, anti-bullying, equality and diversity, health and wellbeing and student leadership. The outcomes of the task fed directly into the House Leaders' strategic plan for each area.

The House Championship is run by the House Captains and their prefect teams and supported by their House Leaders. Students flourish with the responsibility of organising teams and participants for the various events, and in galvanising the House during assemblies. Each House has a Deputy House Captain and student leaders responsible for: mentoring, arts, sports and charity work.

The staff duty team is supported by prefects from Years 10, 11, 12 and 13 on a daily basis, and are organised by the House Captain. Prefects regularly provide support at school events and are organised by the senior prefect team.

The charity weeks organised by the Charity Captains raise money for organisations chosen by the students and often have a link with families involved with the school (for example CALM and The Brain Tumour Charity). We raised in excess of £10,000 last year and in recent years have welcomed visitors from Hope 4 Food, The John Thornton Young Achievers Foundation and the Steve Bernard Foundation to address the school community.

In preparation for their "next steps", students have talks from Universities on the UCAS process; including how to apply, interview techniques and student funding. ASK visits the school to give talks on Apprenticeships in addition to our regular careers service, Ansbury. Students access this service through assemblies, individual appointments and a school designated online facility. The school also works with two other local schools who in rotation host a careers convention on a yearly basis.

### *Leadership and Management of the Sixth Form*

A Head of Sixth Form and a Deputy Head of Sixth Form assisted by a pastoral support assistant/UCAS coordinator oversee the School's sixth form provision. A dedicated team of tutors are key to monitoring student progress and ensuring students' well-being and academic progress. Clear lines of responsibility and monitoring exist to ensure that targets (for attendance, punctuality, behaviour and academic progress) are met and that any required intervention is timely and appropriate. Our expectations of sixth form students are very high; the sixth form is an integral part of Bournemouth School, and senior students are expected not only to act as role models for younger students, but also to take some responsibility for the school's leadership.

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

Students regularly meet with the tutors to discuss academic progress, set targets for the future, to modify the curriculum if needed and to offer general support and guidance. Those students who are underperforming in subjects either through lack of effort or direction are supported through the use of Independent Learning Booklets and Supervised Study sessions, and an increased level of contact with their tutor. Many departments run lunch time support sessions for students who need extra assistance and staff often make themselves available for one to one sessions as negotiated with individual students.

Where students have a SEND they are supported well by the SEND team. This may involve a modified curriculum to meet their needs, and a SEND Plan will be designed in order to inform teachers of how to best differentiate the learning for these students.

Eligible students are supported through the bursary scheme to support them in meeting the financial demands of school life. The criteria is in line with the DfE guidelines and currently 21 students are receiving bursaries.

The attendance, behaviour, progress and well-being of vulnerable students (SEND and disadvantaged) is monitored closely by both the tutor and the sixth form team.

### ***Improvement Planning***

#### *Improvements since the last inspection*

In the School's last Ofsted report (September 2011) inspectors advised the school to ensure that all lessons are good or better by:

- developing more rigorous monitoring of teaching and learning;
- eliminating any remaining inconsistencies in the quality of teaching and marking of students' work;
- ensuring all lessons fully engage students and proceed at a good pace.

It was recognised that improvement plans were clear and relevant and had a strong focus on tackling weaknesses in teaching. At the time, it was considered that these initiatives were at an early stage and had had only a limited impact on learning. It was also noted that the way leaders and managers monitor teaching and learning varied, and, in the case of middle managers, sometimes lacked rigour.

Since the last inspection, line management has become more rigorous through developing shared schedules for monitoring and evaluation (for members of the senior team, and for pastoral and subject leaders). Our accountability framework ensures that targets are being met and consistency between subject areas and houses/year groups. Revisions to the Appraisal and Capability Policy (since 2012) have made more explicit the relationship between the School Improvement Plan and the responsibilities of individual teachers. The monitoring and evaluation schedules and the appraisal process are supplemented with an on-going analysis of assessment data to identify areas for development and prompt early intervention, a comprehensive schedule of lesson observations and work scrutinies, and progress meetings. Teaching staff have undertaken a number of professional development activities, most recently focused upon stretching the most able, improving students' levels of literacy and ensuring that marking and feedback enables students to effect improvement.

The determination of the school's leaders to effect continuous improvement in all aspects of our provision has resulted in greater consistency in the quality teaching observed and consequently improved outcomes for students since the last inspection.

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

<b>Overall Effectiveness and Areas for Development</b>	
<b>Strengths</b> <ul style="list-style-type: none"> <li>• Student outcomes (results at GCSE and A-level, destinations, participation in extra-curricular activities, development of leadership skills, and physical and mental well-being)</li> <li>• Challenging breadth and depth of curriculum at all key stages</li> <li>• Extensive range of extra-curricular opportunities</li> <li>• Support for students across all year groups (pastoral and academic)</li> <li>• The House System to enhance the sense of community and raise the profile of charitable works</li> <li>• Student leadership (particularly in the sixth form and through the House System)</li> <li>• Teachers' subject knowledge and professionalism</li> </ul>	
<b>Actions from previous year:</b> <ul style="list-style-type: none"> <li>• Additional funding secured (SSEF and CIF) to progress extending and improving our accommodation</li> <li>• Clarification of roles within the Pastoral Support Team</li> <li>• Improving the consistency of expectation of middle leaders</li> </ul>	<b>Impact of actions:</b> <ul style="list-style-type: none"> <li>• Work is currently being undertaken to improve site security and accessibility. Planning permission is currently being sought for a new block</li> <li>• Improved levels of support for students; clearer lines of responsibility</li> <li>• Improving consistency in the quality of provision for students, both within the classroom and from the pastoral team</li> </ul>
<b>Areas for development</b>	<ul style="list-style-type: none"> <li>• the curriculum at all key stages</li> <li>• staff well-being</li> <li>• student well-being</li> <li>• partnership working with other schools and ensuring fair access</li> <li>• extending and improving our accommodation</li> <li>• contingency planning</li> </ul>

### Whole School Improvement Plan Priorities 2020/21

<b>Priority 1</b>	<b>Curriculum Review</b>
<b>Objectives</b>	
<ul style="list-style-type: none"> <li>• Long-term plans and curriculum design show an understanding of knowledge development and sequencing concepts</li> <li>• The planning in place enables all students to access the content and make progress through the curriculum</li> <li>• Medium-term plans are in place to ensure that there is no mis-match between the planned and delivered curriculum</li> <li>• Professional development and training opportunities are in place to ensure that the curriculum requirements are in place and best practice is shared</li> <li>• Assessment strategies are reliable and not overly burdensome on staff</li> <li>• Homework is used to consolidate learning, deepen understanding and prepare students very well for the work to come without being overly burdensome on staff</li> </ul>	

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

<b>Priority 2</b>	<b>Staff Well-Being</b>
<b>Objectives</b>	
<ul style="list-style-type: none"><li>• A staff governor led working party involving colleagues from across the school is established</li><li>• The current situation is audited and research undertaken to establish what good mental health and well-being would look like at our school</li><li>• Priorities are established and a staff well-being policy and action plan are developed</li><li>• All staff are consulted on proposed policy and action plan, both are revised for implementation in 2021-22</li></ul>	

<b>Priority 3</b>	<b>Student Well-Being</b>
<b>Objectives</b>	
<ul style="list-style-type: none"><li>• A revised PSHE programme is implemented and improved further</li><li>• Assemblies and visiting speakers are used to address student well-being issues</li><li>• The extra-curricular provision is mapped across all year groups and published</li><li>• Restorative approaches to dealing with incidents of bullying are effective</li><li>• Attendance improves and the number of students who are persistently absent reduces</li><li>• The mentoring and counselling of students is effective</li><li>• Communication between colleagues in school, between the school and the student's home and with external agencies improves</li></ul>	

<b>Priority 4</b>	<b>Extending and Improving Our Facilities</b>
<b>Objectives</b>	
<ul style="list-style-type: none"><li>• Partnerships with a non-selective secondary school and primary schools are established</li><li>• The ASDAN "Lift-Off" primary to secondary transition programme is trialled</li><li>• Sixth form students and staff offer mentoring and support in key skills (e.g. literacy and numeracy) to pupils identified by the primary partners</li><li>• Familiarisation materials are made freely available to disadvantaged pupils in partner primary schools</li><li>• A "Partnership Raising Achievement Plan" for 2020-21 is established</li><li>• The possibility of further increasing the number of students admitted into Year 7 is reviewed</li><li>• The <i>Selective Schools Expansion Fund</i> building project is on target and within budget</li><li>• Strategies are in place to secure further funding to complete the new Sixth Form Centre</li><li>• The <i>Condition Improvement Fund</i> project to improve site security and accessibility</li><li>• Priorities for further improvements to our accommodation are established</li><li>• Further funding is sought and secured to address improvement priorities</li></ul>	

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

Priority 5	Contingency Planning
<b>Objectives</b>	
Linked with Priority 1 and using MS Teams as the main means of organising resources and facilitating students' remote learning, we aim to ensure that we are able to	
<ul style="list-style-type: none"><li>• set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects</li><li>• teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject</li><li>• provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos</li><li>• gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work</li><li>• enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding</li><li>• facilitate interaction, assessment and feedback</li><li>• plan a programme that is of equivalent length to the core teaching pupils would receive in school, with, where possible, daily contact with school staff</li><li>• provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access</li></ul>	

### **School Infrastructure Improvements**

Improvements in the quality of our provision are also affected by changes to the school's infrastructure. In the 2019/20 financial year, we undertook a number of projects, which are detailed below.

- Replacement of roofs and windows (*Condition Improvement Fund*)
- Replacement of 15 classroom projectors
- Continuation of planning and preparations for the building of the new classroom block and dining facilities (*Selective Schools' Expansion Fund*)
- Conversion of room 33 to a science laboratory and prep. room (*Selective Schools' Expansion Fund*)
- Conversion of the quiet study room to create an additional ICT suite
- New laboratory equipment (*The Wolfson Foundation*)
- Refurbishment of the staffroom
- Upgraded out of date servers
- Broadband has been upgraded from 200Mbps to 1Gbps
- Replaced two heating boilers in mathematics block
- Implementation of Parent App and Student App
- Implementation of Microsoft Teams

### **Other Key Performance Indicators**

The main financial performance indicator is the level of general reserves held at the Balance Sheet date. In the period under review £1,240,688 restricted general reserves (of which £1,056,000 relates to funds set aside for building works) were carried forward representing 23.4% of incoming resources of restricted general funds.

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

As funding is based on pupil numbers this is a key performance indicator. Pupil numbers for 2020 (School Census Autumn 2020) were 1145, compared to 1082 for 2019 (School Census Autumn 2019). The difference in numbers was mainly as a result of the increase in the published admission number from 150 to 180 in 2019/20 and the number of students admitted to Year 12 being higher than the number leaving Year 13 last year.

Another key financial performance indicator is staffing costs as a percentage of General Annual Grant (GAG). Key ratios are shown below:

Staffing Costs as a % of Public/GAG income

%	2019/20	2018/19
Teaching & Educational Support Staff	85.5%	81.1%
Support Staff (excluding LGPS pension costs)	11.2%	10.1%
Catering Staff	2.50%	2.50%

The increase in the teaching & educational support staff cost as a % of public/GAG income has increased mainly due to the teacher pay increase being in excess of the increase in per pupil funding and the increase in the teacher pension employer contribution increasing from 16.48% to 23.68% on 1<sup>st</sup> September 2010.

Admissions for Year 7 Main School Entry (including results from Appeals)

2020		2019	
Applications	Allocated	Applications	Allocated
362	186	377	185

### Going Concern

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

### Financial Review

The principal source of income is grants from the Department for Education (DfE) via the Education and Skills Funding Agency (ESFA). The grants received from the DfE during the year ended 31 August 2020 and the associated expenditure are shown as Restricted Funds in the Statement of Financial Activities.

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

The change in the balance of restricted general funds (excluding pension reserve) plus unrestricted funds during the year was £(154,696). The main reason for this decrease in funds is due to capital funding being utilised in the current year but was received in the 2018/19 year. £4,683,324 capital

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

income received in 2018/19 was brought forward into 2019/20. £3,351,033 unspent capital income has been carried forward into the 2020/21 year, a decrease of £1,332,291 in unspent capital funds. Additions to fixed assets of £1,385,546 were made in the year less depreciation of £315,830 leading to a reduction in the fixed asset fund of £(262,576). This reduction in the fixed asset fund together with a surplus of £107,880 for the year (excluding pension fund costs and actuarial losses) has resulted in the reduction in restricted general funds of £(154,696). The surplus in the current year will be used to help fund future improvements within the school. Income from other trading activities was £284,259 and income from donations was £68,614. The main expenditure was on staff salaries totalling £4,980,287. Other significant expenditure was £87,223 on educational supplies and £103,963 on examination fees. A number of specific projects were also undertaken during 2019/20 and these are detailed fully in the Strategic Report above.

The school received a formula capital grant from the ESFA of £23,080. This income stream is shown in the restricted fixed asset funds. Additional capital grant income was also receivable in the year of:

- £11,074 relating to a capital grant for science equipment from the Wolfson Foundation.
- £18,350 relating to a capital grant for laptops from the Cohen Charity
- £750 relating to a capital grant towards a new piano from Universal Music

The Academy has inherited the deficit in the Local Government Pension Scheme, in respect of its non-teaching staff. The deficit is incorporated within the Statement of Financial Activities with details in Note 27 to the financial statements (see Balance Sheet, Pension Scheme £3,225,000 deficit). The existence of the pension scheme deficit does not mean an immediate liability crystallises and is addressed over a series of years through pension contributions recommended by the pension scheme actuaries during subsequent triennial valuations of the scheme.

### *Financial outlook*

The 2021/22 budget currently shows a small surplus budget of around £34,000. Given the increase in pupil numbers, and therefore the increase in staffing required, careful monitoring will be required in order to maintain a balanced budget outcome.

### *Financial and Risk Management Objectives and Policies*

The Academy has agreed a Risk Management Strategy, Risk Register and a Risk Management Plan. These have been discussed by the Governors and include the financial risks to the Academy. The register and plan are constantly reviewed in light of any new information and formally reviewed annually.

The Governors have assessed the major risks to which the Academy is exposed, in particular those relating to its finances, compliance and operational areas. The Governors have implemented systems to assess and minimise those risks, including internal controls described elsewhere. The Academy has ensured that they have adequate levels of insurance or risk protection arrangement cover which meet the guidance issued by the ESFA.

The Governors examine the financial health of the Academy Trust on a regular basis, reviewing performance against budgets and overall expenditure by means of monthly update reports and reporting at all full Governors' and Audit Committee meetings. The Finance Manager and Headteacher also regularly review cash flow forecasts and ensure sufficient funds are held to cover all known and anticipated commitments.

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

At the year end, the Academy had no significant liabilities arising from trade creditors or debtors where there would be a significant effect on liquidity.

The Governing Body recognises that the defined benefit scheme deficit (Local Government Pension Scheme), which is set out in Note 27 to the financial statements, represents a significant potential liability. However, any risk arising from this liability is considered to be low as the Governors consider that the Academy is able to meet its known annual contribution commitments for the foreseeable future. This risk is further minimised given that, at the request of the Secretary of State for Education, a guarantee has been given that, in the event of an academy trust closure, outstanding local government pension scheme liabilities would be met by the Department for Education. This guarantee came into force on 18<sup>th</sup> July 2013.

### Reserves Policy

The Academy plans its expenditure so that grant funding should be expended each year to support the delivery of education provision to its students. However, the Academy has been planning for expansion and significant improvement works to the site and this has necessitated the accumulation of reserves:

	<b>Restricted</b>	<b>Unrestricted</b>	<b>Total</b>
Fixed asset fund	17,448,927	-	17,448,927
Pension reserve	(3,225,000)	-	(3,225,000)
Site improvements	1,056,000	-	1,056,000
Unallocated general reserves	184,688	44,392	229,080
<b>Total - School</b>	<b>15,464,615</b>	<b>44,392</b>	<b>15,509,007</b>
School Fund	-	171,495	171,495
Roberts Thomson Fund	-	154,538	154,538
<b>Total - Consolidated</b>	<b>15,464,615</b>	<b>370,425</b>	<b>15,835,040</b>

The Academy's current level of consolidated reserves (total funds less the amount held in fixed assets and restricted pension funds) is £1,611,113 (£1,240,688 in General funds, of which £1,056,000 relates to funds set aside for building works, and £370,425 in Unrestricted funds).

#### *Fixed asset fund*

The current level of the restricted fixed asset fund is £17,448,927 which includes £3,351,033 of carried forward grant income. This fund can only be realised by disposing of tangible fixed assets, which are primarily the land and building from which the school operates.

#### *Pension reserve*

The current level of the pension reserve is £(3,225,000). This fund is in respect of the Local Government Pension Scheme and non-teaching staff.

The Governors acknowledge that the Local Government Pension Scheme (LGPS) represents a significant pension fund deficit. As this figure is included within restricted funds it represents a potential deficit on these funds and, should this occur, the disclosure does not mean that an immediate liability for this amount crystallises. The deficit position of the pension scheme would generally result in a cash flow effect for the Academy Trust in the form of an increase in employers' pension contributions over a period of years. Increased pension contributions will generally be met from the Academy Trust's budgeted annual income. Whilst the deficit might not be eliminated, there should be no actual cash flow deficit on the fund, or direct impact on the free reserves of the academy trust because of recognising the deficit.



# **BOURNEMOUTH SCHOOL**

## **Governors' Report (continued)**

### *Site improvements*

The school will be committing a minimum of £1,056,000 for site improvements over and above its annual maintenance expenditure. These funds will be used with the funds from the Selective Schools Expansion Fund and Condition Improvement Fund bids to improve and update the buildings that the Academy occupies.

### *Unallocated general reserves*

The Governors believe that the main financial risk to the academy is that of managing its short-term cash flow effectively. To mitigate this risk it has been agreed that a desirable reserves balance would equate to approximately £350,000. This is sufficient working capital to cover delays between spending and receipt of grants and to provide a cushion to deal with unexpected emergencies such as urgent maintenance.

There is a shortfall of £120,920 of unallocated general reserve to the target balance of £350,000. However, the Academy balance sheet also includes £171,495 which related to the School Fund and £154,538 which relates to Roberts Thomson and Other Scholarship Foundation. It is felt that on balance the level of unallocated general reserve is acceptable.

### *Review of levels of reserves*

The Governors review the reserve levels of the Academy annually. This review encompasses the nature of income and expenditure streams, the need to match income with commitments and the nature of reserves and takes the future plans of the Academy into consideration.

### **Investment Policy**

The Articles of Association list the powers that the Academy Trust has with regards to investments. The current economic conditions necessarily mean that investment returns from the types of account available are limited in scope. Nevertheless, the Resources Committee reviews this matter at its termly meetings to ensure that returns are maximised within prudent parameters. The Governors will develop a more sophisticated Investment Policy as and when required.

### **Principal Risks and Uncertainties**

The principal risks and uncertainties facing the Academy are as follows:

**Financial** – the Academy has considerable reliance on continued Government funding through the ESFA. In the last year, 93% of the Academy's incoming resources were ultimately Government funded and, whilst this level is expected to continue, there is no assurance that Government policy or practice will remain the same or that public funding will continue at the same levels or on the same terms.

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

**Reputational** – the continuing success of the Academy is dependent on continuing to attract applicants in sufficient numbers by maintaining the highest educational standards. To mitigate this risk the Governors ensure that student success and achievement are closely monitored and reviewed.

# **BOURNEMOUTH SCHOOL**

## **Governors' Report (continued)**

Safeguarding and child protection – the Governors continue to ensure that the highest standards are maintained in the areas of selection and monitoring of staff, the operation of child protection policies and procedures, health and safety and discipline.

Staffing – the success of the Academy is reliant on the quality of its staff and so the Governors monitor and review policies and procedures to ensure continued development and training of staff as well as ensuring there is clear succession planning.

Fraud and mismanagement of funds – the monitoring of the financial systems and records is carried out by the Audit Committee and internal and external audit in order to manage this risk.

As reported within the Risk Management Statement earlier in this Report, the major risks to which the Academy Trust is exposed, as identified by the Governors, the Senior Leadership Team and others, have been reviewed, and systems or procedures have been established to manage those risks. Internal control systems and the exposure to risks are considered on a regular basis by the Governors and the Academy Leadership Team at their routine meetings. The Risk Register was reviewed by Governors on the 15 September 2020.

### **Fundraising**

The Academy Trust as an individual entity does not carry out any fundraising activities.

The Bournemouth School Fund which is a related charity and is consolidated into these accounts sends out a request to all new students for a monthly donation amount. There is no obligation to make a monthly contribution and this is clearly stated in the documentation sent out by the School.

Any voluntary contributions made by parents to support the delivery of extra-curricular activities (such as trips and visits) are used for their intended purpose. There were no fundraising complaints during 2019/20.

### **Plans for Future Periods**

Bournemouth School will continue to strive to provide outstanding education and improve the levels of performance of its pupils at all levels. The Academy will continue to aim to attract high quality teachers and support staff in order to develop its objectives.

Development of teaching and learning and raising of standards will be pursued in accordance with the targets set within the School Improvement Plan, produced by the Senior Leadership Team in consultation with Governing Body Committees, and that has been adopted by Governors.

The improvement of school facilities will continue to be pursued. The current CIF bid to improve site security and the current SSEF bid to provide increased accommodation for a larger number of pupils will help to improve the overall site infrastructure over the forthcoming years. We are currently awaiting planning permission being granted.

### ***The effect of the COVID-19 virus***

Towards the end of the spring term, Bournemouth School, in common with schools across the country closed its doors following a government directive in response to the Covid-19 pandemic. From the end of March we provided care for children whose parents were key workers "critical to the Covid-19 response", and who could not be safely cared for at home. We also provided care for children who were known to be vulnerable - those with a social worker, for example, or those with

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

special educational needs. At the beginning of this period, we worked in isolation, accommodating very few students. Over Easter and for the first half of this term, we worked with our colleagues at Bournemouth School for Girls (BSG) to offer a provision for priority children in a more efficient manner. The venue for the provision alternated between BS and BSG on a weekly basis, with colleagues from both schools undertaking supervisory duties. In May, the DfE advice changed. They advised that we should urge children of critical workers and, in particular, vulnerable children to attend school in person if they would benefit from doing so. The DfE believed it was no longer necessary for parents of children in these priority groups to keep them at home. From 1 June until the end of the summer term, the provision for priority children was at Bournemouth School (9am – 3pm; Mon – Fri). The number attending varied from 1 to 25, with the average being around 11-12 students per day.

Following the decision to close schools and not go ahead with this summer's exams, schools were asked to determine "Centre Assessed Grades" for students in Years 11 and 13. We worked tirelessly to try to make sure that all students who were due to take exams this summer still achieve the qualifications they deserve to enable them to progress to the next stage of their lives – and that all of their hard work is properly rewarded.

From Monday 15 June we re-opened the school to Year 10 and 12 students, working within the government guidelines. We constructed a new timetable to enable all students in those year groups to have the equivalent of 6 full days' teaching before the end of the summer term. It was gratifying to have so many students back in school, albeit within the constraints of social distancing. In the first week, 86% of Year 10 students and 93% of Year 12 students accessed our provision – and the numbers remained steady for the remainder of the term. We ensured that the material that was covered in school was made available to those who were remaining at home.

Throughout the period of school closure, work was set for students to complete at home. Initially students completed work from the school network that they accessed remotely. It soon became apparent that we needed to develop ways in which we could deliver remote learning more effectively; ideally, a "one-stop shop", where students can see and access work that has been scheduled for them, submit and receive feedback on assignments and work collaboratively online with others in their classes. We also wanted the capability to "livestream" lessons in a secure environment. We decided to implement the use of MS Teams across the school, believing that this platform will meet our needs both in the short and longer term.

The school fully reopened in September 2020. Attendance rates have been exceptionally high given the circumstances. We have, to the best of our ability, assessed the risks and put in place proportionate control measures. The protective measures in place are detailed in our risk assessment and include:

- a requirement that people who are ill stay at home
- robust hand and respiratory hygiene
- enhanced cleaning arrangements
- active engagement with the government Test and Trace
- consideration of how to reduce contacts and maximise distancing between those in school wherever possible and minimise potential for contamination so far as is reasonably practicable

Our risk assessment and the extent of the control measures in place are being kept under constant review. We are working closely with the local authority, the public health authority and other schools. We have been emphasising the need to maintain high levels of hygiene, including encouraging frequent hand-washing and promoting the 'catch it, bin it, kill it' approach. Hand-

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

sanitiser is available throughout the school and anti-viral wipes are available for students to wipe down keyboards/mice, etc. before and after use. Students have been advised to bring in their own hand-sanitiser and anti-viral wipes should they wish to, and to wear face coverings in corridors and communal areas.

The layout of the school makes it difficult to maintain social distancing when members of our community are moving around. We have introduced a one-way system in the main school and rotas for access to the catering facilities.

Throughout this period, our focus has been on the well-being of all members of our community – emphasising that by working together we can get through anything that may confront us. We have also been emphasising everyone's responsibility to everyone else not to come into school if they have any symptoms of the virus.

From the full re-opening of the school in September, we have accepted that students would be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. We continue to work with students to contextualise these feelings as normal responses to an abnormal situation. Some have needed support to re-adjust to school; very few have been reluctant to return; a minority have shown signs of more severe anxiety or depression.

We will continue to provide pastoral and extra-curricular activities to all pupils designed to:

- support the rebuilding of friendships and social engagement
- address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- support pupils with approaches to improving their physical and mental well-being

We are also providing more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.

We did not consider it necessary to update our approach to behaviour management with any new rules as it is founded upon the principle of having respect for each other. The emphasis of our approach to behaviour management has been upon supporting students to return to school successfully and engage with their learning, and only using the punitive measures when other approaches have been unsuccessful. The level of supervision at break and lunchtimes has increased, with students having been allocated specific "zones" to maintain the integrity of their year group bubble.

In planning for the re-opening of the school in September, we were determined to give all students as normal an experience as possible within each subject area. The key principles that have underpinned our curriculum planning under the current circumstances were:

- all pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.
- the curriculum remains broad and ambitious: all pupils will continue to be taught a wide range of subjects, maintaining their choices for further study and employment.
- remote education, through MS Teams, is high quality and aligns as closely as possible with in-school provision..

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

For the academic year 2020 to 2021, we have committed to:

- teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content;
- aim to return to our normal curriculum in all subjects by summer term 2021; in some subjects substantial modification to the curriculum may be needed at the start of the year, so teaching time will be prioritised to address significant gaps in pupils' knowledge with the aim of returning to our normal curriculum content by no later than summer term 2021.
- use the assessment of pupils' starting points to inform curriculum planning and address the gaps in their knowledge and skills by making effective use of regular formative assessment;
- continue to develop remote education, through MS Teams so that it is integrated into our curriculum planning; Remote education may need to be an essential component in the delivery of the curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. We will plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

The curriculum will remain broad in Years 7 and 8 so that the majority of pupils will be taught a full range of subjects over the year, including sciences, languages, humanities, the arts, physical education/sport, religious education and relationships, sex and health education. The vast majority of pupils in Years 9 to 13 are expected to continue to study their intended (pre-covid) programmes of study.

As part of our contingency planning for the future, through the developing use of MS Teams, we will have in place remote education plans for individuals or groups of self-isolating students. In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission. If this were to be the case, we may return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we now have the capacity to offer immediate remote education through MS Teams. We are continuing to improve the quality of our existing offer and develop a stronger contingency plan for remote education provision.

The continuing financial uncertainties include:

- the level of income generating through our catering provision
- the increased number of salaried hours required to maintain appropriate hygiene standards and the cost of the cleaning materials
- the cost of providing additional PPE to staff
- the use of supply agency staff when teachers are unwell or self-isolating
- increased heating costs with windows being open throughout the winter to ensure adequate ventilation and to minimise virus transmission.

Through the use of an extended lunch period and rotas, all students will be able to access the catering provision after the Autumn 2020 half term. This should minimise the impact of the current circumstances upon the income generated. Catering staff have been redeployed to help clean the site, reducing the number of additional salaried hours that are required. It has been suggested to students that they may wish to bring in their own PPE and hand-sanitiser. Items of PPE that have been donated to the school have been distributed to staff. All teaching staff are covering the lessons of absent staff (the absence rate has been very low to date); this reducing the cost of

# BOURNEMOUTH SCHOOL

## Governors' Report (continued)

supply agency staff. We are ensuring that windows are closed at the end of the school day, which, given that extra-curricular activities have been curtailed, is earlier than usual.

By adopting a measured response to implementing the government's guidance, the school has secured the confidence of its staff, students and the wider community. Notwithstanding the increased financial burden that will inevitably result from implementing the control measures to reduce virus transmission, we expect the school to maintain its operations, which may include aspects of remote learning, and secure the expected outcomes for its students. The school has secured both its reputation and its financial sustainability through its response to the current circumstances.

### Funds held as Custodian Trustee on behalf of others

The Academy and its Governors does not act as a Custodian Trustee for any other Charity.

### 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.

### *Re-appointment of Auditors*

A resolution is to be proposed at the Annual General Meeting for the reappointment of Moore (South) LLP as Auditor of the Academy Trust.

The Governors' Report, incorporating a strategic report, was approved by order of the members of the Governing Body, as the company directors, on 8 December 2020 and signed on its behalf by:



**Mr David Sidwick**  
**Chair of the Governing Body and Academy Trust**

8 December 2020

# BOURNEMOUTH SCHOOL

## Governance Statement

### Scope of Responsibility

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

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

The Governing Body has delegated the day-to-day responsibility to the Headteacher, as Accounting Officer, for ensuring financial controls conform with the requirements of both propriety and good financial management and in accordance with the requirements and responsibilities assigned to it in the funding agreement between Bournemouth School and the Secretary of State for Education. They are also responsible for reporting to the Governing Body any material weaknesses or breakdowns in internal control.

### Governance

The information on governance included here supplements that described in the Governors' Report and in the Statement of Governors' Responsibilities.

Bournemouth School has a Governing Body, the composition of which is set out in the Academy's Articles of Association. The Academy has four main Governor Committees: Resources, Audit, Student Experience and Futures to which Governors are appointed. The Academy will also call on members of the Governing Body to sit on a Staff Dismissals Committee and Staff Dismissals Appeal Committee on an ad hoc basis should either committee be required. The Governing Body and its Committees have Terms of Reference which are reviewed annually and contain details of meeting dates, compositions, responsibilities, delegated authorities and matters reserved for the Governing Body itself.

The Governing Body has formally met 3 times during the year. Attendance during the year at meetings of the governing body was as follows:

Governor	Meetings attended	Out of a possible
Mr E Brunet	3	3
Mrs S Burrows (Vice Chair)	3	3
Miss M Gosling	3	3
Mr M Jones	3	3
Mrs C Kelleway	2	3
Dr D Lewis (Headteacher and accounting officer)	3	3
Mrs C Lloyd-Hopkins	3	3
Mrs K Shaw	2	3
Mr D Sidwick (Chair)	3	3
Mr N Smith	3	3
Mr S Spendlowe	2	2
Mr A Turle	3	3
Ms A Turton	2	3
Ms D Watts	3	3
Mr T Spotswood	1	1
Mrs J Roche	1	2

## BOURNEMOUTH SCHOOL

### Governance Statement (continued)

At the end of the 2019/20 academic year, Mr David Worden resigned as a Governor. This vacancy was filled by Mrs Jennifer Roche in December 2019. During the year Mr Simon Spendlowe resigned as a governor and Mr Anthony Spotswood was appointed as a governor.

The Governing Body reviews the balance of skills of the Governors as a whole and across all the Committees on an annual basis. A review of attendance and contribution of each member is also undertaken. The last review was carried out Autumn Term 2019.

The governing body has engaged the services of a school improvement partner to provide external moderation of the quality and effectiveness of school leadership and governance. Each visit is documented and reported at a governing body meeting. Any consequent actions required are incorporated into the school improvement plan.

The Resources Committee is a sub-committee of the main Governing Body. Its main functions are to consider and monitor the staffing establishment and staff appointment procedures, the condition of the school, health and safety and security policies and relevant sections of the school self-evaluation form.

Attendance at meetings in the year was as follows:

<b>Governor</b>	<b>Meetings attended</b>	<b>Out of a possible</b>
Mrs S Burrows	3	3
Miss M Gosling	3	3
Mr M Jones	3	3
Mrs C Kelleway	2	3
Dr D Lewis	3	3
Mr D Sidwick	1	3
Mr N Smith (Chair)	3	3
Mr S Spendlowe (Vice Chair)	0	3
Mr A Turle	1	3
Ms A Turton	2	3
Mrs J Roche	1	2

The Audit Committee is also a sub-committee of the main board of trustees. Its main purpose is to review the effectiveness of financial controls and financial risk management. Also, to liaise with the internal and external auditors and to monitor the financial management within the Academy.

Attendance at meetings in the year was as follows:

<b>Governor</b>	<b>Meetings attended</b>	<b>Out of a possible</b>
Mr M Jones (Chair)	1	1
Mr D Sidwick	0	1
Mr N Smith	1	1

Details of attendance at other governor meetings can be found on the school's website.



# **BOURNEMOUTH SCHOOL**

## **Governance Statement (continued)**

### **Review of Value for Money**

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

The accounting officer considers how the trust's use of its resources has provided good value for money during each academic year, and reports to the board of trustees where value for money can be improved, including the use of benchmarking data where available. The accounting officer for the academy trust has delivered improved value for money during the year by:

- continuing to recruit and deploy staff effectively. We have benchmarked our staffing costs with that of other similar schools and have ensured that the proportion of grant income used for staff salaries has not increased substantially;
- ensuring that adequate resources have been allocated to routine maintenance enhancing the environment for all members of the community and extending the longevity of the accommodation.

### **The Purpose of the System of Internal Control**

The system of internal control is designed to manage risk to a reasonable level rather than to eliminate all risk of failure to achieve policies, aims and objectives. It can, therefore, only provide reasonable and not absolute assurance of effectiveness. The system of internal control is based on an on-going process designed to identify and prioritise the risks to the achievement of Academy Trust policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place at Bournemouth School for the period 1 September 2019 to 31 August 2020 and up to the date of approval of the annual report and financial statements.

### **Capacity to Handle Risk**

The Governing Body has reviewed the key risks to which the Academy Trust is exposed to together with the operating, financial and compliance controls that have been implemented to mitigate those risks. The Governing Body is of the view that there is a formal on-going process for identifying, evaluating and managing the Academy Trust's significant risks that has been in place for the period 1 September 2019 to 31 August 2020 and up to the date of approval of the annual report and financial statements. This process is regularly reviewed by the Governing Body.

# BOURNEMOUTH SCHOOL

## Governance Statement (continued)

### The Risk and Control Framework

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

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

The Governing Body considered the need for a specific internal audit function and decided to appoint Moore (South) LLP as internal auditor for the year to 31 August 2020. The internal auditor's role includes giving advice on financial and other matters and performing a range of checks on the Academy Trust's financial and other systems. In particular, the checks carried out in the current period included:

- review of cash handling
- review of payroll
- review of transaction processing
- review of Academies Financial Handbook Section 2 Compliance
- review of website disclosures
- review of cover cost and staff turnover
- review of ESFA hot topics
- review of VAT outputs
- review of fixed asset policy
- review of risk management
- review of financial policies and procedures
- review of procurement process
- review of reporting on other grants

On a termly basis, the internal auditor reports to the board of trustees, through the Audit Committee, on the operation of the systems of control and on the discharge of the board of trustees' financial responsibilities. An annual summary report is prepared for the Governors outlining the areas reviewed, key findings, recommendations and conclusions to help the committee consider actions and assess year on year progress.

The internal auditor has carried out three reviews during the 2019/20 year.

No material control issues as a result of the internal auditor's work have been identified. Any issues arising have been discussed within the Senior Leadership team to ensure that they are addressed. Such issues have been monitored by Governors, through the Audit Committee, with supporting evidence of delivery as may be required.

As a result of the revised FRC Ethical Standard which states that a firm providing external audit to an entity shall not also provide internal audit services to it, the Governing Body has made use of the transitional arrangements which permit existing internal audit engagements at 15 March 2020 to conclude. Moore (South) LLP have therefore completed their internal audit engagement to 31

# BOURNEMOUTH SCHOOL

## Governance Statement (continued)

August 2020 and the Governing Body will look to appoint an internal auditor who is independent from the external auditor for the 2020/21 academic year.

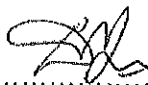
### Review of Effectiveness

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

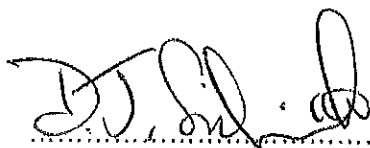
- the work of the internal auditor;
- the work of the external auditor;
- the work of the Senior Leadership Team within the academy who have responsibility for the development and maintenance of the internal control framework;
- the financial management and self-assessment process.

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

Approved by order of the members of the Governing Body on 8 December 2020 and signed on its behalf by:



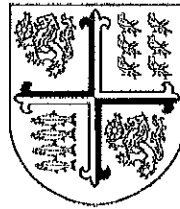
.....  
**Dr Dorian Paul Lewis**  
Headteacher and Accounting Officer



.....  
**Mr David Sidwick**  
Chair of the Governing Body and Academy Trust

# BOURNEMOUTH SCHOOL

## Statement on Regularity, Propriety and Compliance



### Bournemouth School

As accounting officer of Bournemouth School I have considered my responsibility to notify the Academy Trust Governing Body and the Education and Skills Funding Agency (ESFA) of material irregularity, impropriety and non-compliance with terms and conditions of all funding received by the Academy Trust, under the funding agreement in place between the Academy Trust and the Secretary of State for Education. As part of my consideration I have had due regard to the requirements of the Academies Financial Handbook 2019.

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

A handwritten signature in black ink, appearing to read 'D Lewis', is written over a dotted line.

.....  
**Dr Dorian Paul Lewis**  
**Accounting Officer**

8 December 2020

# BOURNEMOUTH SCHOOL

## Statement of Governors' Responsibilities

The Governors (who act as trustees of Bournemouth School and 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 Academies Accounts Direction published by the Education and Skills Funding Agency, United Kingdom Accounting Standards (United Kingdom Generally Accepted Accounting Practice) and applicable law and regulations.

Company law requires the 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 incoming resources and application of resources, including its income and expenditure, for that period. In preparing these financial statements, the Governors are required to:

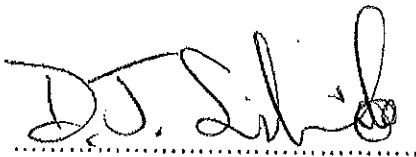
- select suitable accounting policies and then apply them consistently;
- observe the methods and principles in the Charities SORP 2019 and the Academies Accounts Direction 2019 to 2020;
- make judgments and accounting estimates that are reasonable and prudent;
- state whether applicable UK Accounting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

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 corporate and financial information included on the Charitable Company's website. Legislation in the United Kingdom governing the preparation and dissemination of financial statements may differ from legislation in other jurisdictions.

Approved by order of the members of the Governing Body on 8 December 2020 and signed on its behalf by:



Mr David Sidwick  
Chair of the Governing Body and Academy Trust

# **BOURNEMOUTH SCHOOL**

## **Independent Auditor's Report on the Financial Statements to the Governing Body of Bournemouth School (continued)**

### **Opinion**

We have audited the consolidated financial statements of Bournemouth School (the parent academy trust) and its connected charities comprising, the Bournemouth School Fund and the Roberts Thomson and Other Scholarships Foundation (the Group) for the year ended 31 August 2020. The consolidated financial statements comprise the Consolidated Statement of Financial Activities, the consolidated balance sheet, the Academy trust balance sheet, the consolidated Statement of Cash Flows and the notes to the consolidated financial statements, including a summary of significant accounting policies. 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), the Charities SORP 2019 and the Academies Accounts Direction 2019 to 2020 issued by the Education and Skills Funding Agency.

In our opinion the consolidated financial statements:

- give a true and fair view of the state of the Group's and parent academy trust's affairs as at 31 August 2020 and of the Group's incoming resources and application of resources, including its income and expenditure, for the year then ended,
- have been properly prepared in accordance with United Kingdom Generally Accepted Accounting Practice;
- have been prepared in accordance with the requirements of the Companies Act 2006; and
- have been prepared in accordance with the Charities SORP 2019 and the 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 consolidated financial statements' section of our report. We are independent of the Group and Parent Academy Trust in accordance with the ethical requirements that are relevant to our audit of the consolidated 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 trustees' use of the going concern basis of accounting in the preparation of the consolidated financial statements is not appropriate; or
- the trustees have not disclosed in the consolidated financial statements any identified material uncertainties that may cast significant doubt about the Group academy trust'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 accounts are authorised for issue.

## **BOURNEMOUTH SCHOOL**

### **Independent Auditor's Report on the Financial Statements to the Governing Body of Bournemouth School (continued)**

#### **Other information**

The trustees are responsible for the other information, which comprises the information included in the annual report other than the consolidated financial statements and our auditor's report thereon. Other information includes the trustees' annual report (incorporating the strategic report and directors' report), the governance statement and the statement of regularity, propriety and compliance. Our opinion on the consolidated 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 consolidated financial statements, our responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the consolidated 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 consolidated 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 trustees' report (which includes the strategic report and directors' report), prepared for the purpose of company law, for the financial year for which the consolidated financial statements are prepared is consistent with the consolidated financial statements.
- the strategic report and the directors' report, included within the trustees' report, have 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 academy trust and its environment obtained in the course of the audit, we have not identified material misstatements in the strategic report or directors' report, included within the trustees' report.

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

- adequate accounting records have not been kept, or returns adequate for our audit have not been received from branches not visited by us; or
- the accounts are not in agreement with the accounting records and returns; or
- certain disclosures of trustees' remuneration specified by law are not made; or
- we have not received all the information and explanations we require for our audit.

# BOURNEMOUTH SCHOOL

## Independent Auditor's Report on the Financial Statements to the Governing Body of Bournemouth School (continued)

### Responsibilities of trustees

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

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

### Auditor's responsibilities for the audit of the consolidated financial statements

Our objectives are to obtain reasonable assurance about whether the consolidated 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 accounts.

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

### Use of our report

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

*Ann Mathias*

Ann Mathias

**Senior Statutory Auditor**

For and on behalf of Moore (South) LLP, Statutory Auditor

33 The Clarendon Centre

Dairy Meadow Lane

Salisbury Business Park

Salisbury

Wiltshire

SP1 2TJ

*9 December 2020*



## **BOURNEMOUTH SCHOOL**

### **Independent Reporting Accountant's Assurance Report on Regularity to Bournemouth School and the Education and Skills Funding Agency (continued)**

In accordance with the terms of our engagement letter dated 3 July 2019 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 Bournemouth School during the period 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 Bournemouth School and the ESFA in accordance with the terms of our engagement letter. Our work has been undertaken so that we might state to Bournemouth 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 Bournemouth School and the ESFA, for our work, for this report, or for the conclusion we have formed.

#### **Respective responsibilities of Bournemouth School's accounting officer and the reporting accountant**

The accounting officer is responsible, under the requirements of Bournemouth School's funding agreement with the Secretary of State for Education dated 23 March 2010 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 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 audit 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 trust's income and expenditure.

## BOURNEMOUTH SCHOOL

### Independent Reporting Accountant's Assurance Report on Regularity to Bournemouth School and the Education and Skills Funding Agency (continued)

The work undertaken to draw to our conclusion includes;

- consideration of the evidence supporting the accounting officers statement on regularity, propriety and compliance;
- analytical procedures on the general activities of the academy trust;
- a review of minutes of committees and board meetings which may be relevant to regularity;
- consideration of discussions with key personnel including the accounting officer and governing body;
- tests of control have been carried out on a control activity which are relevant to regularity;
- substantive testing of individual transactions.

#### 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 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.

*Moore (South) LLP*

**Moore (South) LLP**  
Chartered Accountants  
For and on behalf of Moore (South) LLP, Statutory Auditor  
33 The Clarendon Centre  
Dairy Meadow Lane  
Salisbury Business Park  
Salisbury  
Wiltshire  
SP1 2TJ

*9 December 2020*

# BOURNEMOUTH SCHOOL

## Consolidated Statement of Financial Activities for the year ended 31 August 2020 (including Income and Expenditure Account)

		Unrestricted Funds	Restricted General Funds	Restricted Fixed Asset Funds	Total 2020	Total 2019
	Note	£	£	£	£	£
<b>Income from:</b>						
Donations and capital grants	3	66,572	2,042	53,254	121,868	5,198,707
<i>Charitable activities:</i>						
- Funding for the Academy's educational operations	4	-	5,294,804	-	5,294,804	4,687,781
Other trading activities	5	277,763	6,496	-	284,259	519,456
Investments	6	9,009	-	-	9,009	8,178
<b>Total income</b>		<b>353,344</b>	<b>5,303,342</b>	<b>53,254</b>	<b>5,709,940</b>	<b>10,414,122</b>
<b>Expenditure on:</b>						
Raising funds						
<i>Charitable activities:</i>						
- Academy's educational operations	7,8	351,069	5,411,300	315,830	6,078,199	5,749,932
<b>Total expenditure</b>	7	<b>351,069</b>	<b>5,411,300</b>	<b>315,830</b>	<b>6,078,199</b>	<b>5,749,932</b>
<b>Net investment gains</b>	17	<b>2,563</b>	<b>-</b>	<b>-</b>	<b>2,563</b>	<b>7,376</b>
<b>Net income/(expenditure)</b>		<b>4,838</b>	<b>(107,958)</b>	<b>(262,576)</b>	<b>(365,696)</b>	<b>4,671,566</b>
Transfers between funds	17	(50,540)	50,540	-	-	-
<b>Other recognised (losses) / gains</b>						
Actuarial losses on defined benefit pension schemes	17,27	-	(400,000)	-	(400,000)	(336,000)
<b>Net movement in funds</b>		<b>(45,702)</b>	<b>(457,418)</b>	<b>(262,576)</b>	<b>(765,696)</b>	<b>4,335,566</b>
<b>Reconciliation of funds</b>						
Total funds brought forward	17	416,127	(1,526,894)	17,711,503	16,600,736	12,265,170
<b>Total funds carried forward</b>	17	<b>370,425</b>	<b>(1,984,312)</b>	<b>17,448,927</b>	<b>15,835,040</b>	<b>16,600,736</b>

# BOURNEMOUTH SCHOOL

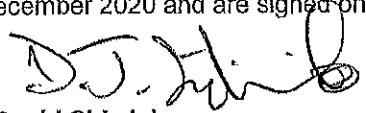
## Consolidated Balance Sheet as at 31 August 2020

Company Number 07745881

	Notes	2020 £	2020 £	2019 £	2019 £
<b>Fixed assets</b>					
Tangible assets	12		14,097,894		13,028,178
Investments	13		118,232		115,669
			<u>14,216,126</u>		<u>13,143,847</u>
<b>Current assets</b>					
Debtors	14	3,903,250		4,731,351	
Cash at bank and in hand		<u>1,768,533</u>		<u>2,112,139</u>	
		<u>5,671,783</u>		<u>6,843,490</u>	
<b>Liabilities</b>					
Creditors: Amounts falling due within one year	15	(517,037)		(461,769)	
<b>Net current assets</b>			<u>5,154,746</u>		<u>6,381,721</u>
<b>Total assets less current liabilities</b>			<u>19,370,872</u>		<u>19,525,568</u>
Creditors: Amounts falling due after more than one year	16		(310,832)		(310,832)
<b>Net assets excluding pension liability</b>			<u>19,060,040</u>		<u>19,214,736</u>
Defined benefit pension scheme liability	27		(3,225,000)		(2,614,000)
<b>Total net assets</b>			<u>15,835,040</u>		<u>16,600,736</u>
<b>Funds of the Academy Trust:</b>					
<b>Restricted funds</b>					
- Fixed asset fund	17	17,448,927		17,711,503	
- General fund	17	1,240,688		1,087,106	
- Pension reserve	17	<u>(3,225,000)</u>		<u>(2,614,000)</u>	
<b>Total restricted funds</b>			<u>15,464,615</u>		<u>16,184,609</u>
<b>Unrestricted income funds</b>					
- General fund	17	44,392		95,424	
- School fund	17	171,495		171,741	
- Roberts Thomson fund	17	<u>154,538</u>		<u>148,962</u>	
<b>Total unrestricted funds</b>			<u>370,425</u>		<u>416,127</u>
<b>Total funds</b>			<u>15,835,040</u>		<u>16,600,736</u>

The current asset debtors figure includes an amount of £3,395,322 in respect of accrued income for our ongoing Selective School's Expansion Fund project. Due to a delay in the project a proportion of this amount will be due in more than one year.

The financial statements on pages 49 to 74 were approved by the Governors, and authorised for issue on 8 December 2020 and are signed on their behalf by:

  
Mr David Sldwick

Chair

# BOURNEMOUTH SCHOOL

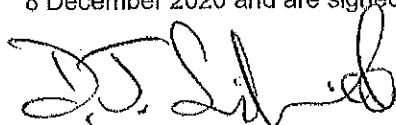
## Academy Balance Sheet as at 31 August 2020

Company Number 07745881

	Notes	2020 £	2020 £	2019 £	2019 £
<b>Fixed assets</b>					
Tangible assets	12		<u>14,097,894</u>		<u>13,028,178</u>
<b>Current assets</b>					
Debtors	14	3,884,444		4,721,082	
Cash at bank and in hand		<u>1,541,576</u>		<u>1,915,384</u>	
		5,426,020		6,636,466	
<b>Liabilities</b>					
Creditors: Amounts falling due within one year	15	(479,075)		(459,779)	
<b>Net current assets</b>			<u>4,946,945</u>		<u>6,176,687</u>
<b>Total assets less current liabilities</b>			<u>19,044,839</u>		<u>19,204,865</u>
Creditors: Amounts falling due after more than one year	16		<u>(310,832)</u>		<u>(310,832)</u>
<b>Net assets excluding pension liability</b>			<u>18,734,007</u>		<u>18,894,033</u>
Defined benefit pension scheme liability	27		<u>(3,225,000)</u>		<u>(2,614,000)</u>
<b>Total net assets</b>			<u>15,509,007</u>		<u>16,280,033</u>
<b>Funds of the Academy Trust:</b>					
<b>Restricted funds</b>					
- Fixed asset fund	17	17,448,927		17,711,503	
- General fund	17	1,240,688		1,087,106	
- Pension reserve	17	<u>(3,225,000)</u>		<u>(2,614,000)</u>	
<b>Total restricted funds</b>			<u>15,464,615</u>		<u>16,184,609</u>
<b>Unrestricted income funds</b>					
- General fund	17	<u>44,392</u>		<u>95,424</u>	
<b>Total unrestricted funds</b>			<u>44,392</u>		<u>95,424</u>
<b>Total funds</b>			<u>15,509,007</u>		<u>16,280,033</u>

The current asset debtors figure includes an amount of £3,395,322 in respect of accrued income for our ongoing Selective School's Expansion Fund project. Due to a delay in the project a proportion of this amount will be due in more than one year.

The financial statements on pages 49 to 74 were approved by the Governors, and authorised for issue on 8 December 2020 and are signed on their behalf by:



Mr David Sidwick  
Chair

# BOURNEMOUTH SCHOOL

## Consolidated Statement of Cash Flows for the year ended 31 August 2020

		2020	2019
		£	£
	Notes		
<b>Cash flows from operating activities</b>			
Net cash (used in) provided by operating activities	21	979,677	(4,482,042)
Cash flows from investing activities	22	(1,323,283)	4,691,503
Cash flows from financing activities	23	-	311,554
<b>Change in cash and cash equivalents in the reporting year</b>		<u>(343,606)</u>	<u>521,015</u>
Cash and cash equivalents at 1 September 2019		<u>2,112,139</u>	<u>1,591,124</u>
Cash and cash equivalents at 31 August 2020	24	<u>1,768,533</u>	<u>2,112,139</u>

# **BOURNEMOUTH SCHOOL**

## **Notes to the Financial Statements for the year ended 31 August 2020**

### **1. 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 and Consolidation**

The financial statements of the Academy, which is a public benefit entity under FRS 102, have been prepared under the historical cost convention in accordance with the Financial Reporting Standard Applicable in the UK and Republic of Ireland (FRS102), the Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS102) (Charities SORP (FRS102)), the Academies Accounts Direction 2019 to 2020 issued by the ESFA, the Charities Act 2011 and the Companies Act 2006.

Bournemouth School meets the definition of a public benefit entity under FRS 102.

The Statement of Financial Activities (SoFA) and Balance Sheet consolidate the financial statements of the Charity and of its connected charities, Bournemouth School Fund and Roberts Thomson and Other Scholarships Foundation, over which it has overall control. The results of the connected charities are consolidated on a line by line basis. No separate SoFA has been presented for the Charity alone as permitted by section 408 of the Companies Act 2006.

These financial statements comprising the consolidated Statement of Financial Activities, the consolidated and Charity Balance Sheet, consolidated Cash Flow Statement and the related notes 1 to 28 constitute the consolidated financial statements of Bournemouth School for the financial year ended 31 August 2020.

#### **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. 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.

The pupil numbers at the academy have increased in 2020/21 following a planned increase in PAN in 2019/20. Applications to the school for entrance continue to be high therefore it is assumed that pupil numbers will remain constant for the foreseeable future. The reserve levels held by the academy trust remain at a level considered to be acceptable by the governors for the continued operations of the academy. Investment is being made in the academy through CIF and SSEF grants to improve the quality of the infrastructure and provide accommodation for the future planned increase in pupil numbers. The governors do not therefore believe that there are any material uncertainties about the academy trust's ability to continue as a going concern.

#### **Income**

All incoming resources are recognised when the academy trust 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.

# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 1. Statement of Accounting Policies (continued)

#### Income (continued)

- **Grants (continued)**

Capital grants are recognised in full when there is an 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 are not deferred over the life of the asset on which they are expended. Grants received for capital purposes are spent on capital projects in line with the terms and conditions for the grant.

- **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 it 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.

- **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 goods, facilities and services**

Goods donated for resale are included at fair value, being the expected proceeds from sale less the expected costs of sale. If it is practical to assess the fair value at receipt, it is recognised in stock and 'Income from other trading activities'. Upon sale, the value of the stock is charged against 'Income from other trading activities' and the proceeds are recognised as 'Income from other trading activities'. Where it is impractical to fair value the items due to the volume of low value items they are not recognised in the financial statements until they are sold. This income is recognised within 'Income from other trading activities'.

- **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 should be 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 trust'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 on 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 operation, including support costs and costs relating to the governance of the Academy apportioned to charitable activities.

All resources expended are inclusive of irrecoverable VAT.



# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 1. Statement of Accounting Policies (continued)

#### Tangible Fixed Assets

Assets costing £2,000 or more are capitalised as tangible fixed assets and are carried at cost, net of depreciation and any provision for impairment.

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

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

Freehold buildings	2% straight line
ICT equipment	25% straight line
Furniture & Equipment	10% straight line
Motor Vehicles	25% straight line

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 or leasehold land and buildings.

Where an asset comprises of two or more components which have substantially different lives e.g. roof, boilers, lifts, each component is depreciated separately over its useful economic life.

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.

#### Liabilities

Liabilities are recognised when there is an obligation at the balance sheet date as a result of a past event, it is probably 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.

#### Provision

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

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

#### Leased Assets

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

# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 1. Statement of Accounting Policies (continued)

#### Financial Instruments

The Academy trust 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 14. Prepayments are not financial instruments.

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

Financial liabilities – trade creditors, accruals and other creditors are financial instruments, and are measured at amortised cost as detailed in 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. Amounts due to a charity's wholly owned subsidiary are held at face value less any impairment.

#### Taxation

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

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

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

The LGPS is a funded multi-employer scheme and the assets are held separately from those of the Academy in separate trustee administered funds. Pension scheme assets are measured at fair value and liabilities are measured on an actuarial basis using the projected unit credit method and discounted at a rate equivalent to the current rate of return on a high quality corporate bond of equivalent term and currency to the liabilities. The actuarial valuations are obtained at least triennially and are updated at each balance sheet date. The amounts charged to 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 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.

# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 1. Statement of Accounting Policies (continued)

#### Fund Accounting

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

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

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

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

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 27, 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 pension 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.

#### *Critical areas of judgement*

The governors have considered the accounting treatment of land and buildings utilised by the Academy Trust. The land and buildings were valued on the depreciated replacement cost method in an exercise undertaken by the Education and Skills Funding Agency as at 31 August 2011. Within freehold land and buildings is land valued at £2,179,163 and buildings valued at £11,852,369. A separate valuation has not been obtained as the governors deemed it to be not an effective use of public funds. The valuations entail an element of judgement and the governors believe that the method of valuation is appropriate and in line with acceptable valuation methods.

# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 2. Prior Year Consolidated SoFA for year ended 31 August 2019

	Note	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	Total 2018 £
<b>Income from:</b>					
Donations and capital grants	3	62,291	24,300	5,112,116	5,198,707
<i>Charitable activities:</i>					
- Funding for the Academy's educational operations	4	-	4,687,781	-	4,687,781
Other trading activities	5	502,145	17,311	-	519,456
Investments	6	8,178	-	-	8,178
<b>Total income</b>		<b>572,614</b>	<b>4,729,392</b>	<b>5,112,116</b>	<b>10,414,122</b>
<b>Expenditure on:</b>					
Raising funds					
<i>Charitable activities:</i>					
- Academy's educational operations	7,8	528,259	4,954,715	266,958	5,749,932
<b>Total expenditure</b>	7	<b>528,259</b>	<b>4,954,715</b>	<b>266,958</b>	<b>5,749,932</b>
Net investment gains	17	7,376	-	-	7,376
Net income/(expenditure)		51,731	(225,323)	4,845,158	4,671,566
Transfers between funds	17	(96,738)	96,738	-	-
<b>Other recognised (losses) / gains</b>					
Actuarial (losses)/gains on defined benefit pension schemes	17,27	-	(336,000)	-	(336,000)
<b>Net movement in funds</b>		<b>(45,007)</b>	<b>(464,585)</b>	<b>4,845,158</b>	<b>4,335,566</b>
<b>Reconciliation of funds</b>					
Total funds brought forward	17	461,134	(1,062,309)	12,866,345	12,265,170
Total funds carried forward	17	416,127	(1,526,894)	17,711,503	16,600,736

### 3. Donations and capital grants

	Unrestricted Funds £	Restricted Funds £	Total 2020 £	Total 2019 £
Capital Grants	-	53,254	53,254	5,112,116
Capital Donations	-	-	-	-
Other Donations	66,572	2,042	68,614	86,591
	<u>66,572</u>	<u>55,296</u>	<u>121,868</u>	<u>5,198,707</u>

# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 4. Funding for the Academy's educational operations

	Unrestricted Funds £	Restricted Funds £	Total 2020 £	Total 2019 £
<b>DfE/ESFA revenue grants</b>				
- General Annual Grant (GAG)	-	4,808,776	4,808,776	4,532,805
- Pupil Premium	-	58,414	58,414	57,423
- 16-19 Bursary	-	22,579	22,579	34,959
- Other DfE/ESFA Grants	-	278,536	278,536	46,800
	-	5,168,305	5,168,305	4,671,987
<b>Other Government grants</b>				
- SEN from LA	-	10,678	10,678	12,147
- Growth Funding from LA	-	114,682	114,682	-
	-	125,360	125,360	12,147
<b>Other income for the Academy's educational operations</b>				
	-	1,139	1,139	3,647
	-	1,139	1,139	3,647
	-	5,294,804	5,294,804	4,687,781

### 5. Other trading activities

	Unrestricted Funds £	Restricted Funds £	Total 2020 £	Total 2019 £
Other Income	9,179	6,193	15,372	23,044
Parental Contributions	30,483	303	30,786	37,089
Catering Income	170,732	-	170,732	244,371
Exam fee Income	5,313	-	5,313	7,870
Visit and trip income	2,784	-	2,784	119,897
After School Activities Income	59,272	-	59,272	87,185
	277,763	6,496	284,259	519,456

### 6. Investment Income

	Unrestricted Funds £	Restricted Funds £	Total 2020 £	Total 2019 £
Dividend Income	3,539	-	3,539	3,469
Bank Interest Received	5,470	-	5,470	4,709
	9,009	-	9,009	8,178

### 7. Expenditure

	Staff Costs £	Non Pay Expenditure Premises £	Other Costs £	Total 2020 £	Total 2019 £
Academy's educational operations					
- Direct costs	4,113,108	315,830	337,322	4,766,260	4,456,564
- Allocated support costs	867,179	230,739	214,021	1,311,939	1,293,368
	4,980,287	546,569	551,343	6,078,199	5,749,932

# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 7. Expenditure (continued)

Net income/(expenditure) for the year include:	2020	2019
	£	£
Operating lease rentals	14,496	14,496
Depreciation	315,830	266,958
Gain/(loss) on disposal of fixed assets	-	-
Fees payable to auditor		
- audit	7,215	7,148
- other services	3,891	1,568

### 8. Charitable Activities

	Unrestricted Funds	Restricted Funds	Total 2020	Total 2019
	£	£	£	£
<b>Direct costs – educational operations</b>				
Teaching and educational support staff costs	52,698	4,060,410	4,113,108	3,676,133
Other direct staff costs & expenses	-	11,451	11,451	25,644
Depreciation	-	315,830	315,830	266,958
Educational supplies	13,489	73,734	87,223	100,727
Examination fees	4,954	99,009	103,963	113,790
Educational consultancy	-	9,176	9,176	4,809
Technology costs	-	44,219	44,219	47,245
Other direct costs	49,294	31,996	81,290	221,258
	<u>120,435</u>	<u>4,645,825</u>	<u>4,766,260</u>	<u>4,456,564</u>
<b>Support costs – educational operations</b>				
Support staff pay costs	-	747,436	747,436	682,693
Catering staff pay costs	119,743	-	119,743	113,262
Other support staff costs	124	5,206	5,330	4,324
Maintenance of premises and equipment	-	31,234	31,234	38,576
Cleaning	-	4,403	4,403	3,114
Operating lease rentals	-	14,496	14,496	14,496
Rent & rates	-	54,381	54,381	53,376
Energy	-	60,431	60,431	68,325
RPA	-	18,702	18,702	20,500
Security and transport	1,267	12,673	13,940	12,987
Catering	103,799	-	103,799	145,947
Technology costs	-	40,038	40,038	39,176
Other premises costs	-	51,789	51,789	48,996
Legal costs - other	-	4,867	4,867	4,083
Other professional costs	-	10,688	10,688	10,511
Governance costs	780	10,947	11,727	11,943
Other support costs	4,921	14,014	18,935	21,059
	<u>230,634</u>	<u>1,081,305</u>	<u>1,311,939</u>	<u>1,293,368</u>
<b>Total charitable activity costs</b>	<u>351,069</u>	<u>5,727,130</u>	<u>6,078,199</u>	<u>5,749,932</u>

# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 9. Staff

#### a. Staff costs

	2020 £	2019 £
Staff costs during the period were:		
Wages and salaries	3,594,330	3,331,520
Social security costs	354,826	321,710
Pension costs	988,679	767,833
	<u>4,937,835</u>	<u>4,421,063</u>
Agency staff costs	42,452	51,025
Staff restructuring costs	-	-
	<u>4,980,287</u>	<u>4,472,088</u>
Staff restructuring costs comprise:		
Severance payments	-	-
	<u>-</u>	<u>-</u>

#### b. Staff numbers

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

Charitable Activities	2020 No	2019 No
Teachers	73	69
Administration and support	53	52
Management	5	5
	<u>131</u>	<u>126</u>

The average number of persons employed by the Academy during the year expressed as full time equivalents were as follows:

Charitable Activities	2020 No	2019 No
Teachers	61	58
Administration and support	36	34
Management	5	5
	<u>102</u>	<u>97</u>

#### 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	2	3
£70,001 - £80,000	1	-
£90,001 - £100,000	1	1
	<u>4</u>	<u>4</u>

#### d. Key management personnel

The key management personnel of the Academy comprise the governors and the senior management team as listed on page 1. The total amount of employee benefits (including pension contributions and employer national insurance contributions) received by key management personnel for their services to the Academy was £543,004 (2019: £526,889).

# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 10. Related Party Transactions - Governors' Remuneration and Expenses

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

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

D Lewis (Headteacher and Governor):		
Remuneration	£95,001 - £100,000	(2019: £90,001 - £95,000)
Employer's pension contributions	£20,001 - £25,000	(2019: £15,001 - £20,000)
M Gosling (Other Staff Governor):		
Remuneration	£40,001 - £45,000	(2019: £35,001 - £40,000)
Employer's pension contributions	£5,001 - £10,000	(2018: £5,001 - £10,000)
C Lloyd-Hopkins (Other Staff Governor)		
Remuneration	£10,001 - £15,000	(2019: £10,001 - £15,000)
Employer's pension contributions	£0 - £5,000	(2019: £0 - £5,000)
J.Roche (Other Staff Governor – appointed 10 <sup>th</sup> December 2019):		
Remuneration	£20,001 - £25,000	
Employer's pension contributions	£5,001 - £10,000	
D Worden (Other Staff Governor – resigned 9 <sup>th</sup> July 2019)		
Remuneration		(2019: £20,001 - £25,000)
Employer's pension contributions		(2019: £0 - £5,000)

During the year ended 31 August 2020, reimbursement of expenses incurred by staff Governors through employment at the school were as follows:

D Lewis	£1,320	(2019: £nil)
M Gosling	£nil	(2019: £31)

During the year ended 31 August 2020, travel and subsistence expenses totalling £nil were reimbursed or paid directly to Governors (2019: £nil). Other related party transactions involving the trustees are set out in Note 28.

### 11. Governors' and Officers' Insurance

In accordance with normal commercial practice the academy has purchased cover via the ESFA Risk Protection Arrangement (RPA) to protect governors and officers from claims arising from negligent acts, errors or omissions occurring whilst on academy business. The RPA provides cover up to £10,000,000 (2019: £10,000,000) on any one claim. The cost of this cover is not separately identifiable (2019: not separately identifiable).

The cost of this cover is included in the RPA cost.



# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 12. Tangible Fixed Assets

	Freehold Land and Buildings £	Assets Under Construction £	Furniture and Equipment £	Computer Equipment £	Motor Vehicles £	Total £
<b>Cost</b>						
At 1 September 2019	14,509,762	419,119	24,027	170,159	33,595	15,156,662
Additions	1,184,666	112,189	13,365	75,326	-	1,385,546
Transfer	202,571	(202,571)	-	-	-	-
Disposals	-	-	-	-	-	-
At 31 August 2020	15,896,999	328,737	37,392	245,485	33,595	16,542,208
<b>Depreciation</b>						
At 1 September 2019	1,943,512	-	10,169	141,208	33,595	2,128,484
Charged in year	275,317	-	3,739	36,774	-	315,830
Disposals	-	-	-	-	-	-
At 31 August 2020	2,218,829	-	13,908	177,982	33,595	2,444,314
<b>Net book values</b>						
At 31 August 2020	13,678,170	328,737	23,484	67,503	-	14,097,894
At 31 August 2019	12,566,250	419,119	13,858	28,951	-	13,028,178

The additions to freehold land and buildings comprise the following items:

- Roof and windows renewal
- Refurbishment of staff room
- New maths block boilers
- New handrail for reception stairs
- Change of use of classroom to laboratory

The assets under the course of construction comprise the following items:

- Costs incurred to date in respect of the schools new building to accommodate the increase in pupil numbers

### 13. Fixed Asset Investments

	Group	
	2020 £	2019 £
Market value		
At 1 September 2019	115,669	108,293
Donations in year	-	-
Change in value in the year	2,563	7,376
	<u>118,232</u>	<u>115,669</u>

The historic cost of the investments is not disclosed as it is unknown. When the investment accounts were transferred from the Charity Commission in 1992 no historic cost information was provided.

The investments held by the group are COIF Income Shares.

### 14. Debtors

	Group		Academy	
	2020 £	2019 £	2020 £	2019 £
Trade debtors	16,565	482	16,566	482
VAT recoverable	30,277	28,913	30,277	28,913
Other debtors	10,207	10,269	-	-
Prepayments and accrued income	3,846,201	4,691,687	3,837,601	4,691,687
	<u>3,903,250</u>	<u>4,731,351</u>	<u>3,884,444</u>	<u>4,721,082</u>

Included within prepayments and accrued income is £3,395,322 (2019: £1,637,196). This is in respect of our Selective Schools Expansion Fund project which has been delayed. A proportion of this amount will therefore be due in more than one year.

# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 15. Creditors: amounts falling due within one year

	Group		Academy	
	2020	2019	2020	2019
	£	£	£	£
Trade creditors	142,170	22,266	142,153	22,266
Other Taxation & Social Security	85,995	81,186	85,995	81,186
Loans	722	722	722	722
Other creditors	89,782	68,632	89,782	68,632
Accruals and deferred income	198,368	288,963	160,423	286,973
	<u>517,037</u>	<u>461,769</u>	<u>479,075</u>	<u>459,779</u>

Deferred income	2020		2019	
	£	£	£	£
Deferred Income at 1 September 2019	111,273	187,936	109,283	146,424
Resources deferred in the year	152,038	111,273	114,093	109,283
Amounts released from previous years	(111,273)	(187,936)	(109,283)	(146,424)
Deferred Income at 31 August 2020	<u>152,038</u>	<u>111,273</u>	<u>114,093</u>	<u>109,283</u>

Deferred income relates to income which was received in the period to 31 August 2020 but actually relates to the year ended 31 August 2021.

Deferred income as at 31 August 2020 relates to rates relief, income from school trips, after school activities, 6<sup>th</sup> form resources fee, lockers, photocopying and lunch top-ups income received in advance.

### 16. Creditors: amounts falling due in greater than one year

	Group		Academy	
	2020	2019	2020	2019
	£	£	£	£
Loans	310,832	310,832	310,832	310,832
	<u>310,832</u>	<u>310,832</u>	<u>310,832</u>	<u>310,832</u>

Loans are made up of the following:

A loan of £300,000 from the ESFA under Selective School Expansion Fund with an interest rate of 2.07%. The loan is repayable over 120 monthly repayments. Repayments were originally due to commence in September 2020. Due to project delays repayments are not expected to commence until at least September 2021.

A loan of £11,554 (£722 in creditors: amounts falling due within one year, £10,832 in creditors: amounts falling due in greater than one year) from Salix under the Condition Improvement Fund with an interest rate of 0%. The loan is repayable over 8 years with repayments being made six monthly commencing March 2021 (The original commencement date was August 2020. This has been extended due to project delays).

# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 17. Funds

#### Group

	Balance at 1 September 2019 £	Incoming Resources £	Resources Expended £	Gains, Losses and Transfers £	Balance at 31 August 2020 £
<b>Restricted general funds</b>					
General Annual Grant (GAG)	1,075,846	4,808,776	(4,701,593)	50,540	1,233,569
Other Income	-	9,677	(9,677)	-	-
Pupil Premium Fund	-	58,414	(58,414)	-	-
16-19 Bursary	11,260	22,579	(26,720)	-	7,119
LEA and other grants	-	403,896	(403,896)	-	-
Pension reserve	(2,614,000)	-	(211,000)	(400,000)	(3,225,000)
	<b>(1,526,894)</b>	<b>5,303,342</b>	<b>(5,411,300)</b>	<b>(349,460)</b>	<b>(1,984,312)</b>
<b>Restricted fixed asset funds</b>					
DfE Group capital grants	5,289,546	23,080	(42,875)	-	5,269,751
Voluntary Income	69,637	30,174	(7,563)	-	92,248
Donated assets	12,128,333	-	(237,047)	-	11,891,286
Capital expenditure from GAG	223,987	-	(28,345)	-	195,642
	<b>17,711,503</b>	<b>53,254</b>	<b>(315,830)</b>	<b>-</b>	<b>17,448,927</b>
<b>Total restricted funds</b>	<b>16,184,609</b>	<b>5,356,596</b>	<b>(5,727,130)</b>	<b>(349,460)</b>	<b>15,464,615</b>
<b>Unrestricted funds</b>					
Unrestricted general funds	95,424	282,363	(282,855)	(50,540)	44,392
School Fund	171,741	67,428	(67,674)	-	171,495
Roberts Thomson	148,962	3,553	(540)	2,563	154,538
<b>Total unrestricted funds</b>	<b>416,127</b>	<b>353,344</b>	<b>(351,069)</b>	<b>(47,977)</b>	<b>370,425</b>
<b>Total funds</b>	<b>16,600,736</b>	<b>5,709,940</b>	<b>(6,078,199)</b>	<b>(397,437)</b>	<b>15,835,040</b>

#### Academy

	Balance at 1 September 2019 £	Incoming Resources £	Resources Expended £	Gains, Losses and Transfers £	Balance at 31 August 2020 £
<b>Restricted general funds</b>					
General Annual Grant (GAG)	1,075,846	4,808,776	(4,651,053)	-	1,233,569
Other Income	-	60,217	(60,217)	-	-
Pupil Premium Fund	-	58,414	(58,414)	-	-
16-19 Bursary	11,260	22,579	(26,720)	-	7,119
LEA and other grants	-	403,896	(403,896)	-	-
Pension reserve	(2,614,000)	-	(211,000)	(400,000)	(3,225,000)
	<b>(1,526,894)</b>	<b>5,353,882</b>	<b>(5,411,300)</b>	<b>(400,000)</b>	<b>(1,984,312)</b>
<b>Restricted fixed asset funds</b>					
DfE Group capital grants	5,289,546	23,080	(42,875)	-	5,269,751
Voluntary Income	69,637	30,174	(7,563)	-	92,248
Donated assets	12,128,333	-	(237,047)	-	11,891,286
Capital expenditure from GAG	223,987	-	(28,345)	-	195,642
	<b>17,711,503</b>	<b>53,254</b>	<b>(315,830)</b>	<b>-</b>	<b>17,448,927</b>
<b>Total restricted funds</b>	<b>16,184,609</b>	<b>5,407,136</b>	<b>(5,727,130)</b>	<b>(400,000)</b>	<b>15,464,615</b>
<b>Unrestricted funds</b>					
Unrestricted general funds	95,424	282,363	(333,395)	-	44,392
<b>Total unrestricted funds</b>	<b>95,424</b>	<b>282,363</b>	<b>(333,395)</b>	<b>-</b>	<b>44,392</b>
<b>Total funds</b>	<b>16,280,033</b>	<b>5,689,499</b>	<b>(6,060,525)</b>	<b>(400,000)</b>	<b>15,509,007</b>

# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 17. Funds (continued)

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

Restricted general funds are those which are for a specific purpose and the funds are only spent in accordance with the agreement or restriction placed upon them. The restricted general funds are made up of the General Annual Grant received, to be spent on education within the academy, and other related DfE and other authority grants.

The fixed asset fund was created with the donation of the school's land and buildings to the academy. Additional assets are added to the fund which is also written down by depreciation each year.

In the current year capital grants of £53,254 were accounted for as receivable. £23,080 is the devolved formula capital grant received from the ESFA. £18,350 is a grant from the Cohen Charitable Trust for the purchase of laptops. £11,074 is a grant from the Wolfson Foundation for the purchase of science equipment. £750 is a grant from Universal Music UK Sound Foundation as part funding toward a new piano.

Unrestricted general funds are general donations and fund raising activities of the academy and are used to support the provision of education within the academy.

The School Fund exists for advancing the education of pupils by providing and assisting in the provision of facilities for the education of pupils at Bournemouth School.

The Roberts Thomson fund exists to provide current and past pupils of Bournemouth School assistance with their further education or profession with a bias towards sports and the arts.

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

The transfer of funds from restricted to unrestricted funds represents pupil premium funds being used for school trips and funding of free school meals.

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

Group	Balance at 1 September 2018 £	Incoming Resources £	Resources Expended £	Gains, Losses and Transfers £	Balance at 31 August 2019 £
<b>Restricted general funds</b>					
General Annual Grant (GAG)	990,691	4,532,805	(4,544,388)	96,738	1,075,846
Other Income	-	45,258	(45,258)	-	-
Pupil Premium Fund	-	57,423	(57,423)	-	-
16-19 Bursary	-	34,959	(23,699)	-	11,260
LEA and other grants	-	58,947	(58,947)	-	-
Pension reserve	(2,053,000)	-	(225,000)	(336,000)	(2,614,000)
	<b>(1,062,309)</b>	<b>4,729,392</b>	<b>(4,954,715)</b>	<b>(239,262)</b>	<b>(1,526,894)</b>
<b>Restricted fixed asset funds</b>					
DfE Group capital grants	182,461	5,112,116	(5,031)	-	5,289,546
Voluntary Income	72,666	-	(3,029)	-	69,637
Donated assets	12,365,381	-	(237,048)	-	12,128,333
Capital expenditure from GAG	245,837	-	(21,850)	-	223,987
	<b>12,866,345</b>	<b>5,112,116</b>	<b>(266,958)</b>	<b>-</b>	<b>17,711,503</b>
<b>Total restricted funds</b>	<b>11,804,036</b>	<b>9,841,508</b>	<b>(5,221,673)</b>	<b>(239,262)</b>	<b>16,184,609</b>
<b>Unrestricted funds</b>					
Unrestricted general funds	102,195	458,452	(368,485)	(96,738)	95,424
School Fund	219,423	110,677	(158,359)	-	171,741
Roberts Thomson	139,516	3,485	(1,415)	7,376	148,962
<b>Total unrestricted funds</b>	<b>461,134</b>	<b>572,614</b>	<b>(528,259)</b>	<b>(89,362)</b>	<b>416,127</b>
<b>Total funds</b>	<b>12,265,170</b>	<b>10,414,122</b>	<b>(5,749,932)</b>	<b>(328,624)</b>	<b>16,600,736</b>

# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 17. Funds (continued)

#### Academy

	Balance at 1 September 2018 £	Incoming Resources £	Resources Expended £	Gains, Losses and Transfers £	Balance at 31 August 2019 £
<b>Restricted general funds</b>					
General Annual Grant (GAG)	990,691	4,532,805	(4,447,650)	-	1,075,846
Other Income	-	141,997	(141,997)	-	-
Pupil Premium Fund	-	57,423	(57,423)	-	-
16-19 Bursary	-	34,959	(23,699)	-	11,260
LEA and other grants	-	58,947	(58,947)	-	-
Pension reserve	(2,053,000)	-	(225,000)	(336,000)	(2,614,000)
	<b>(1,062,309)</b>	<b>4,826,131</b>	<b>(4,954,716)</b>	<b>(336,000)</b>	<b>(1,526,894)</b>
<b>Restricted fixed asset funds</b>					
DfE Group capital grants	182,461	5,112,116	(5,031)	-	5,289,546
Voluntary Income	72,666	-	(3,029)	-	69,637
Donated assets	12,365,381	-	(237,048)	-	12,128,333
Capital expenditure from GAG	245,837	-	(21,850)	-	223,987
	<b>12,866,345</b>	<b>5,112,116</b>	<b>(266,958)</b>	<b>-</b>	<b>17,711,503</b>
<b>Total restricted funds</b>	<b>11,804,036</b>	<b>9,938,247</b>	<b>(5,221,674)</b>	<b>(336,000)</b>	<b>16,184,609</b>
<b>Unrestricted funds</b>					
Unrestricted general funds	102,195	463,150	(469,921)	-	95,424
<b>Total unrestricted funds</b>	<b>102,195</b>	<b>463,150</b>	<b>(469,921)</b>	<b>-</b>	<b>95,424</b>
<b>Total funds</b>	<b>11,906,231</b>	<b>10,401,397</b>	<b>(5,691,595)</b>	<b>(336,000)</b>	<b>16,280,033</b>

### 18. Analysis of net assets between funds

#### Group

Fund balances at 31 August 2020 are represented by:

	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	Total Funds £
Tangible fixed assets	-	-	14,097,894	14,097,894
Fixed asset investments	118,232	-	-	118,232
Current assets	389,367	1,619,829	3,662,587	5,671,783
Current liabilities	(137,174)	(379,141)	(722)	(517,037)
Non-current liabilities	-	-	(310,832)	(310,832)
Pension scheme liability	-	(3,225,000)	-	(3,225,000)
<b>Total net assets</b>	<b>370,425</b>	<b>(1,984,312)</b>	<b>17,448,927</b>	<b>15,835,040</b>

#### Academy

Fund balances at 31 August 2020 are represented by:

	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	Total Funds £
Tangible fixed assets	-	-	14,097,894	14,097,894
Current assets	143,603	1,619,830	3,662,587	5,426,020
Current liabilities	(99,211)	(379,142)	(722)	(479,075)
Non-current liabilities	-	-	(310,832)	(310,832)
Pension scheme liability	-	(3,225,000)	-	(3,225,000)
<b>Total net assets</b>	<b>44,392</b>	<b>(1,984,312)</b>	<b>17,448,927</b>	<b>15,509,007</b>

# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 18. Analysis of net assets between funds (continued)

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

#### Group

Fund balances at 31 August 2019 are represented by:

	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	Total Funds £
Tangible fixed assets	-	-	13,028,178	13,028,178
Fixed asset investments	115,669	-	-	115,669
Current assets	390,514	1,458,097	4,994,879	6,843,490
Current liabilities	(90,056)	(370,991)	(722)	(461,769)
Non-current liabilities	-	-	(310,832)	(310,832)
Pension scheme liability	-	(2,614,000)	-	(2,614,000)
<b>Total net assets</b>	<b>416,127</b>	<b>(1,526,894)</b>	<b>17,711,503</b>	<b>16,600,736</b>

#### Academy

Fund balances at 31 August 2019 are represented by:

	Unrestricted Funds £	Restricted General Funds £	Restricted Fixed Asset Funds £	Total Funds £
Tangible fixed assets	-	-	13,028,178	13,028,178
Current assets	183,490	1,458,097	4,994,879	6,636,466
Current liabilities	(88,066)	(370,991)	(722)	(459,779)
Non-current liabilities	-	-	(310,832)	(310,832)
Pension scheme liability	-	(2,614,000)	-	(2,614,000)
<b>Total net assets</b>	<b>95,424</b>	<b>(1,526,894)</b>	<b>17,711,503</b>	<b>16,280,033</b>

### 19. Capital commitments

	2020 £	2019 £
Contracted for, but not provided in the financial statements	40,050	1,102,990

This figure represents amounts contracted for but not provided in the financial statements in respect of the ongoing new building works (Selective School Expansion Fund) and replacement roofs and windows (Condition Improvement Funding)

### 20. Commitments under operating leases

#### Operating leases

At 31 August 20 the total of the Academy's future minimum lease payments under non-cancellable operating leases was:

	2020 £	2019 £
<b>Other</b>		
Amounts due within one year	14,496	14,496
Amounts due between one and five years	3,624	18,119
	<b>18,120</b>	<b>32,615</b>

# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

<b>21. Reconciliation of net income/(expenditure) to net cash flow from operating activities</b>		
	<b>2020</b>	<b>2019</b>
	<b>£</b>	<b>£</b>
Net income for the reporting period (as per the statement of financial activities)	(365,696)	4,671,566
Adjusted for:		
Depreciation (Note 12)	315,830	266,958
Capital grants from DfE and other capital income	(53,254)	(5,112,116)
Dividend income (Note 6)	(3,539)	(3,469)
Interest receivable (Note 6)	(5,470)	(4,709)
Net gains on investments	(2,563)	(7,376)
Defined benefit pension scheme cost less contributions payable (Note 27)	163,000	171,000
Defined benefit pension scheme finance cost (Note 27)	48,000	54,000
Decrease/(increase) in debtors	828,101	(4,675,744)
Increase in creditors	55,268	57,848
<b>Net cash provided by / (used in) operating activities</b>	<b><u>979,677</u></b>	<b><u>(4,482,042)</u></b>
<b>22. Cash flows from investing activities</b>		
	<b>2020</b>	<b>2019</b>
	<b>£</b>	<b>£</b>
Dividends and Interest from investments	9,009	8,178
Proceeds from sale of tangible fixed assets	-	-
Purchase of tangible fixed assets	(1,385,546)	(428,791)
Capital grants from DfE/ESFA	23,080	5,112,116
Capital funding received from sponsors and others	30,174	-
<b>Net cash provided by / (used in) investing activities</b>	<b><u>(1,323,283)</u></b>	<b><u>4,691,503</u></b>
<b>23. Cashflows from financing activities</b>		
	<b>2020</b>	<b>2019</b>
	<b>£</b>	<b>£</b>
Cash inflows from new borrowing	-	311,554
<b>Net cash provided by / (used in) financing activities</b>	<b><u>-</u></b>	<b><u>311,554</u></b>
<b>24. Analysis of cash and cash equivalents</b>		
	<b>2020</b>	<b>2019</b>
	<b>£</b>	<b>£</b>
Cash in hand and at bank	1,768,533	2,112,139
<b>Total cash and cash equivalents</b>	<b><u>1,768,533</u></b>	<b><u>2,112,139</u></b>

# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 25. Analysis of changes in net debt

	At 1 September 2019	Cash flows	Acquisition/ disposal of subsidiaries	New finance leases	Other non- cash changes	At 31 August 2020
	£	£	£	£	£	£
Cash	2,112,139	(343,606)	-	-	-	1,768,533
Cash Equivalents	-	-	-	-	-	-
Overdraft facility repayable on demand	-	-	-	-	-	-
	2,112,139	(343,606)	-	-	-	1,768,533
Loans falling due within one year	(722)	-	-	-	-	(722)
Loans falling due after more than one year	(310,832)	-	-	-	-	(310,832)
Finance lease obligations	-	-	-	-	-	-
	1,800,585	(343,606)	-	-	-	1,456,979

### 25. Contingent Liabilities

The Academy had no contingent liabilities as at 31 August 2020.

### 26. 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 as stated in the memorandum and articles of association for the debts and liabilities contracted before he/she ceases to be a member.

### 27. 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 Dorset Council. Both are multi-employer defined benefit schemes.

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

Contributions amounting to £89,621 (2019: £68,573) were payable to the schemes at 31 August 2020 and are included within creditors.

#### Teachers' Pension Scheme

##### Introduction

The Teachers' Pension Scheme (TPS) is a statutory, contributory, defined benefit scheme, governed by the Teachers' Pensions 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.



# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 27. Pension and similar obligations (continued)

#### 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 (Valuation 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 latest 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 payable to TPS in the period amounted to £645,495 (2019: £425,863).

A copy of the valuation report and supporting documentation is on the Teachers' Pension 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.

#### Local Government Pension Scheme

The LGPS is a funded defined-benefit pension scheme, with the assets held in separate trustee-administered funds. The total contributions made for the year ended 31 August 2020 was £172,000 (2019: £155,000), of which employer's contributions totalled £131,000 (2019: £117,000) and employees' contributions totalled £41,000 (2019: £38,000). The agreed contribution rates for future years are 20% for employers Apr 20 to Mar 21 (21% for 21/22 and £22% for 22/23) and ranges from 5.5-8.5 per cent for employees.

Parliament has agreed, at the request of the Secretary of State for Education, to 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.

#### Principal Actuarial Assumptions

	2020	2019
Rate of increase in salaries	3.3%	3.7%
Rate of increase for pensions in payment/inflation	2.3%	2.2%
Discount rate for scheme liabilities	1.6%	1.85%
Inflation assumption (CPI)	2.3%	2.2%
Commutation of pensions to lump sums	50%	50%

# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 27. Pension and similar obligations (continued)

These assumptions have been set with reference to market conditions at 31 August 2020. The estimate of the employer's past service liability duration is 23 years. An estimate of the employer's future cashflows is made using notional cashflows which in turn are used to derive a Single Equivalent Discount Rate (SEDR). The discount rate derived is such that the net present value of the notional cashflows, discounted at this single rate, equates to the net present value of the cashflows, discounted using the annualised Merrill Lynch AA rated corporate bond yield curve (where the spot curve is assumed to be flat beyond the 30 year point). This is consistent with the approach used at the previous accounting date. Similar to the approach used to derive the discount rate, the Retail Prices Index (RPI) increase assumption is set using a Single Equivalent Inflation Rate (SEIR) approach, using the notional cashflows previously described. The single inflation rate derived is that which gives the same net present value of the cashflows, discounted using the annualised Merrill Lynch AA rated corporate bond yield curve, as applying the BoE implied inflation curve. As above, the Merrill Lynch AA rated corporate bond yield spot curve is assumed to be flat beyond the 30 year point and the BoE implied Inflation spot curve is assumed to be flat beyond the 40 year point. This is consistent with the approach used at the previous accounting date. As future pension increases are expected to be based on the Consumer Prices Index (CPI) rather than RPI, a further assumption about CPI has been made which is that it will be 0.8% pa below RPI i.e. 2.30% pa. It is believed this is a reasonable estimate for the future differences in the indices, based on the different calculation methods, recent independent forecasts and the duration of the Employer's liabilities. This reflects the movement in market implied RPI inflation that occurred following the UK Statistics Authority's proposal to change how RPI is calculated and subsequent announcements from the Chancellor on the issue. Salaries are assumed to increase at 1.0% pa above CPI. This differs from the salary increase assumption at the previous accounting date and has been updated in line with the most recent funding valuation.

The sensitivity analysis for the principal assumptions used to measure scheme liabilities, showing how the measurement of scheme liabilities would have been affected by changes in the relevant assumption that were reasonably possible at the balance sheet date are as follows:

Sensitivity Analysis	£000	£000	£000
Adjustment to discount rate	+0.1%	0.0%	-0.1%
Present value of total obligation	5,231	5,351	5,475
Projected service cost	328	337	347
Adjustment to long term salary increase	+0.1%	0.0%	-0.1%
Present value of total obligation	5,368	5,351	5,335
Projected service cost	337	337	337
Adjustment to pension increases and deferred revaluation	+0.1%	0.0%	-0.1%
Present value of total obligation	5,458	5,351	5,248
Projected service cost	346	337	328
Adjustment to life expectancy assumptions	+ 1 Year	None	- 1 Year
Present value of total obligation	5,557	5,351	5,153
Projected service cost	349	337	325

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

	2020	2019
<i>Retiring today</i>		
Males	23.3	22.9
Females	24.8	24.8
<i>Retiring in 20 years</i>		
Males	24.7	24.6
Females	26.2	26.6

# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 27. Pension and similar obligations (continued)

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

	Fair Value at 31 August 2020 £	Fair Value at 31 August 2019 £
Equities	1,095,000	1,046,000
Liability Driven Investment	256,000	268,000
Cash	22,000	53,000
Other Bonds	169,000	146,000
Diversified Growth Fund	122,000	120,000
Secured Income Funds	11,000	-
Property	211,000	214,000
Infrastructure	144,000	108,000
Multi Asset Credit	96,000	94,000
<b>Total market value of assets</b>	<b>2,126,000</b>	<b>2,049,000</b>

The actual return on the scheme assets was £(90,000) (2019: £157,000).

#### Amounts recognised in the statement of financial activities

	2020 £	2019 £
Current service cost (net of employee contributions)	(294,000)	(235,000)
Past service costs, including curtailments	-	(53,000)
Interest income	39,000	49,000
Interest cost	(86,000)	(102,000)
Administrative expenses	(1,000)	(1,000)
<b>Total amount recognised in the SOFA</b>	<b>(342,000)</b>	<b>(342,000)</b>

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

	2020 £	2019 £
<b>At 1 September</b>	<b>4,663,000</b>	<b>3,830,000</b>
Current service cost	294,000	235,000
Past service costs, including curtailments	-	53,000
Interest cost	86,000	102,000
Employee contributions	41,000	38,000
Changes in financial assumptions	337,000	686,000
Change in demographic assumptions	(101,000)	(242,000)
Experience loss on defined benefit obligation	58,000	-
Estimated benefits paid net of transfers in	(25,000)	(37,000)
Unfunded pension payments	(2,000)	(2,000)
<b>At 31 August</b>	<b>5,351,000</b>	<b>4,663,000</b>

#### Changes in the fair value of the Academy's share of scheme assets:

	2020 £	2019 £
<b>At 1 September</b>	<b>2,049,000</b>	<b>1,777,000</b>
Interest on assets	39,000	49,000
Return on assets less interest	(129,000)	108,000
Other actuarial gains / (losses)	23,000	-
Administrative expenses	(1,000)	(1,000)
Employer contributions	131,000	117,000
Employee contributions	41,000	38,000
Benefits paid	(27,000)	(39,000)
<b>At 31 August</b>	<b>2,126,000</b>	<b>2,049,000</b>

# BOURNEMOUTH SCHOOL

## Notes to the Financial Statements for the year ended 31 August 2020

### 28. Related Party Transactions

Owing to the nature of the academy trust and the composition of the board of trustees being drawn from local public and private sector organisations, transactions may take place with organisations in which the trustees have an interest. All transactions involving such organisations are conducted in accordance with the requirements of the Handbook, including notifying the ESFA of all transactions made on or after 1 April 2019 and obtaining their approval where required, and with the academy trust'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.

#### Expenditure Related Party Transactions

During the year related parties of two of the governors were employed within the school.

Mrs D Lewis, the wife of Mr D Lewis, a governor and headteacher, was employed as an invigilator at the school during the year.

Mr R Lloyd-Hopkins, the father of Mrs C Lloyd-Hopkins, a governor, was employed as a cleaner at the school during the year.

All the above appointments were made in open competition and none of related governors were involved in the decision making process regarding appointment. All the above employees are paid within the normal pay scale for their roles and they receive no special treatment as a result of their relationship with a governor.

The academy trust made a purchase of health & safety/first aid equipment from Mrs J Wheatley, Business Manager, totalling £100. There were no amounts outstanding at 31 August 2020. In entering in the transactions, the academy trust has complied with the requirements of the Academies Financial Handbook.

#### Income Related Party Transactions

During the year two governors donated amounts to Bournemouth School Fund which is consolidated into these accounts. These donations were made as a parent in the normal course of operations.

Mr M Jones, £120 (2019: £120)

Mrs D Watts, £180 (2019: £180)

No other related party transactions took place in the period of account, other than certain Governors' remuneration and expenses already disclosed in note 10.

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